

English Speaking Board (International) Ltd.

Entry Level Award in Oral Interview
Skills (Entry 3)
501/0188/2



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Changes from previous versions	Reason
<p>More detail on qualification content and assessment</p> <p>Learning outcomes and assessment criteria re-worded:</p> <p>AC1.1 Introduce themselves with enthusiasm, AC1.2 Speak clearly, AC1.3 Make eye contact with a group, AC1.4 Show a logical sequence, and AC1.5 Keep to the time limits are now</p> <p>AC1.1 Introduce themselves and the structure of their presentation,</p> <p>AC1.2 Communicate clearly and connect with the audience, making use of visual aids, and</p> <p>AC1.3 Structure a presentation with a clear introduction, conclusion and 3 or 4 main points, and keep to time.</p> <p>AC2.1 Explain how they prepared their CV and AC2.2 Present their CV are now</p> <p>AC2.1 Present their CV, and explain how they produced it, and</p> <p>AC2.2 Answer questions to elaborate on the content.</p> <p>LO3 Be able to answer interview questions appropriately is now</p> <p>LO3 Interact appropriately in an interview situation.</p> <p>AC3.1 Enter a room and greet an interviewer politely, AC3.2 Answer questions clearly, AC3.3 Ask for questions to be repeated (if necessary), AC3.4 Ask questions about a job/training/course, AC3.5 Make eye contact, AC3.6 Show enthusiasm, and AC3.7 End an interview appropriately are now</p> <p>AC3.1 Communicate appropriately, using greetings and farewells suitable for a formal situation, AC3.2 Answer questions clearly and fully, asking for clarification if necessary, and</p> <p>AC3.3 Ask some questions to demonstrate interest in the job or course, listen to the answers and respond appropriately.</p>	Review of qualification

Introduction

English Speaking Board (International) Ltd. (ESB International) offers high-quality Speech and Language qualifications in the UK and internationally.

We aim to support learners to possess the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds which are designed to stretch the most able, support the least confident and realise the potential of all. Do contact ESB International via our website www.esbuk.org if you wish to find out more about our qualifications and how learners can progress.

Our assessments are marked and administered externally by ESB International. ESB International carries out moderation and standardisation of all its assessors to ensure their assessment of your learners is consistent and of the highest quality.

When you choose to be a centre of ESB International and prepare your learners for our assessments, we offer you support via our website and your centre's online booking hub, along with training and guidance for all of your staff involved with the learning experience. We are here to support you so that your learners achieve and enjoy the experience of assessment with ESB International.



Introducing Building Confidence in Communication Qualifications

ESB International Building Confidence in Communication products develop the oracy and communication of learners who do not have a qualification at Level 1 or above. These qualifications can be taught to learners over 16 years of age who have special educational needs and disabilities. These learners may have an Education, Health and Care (EHC) plan or receive Special Educational Needs (SEN) support, and be based in either mainstream or specialist centres.

By developing oracy and communication skills, this suite of products can help remove barriers to learning by enabling access to a wide range of curricula, building relationships and a sense of belonging, and developing self-esteem and a positive self-identity. It also encourages autonomy and self-advocacy, and facilitates the fulfilment of potential.

There are a total of 14 qualifications in the Building Confidence in Communication product suite. These qualifications run between Entry 1 and Entry 3, and are regulated by The Office of Qualifications and Examinations Regulation (Ofqual):

- ESB Entry Level Award in Communicating with Art (Entry 1) 600/3618/7
- ESB Entry Level Award in Communicating with Drama (Entry 1) 600/3596/1
- ESB Entry Level Award in Communicating with Music (Entry 1) 600/3620/5
- ESB Entry Level Award in Communicating with Others (Entry 1) 501/0140/7
- ESB Entry Level Award in Developing Independent Communication Skills (Entry 1) 501/0186/9
- ESB Entry Level Award in First Steps in Communicating with Others (Entry 1) 501/0143/2
- ESB Entry Level Award in Independent Communication Skills (Entry 1) 501/0142/0
- ESB Entry Level Award in Oral Communication with Others (Entry 1) 501/0138/9
- ESB Entry Level Award in Introducing Oral Skills for Interviews (Entry 1) 601/8415/2
- ESB Entry Level Award in Developing Oral Interview Skills (Entry 2) 501/0136/5
- ESB Entry Level Award in Oral Communication in the Community (Entry 2) 501/0187/0
- ESB Entry Level Award in Preparing for Performing Within a Team (Entry 2) 600/2968/7
- ESB Entry Level Award in Oral Interview Skills (Entry 3) 501/0188/2
- ESB Entry Level Award in Reading to a Child (Entry 3) 600/8164/8

All the teaching and learning for these qualifications should take place within a classroom environment, which means that the Guided Learning Hours (GLH) equate to the Total Qualification Time (TQT). There are 30 GLH for Entry 1 qualifications, 40 GLH for Entry 2 qualifications, and 50 GLH for Entry 3 qualifications.

All the qualifications listed above are assessed via a 20-minute assessment taken in a group. Learners can receive one of the following grades: Unsuccessful or Pass.

Qualification Progression

ESB International Building Confidence in Communication products run from Entry 1 to Entry 3 and offer progression to learners who wish to develop their oracy and communication skills for independent living and social interaction, self-expression via the arts, and interviews and the workplace. Please see the table below:

Communication for Independent Living and Social Interaction	Communication via the Arts	Communication for Interviews and the Workplace
ESB Entry Level Award in Developing Independent Communication Skills (Entry 1)	ESB Entry Level Award in Communicating with Art (Entry 1)	ESB Entry Level Award in Introducing Oral Skills for Interview (Entry 1)
ESB Entry Level Award in First Steps in Communicating with Others (Entry 1)	ESB Entry Level Award in Communicating with Music (Entry 1)	ESB Entry Level Award in Developing Oral Interview Skills (Entry 2)
ESB Entry Level Award in Communicating with Others (Entry 1)	ESB Entry Level Award in Communicating with Drama (Entry 1)	ESB Entry Level Award in Oral Interview Skills (Entry 3)
ESB Entry Level Award in Independent Communication Skills (Entry 1)	ESB Entry Level Award in Preparing for a Performance within a Team (Entry 2)	
ESB Entry Level Award in Oral Communication with Others (Entry 1)		
ESB Entry Level Award in Oral Communication in the Community (Entry 2)		
ESB Entry Level Award in Reading to a Child (Entry 3)		

ESB Entry Level Award in Oral Interview Skills (Entry 3)

ESB International believes that all learners should have access to courses that prepare them for independence in the real world, and qualifications that reflect their competence in practical aspects of communication. At some point in their lives, almost everybody will be required to attend an interview, either for a place on a course or for a job. This can be extremely daunting, especially for those learners for whom communication is a challenge.

The qualifications in this suite identify the range of oral skills required for successful interviews, and introduce them gradually, building confidence and competence as the learners progress from Entry 1 to Entry 3.

The ESB Entry Level Award in Oral Interview Skills (Entry 3) is designed to promote learners' independence and confidence in the context of work and employment by developing their speaking and listening skills. As part of the qualification, learners will be able to:

- Talk about an aspect of working life.
- Present their CV.
- Interact appropriately in an interview situation.
- Be a supportive a member of the audience in others' presentations.

Qualification Information	
Accreditation Information	Ofqual Number: 501/0188/2 Ofqual Start Date: 1 st September 2010
Qualification Objective	Promote clear, effective, confident oral communication and responses within a participating group of at least 6 learners.
Assessment Method	This qualification is assessed via an external, oral assessment. It is quality assured by English Speaking Board (International) Ltd.
Prior knowledge, Skills and Understanding	This qualification is standalone. There is no prior learning, other qualification or unit a learner must have completed prior to enrolling on this qualification.
Quality Assurance	To ensure quality assurance throughout the assessment process, ESB International carries out moderation and standardisation activities with its assessment team.
Total Individual Assessment Time	20 minutes
Total Qualification Time (hours)	30
Guided Learning Hours	30
Grading	Learners can achieve one of the following grades: <ul style="list-style-type: none">• Unsuccessful• Pass

Assessment Overview

The assessment takes place in a group of six learners, and is divided into four sections:

1. **Talk about an aspect of working life** – Learners give a presentation about a job or course they are interested in, and how the skills and experience they have will be useful for that. They should integrate some visual aids into the presentation.
2. **Present a CV** – Learners present their CV and explain how they produced it. They answer questions to elaborate on the content.
3. **Interact appropriately in an interview situation** – Learners take part in an interview, demonstrating awareness of the more formal situation in terms of greeting and farewells, and other communicative norms. They will answer some questions, asking for clarification if required, ask some questions of their own, and explain their interest in the job.
4. **Show support of the whole group** – Learners show that they can also play their part as members of an audience in presentations, listening to the speakers, showing attention and asking simple questions.

Support for Teachers and Centres

There is a bank of classroom resources to support this qualification at <https://esbuk.org/web/online-resources/building-confidence-in-communication-resources/>. These include lesson plans, audio, video, PowerPoint presentations, games and activities. They are grouped into three categories: everyday interaction, giving a presentation and fine-tuning the message. Each resource suggests ways of isolating and practising individual aspects of interactive situations (e.g. asking and answering questions, demonstrating good listening skills, and expressing emotions). They can be adapted and differentiated for students working at different levels. There are also some tips on inclusive practice in the classroom.

For more information about the qualifications or resources, please email product@esbuk.org.

Learning Outcomes and Assessment Criteria

Learning outcomes set out the knowledge and skills a learner will be able to demonstrate as a result of the learning process. Assessment criteria set out what is required, in terms of actions, to meet a learning outcome.

The ESB Entry Level Award in Oral Interview Skills (Entry 3) has the following learning outcomes and assessment criteria:

Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>
1	Talk about an aspect of working life.	1.1 Introduce themselves and the structure of their presentation. 1.2 Communicate clearly and connect with the audience, making use of visual aids. 1.3 Structure a presentation with a clear introduction, conclusion and 3 or 4 main points, and keep to time.
2	Present their CV.	2.1 Present their CV, and explain how they produced it. 2.2 Answer questions to elaborate on the content.
3	Interact appropriately in an interview situation.	3.1 Communicate appropriately, using greetings and farewells suitable for a formal situation. 3.2 Answer questions clearly and fully, asking for clarification if necessary. 3.3 Ask some questions to demonstrate interest in the job or course, listen to the answers and respond appropriately.
4	Show support of the whole group.	4.1 Listen actively to others. 4.2 Answer questions fully. 4.3 Ask relevant, open questions. 4.4 Be supportive of others throughout the session.

Reasonable Adjustments

Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the assessment. For further information about our policy in relation to access arrangements, please visit:

<https://esbuk.org/web/app/uploads/2021/09/ESB-POL-C10-Reasonable-Adjustments-and-Special-Considerations-Policy-v7.pdf>

Development of Speaking and Listening

The content and assessment of this qualification follow the Regulated Qualifications Framework Entry 3 knowledge descriptor, where the learner has basic knowledge and understanding to carry out structured tasks and activities in familiar contexts, and knows and understands the steps needed to complete structured tasks and activities in familiar contexts. ESB Building Confidence in Communication qualifications at Entry 3 identify four stages of development:

1. **Developing:** The learner does not consistently respond to direct questions or indicate comprehension, either verbally or non-verbally.
2. **Emerging:** The learner indicates understanding and responds to a limited degree using a minimal verbal response, but rarely elaborates or takes the initiative in communication. Both Developing and Emerging correspond to an Unsuccessful grade.
3. **Established:** The learner can answer questions fully, giving additional information and detail, and complete structured tasks and activities, giving reasons and showing awareness of cause and effect with occasional prompting or support. This corresponds to a Pass.
4. **Consolidated:** The learner can answer questions fully, giving additional information and detail without prompting, and complete structured tasks and activities, giving reasons and showing awareness of cause and result. This corresponds to a Good Pass. A Very Good Pass indicates that the learner can consistently ask for and give additional information and detail without prompting, complete multi-step structured tasks and activities, showing awareness of consequences for self and others, and interact positively and supportively with others.

Grading Criteria

Each assessment section e.g. Section 1 - Talk about an aspect of working life, contains a set of grading descriptors that are mapped to the learning outcomes and assessment criteria. During an assessment, an ESB International assessor will review a learner's performance in all four sections. For each section and assessment criterion, the assessor will apply the descriptor that most accurately matches the learner's performance. In doing so, the assessor will allocate one of the following grades:

- Unsuccessful
- Pass
- Good Pass
- Very Good Pass

When a learner has finished the assessment, the assessor will complete a report form in which a final grade will be awarded. A learner can achieve a Pass or an Unsuccessful result. If a learner is Unsuccessful in one section, they can still pass if they achieve higher grades across the remaining three sections. If a learner is Unsuccessful in more than one section, they cannot achieve a Pass. Learners who achieve to a high standard can receive a Certificate of Excellence with their Certificate. Learners who have tried hard but do not succeed in passing the assessment can receive a Certificate of Endeavour.

Entry Level Award in Oral Interview Skills (Entry 3) Descriptors

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
1.1 Introduce themselves and the structure of their presentation.	The learner does not demonstrate awareness of the conventions of a formal presentation.	The learner does attempt to present some ideas, but it is incoherent and hard to understand.	The learner clearly introduces themselves and their presentation, explaining what they will cover and why.	The learner clearly introduces themselves and their presentation, explaining what they will cover and why, and how it will be relevant to the audience.	The learner clearly introduces themselves and their presentation, explaining what they will cover, and engaging the audience through their enthusiasm.
1.2 Communicate clearly and connect with the audience, making use of visual aids.			The learner speaks loudly and clearly enough for the audience to hear, making eye contact and using suitable visual aids.	The learner speaks directly to the audience, using visual aids, and checking their understanding at regular points.	The learner connects well with the audience, encouraging their engagement in the presentation, and making good use of a range of visual aids.
1.3 Structure a presentation with a clear introduction, conclusion and 3 or 4 main points, and keep to time.			The stages of the presentation are signaled and the presentation is more or less kept to time.	The stages of the presentation are clearly signaled and the presentation is kept to time.	The stages of the presentation are clearly signaled and connected. The presentation is kept exactly to time.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
2.1 Present their CV and explain how they produced it.	The learner does not present a complete CV.	The learner presents a CV but it is not clear how it was produced and they do not satisfactorily answer questions relating to it.	The learner presents a simple CV and says something about two or three aspects of the formatting.	The learner presents a simple CV and explains the process they went through (e.g. choosing a template, formatting the text).	The learner presents a polished CV and explains the process they went through and the reasons for the choices they made.
2.2 Answer questions to elaborate on the content.			The learner answers questions about the information on the CV.	The learner answers questions about the information on the CV, volunteering additional information to elaborate on their initial answers where appropriate.	The learner answers questions about the information on the CV, elaborating on their initial answers where appropriate and initiating some discussion with the assessor or other candidates.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
3.1 Communicate appropriately, using greetings and farewells suitable for a formal situation.	The learner does not answer all the questions or demonstrate accurate listening.	The learner answers the questions but not in an appropriately formal manner.	The learner greets the interviewer politely and positively, makes good eye contact and says a polite goodbye and thank you at the end.	The learner greets the interviewer politely and positively, responds to some polite conversation (e.g. about the weather) and says a formal goodbye and thank you at the end.	The learner greets the interviewer politely and positively, initiates some polite conversation (e.g. about the weather) and is proactive in bringing the interview to a close, saying a formal goodbye and thank you at the end.
3.2 Answer questions clearly and fully, asking for clarification if necessary.			The learner answers the questions clearly and fully.	The learner answers the questions clearly and fully, making sure they have answered satisfactorily for the interviewer.	The learner answers the questions clearly and fully, making sure the interviewer is satisfied with the response, and making links to their previous answers.
3.3 Ask some questions to demonstrate interest in the job or course, listen to the answers and respond appropriately.			The learner asks some simple questions related to the job or course.	The learner asks several questions related to the job or course, explaining why they are asking.	The learner asks several questions related to the job or course, explaining why they are asking and engaging fully with the responses.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
4.1 Listen actively to others.			The learner shows they are listening by using a range of strategies such as nodding, making facial expressions etc.	The learner shows they are listening by their body language and some verbal responses.	The learner shows they are listening by their body language and some verbal responses, as well as showing awareness of the needs of the other members of the audience (e.g. making room for someone).
4.2 Answer questions fully.	The learner appears to listen to the presentation but does not actively engage with it.	The learner appears to listen to the presentation but their attempts to engage with it are disruptive or inappropriate.	The learner listens and responds when the speaker asks a question, and adds extra information.	The learner listens and responds when the speaker asks a question, and asks an additional related question or comments on another's response.	The learner listens and responds when the speaker asks a question, and facilitates inclusion of other members of the audience (e.g. by making sure all could hear the question/ responses).
4.3 Ask relevant, open questions.			The learner asks a simple question and responds to the answer (e.g. 'thanks').	The learner asks a simple question and responds to the answer, adding additional information.	The learner asks a simple question and responds to the answer, initiating a discussion (e.g. 'Oh that's interesting! What do other people think?').
4.4 Be supportive of others throughout the session.	The learner does not show any awareness of the needs of others.	The learner does not wait for others to speak, or reacts inappropriately to errors or mistakes.	The learner shows patience and respect to others and encourages them to speak.	The learner shows patience, respect and encouragement to others, and occasionally helps others to express their ideas.	The learner shows patience, respect and encouragement to others, and occasionally helps to clarify any misunderstandings in the group.

9 Hattersley Court, Ormskirk
Lancashire L39 2AY
Tel: (+44) 01695 573439
Web: www.esbuk.org
Email: product@esbuk.org

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