

English Speaking Board (International) Ltd.

Entry Level Award in Developing
Independent Communication Skills
(Entry 1)
501/0186/9



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Changes from previous versions	Reason
More detail on qualification content and assessment	Review of qualification
Assessment criteria re-worded: AC1.1 Say who they are and what they are going to talk about is now AC1.1 Introduce themselves and the topic of their presentation. AC1.2 Speak clearly is now AC1.2 Communicate clearly, showing awareness of the audience. AC1.3 Make it obvious when they have finished is now AC1.3 Structure a presentation with a clear opening and ending. AC3.1 Speak clearly and politely is now AC3.1 Speak clearly and politely on the phone. AC3.2 Reply to a caller’s questions and AC3.3 Bring someone else to the telephone are now AC3.2 Reply to a caller’s questions and requests.	

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 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 Developing Independent Communication Skills (Entry 1)

ESB International believes that developing oral communication strategies is one of the keys to living an independent life. For those learners who experience some challenges with communication, the priority should be developing their confidence when interacting with others, in order to deal with the practicalities of daily life effectively.

The qualifications in this suite identify some of the everyday situations learners are likely to find themselves in, and encourage learners to become increasingly autonomous communicators as they progress from Entry 1 to Entry 3.

The ESB Entry Level Award in Developing Independent Communication Skills (Entry 1) is designed to promote learners' independence and confidence in interacting with others in a social situation. As part of the qualification, learners will be able to:

- Give a presentation about themselves
- Talk about an activity
- Answer the telephone
- Participate in a discussion.

Qualification Information	
Accreditation Information	Ofqual Number: 501/0186/9 Ofqual Start Date: 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. **Give a presentation about themselves** – Learners talk about something which is of interest to them, e.g. their hobby, family, or favourite sport. They should show anything they have brought or a poster they have made, speaking clearly and bringing their presentation to an appropriate ending.
2. **Talk about an activity** – Learners listen carefully to others and enter into conversation on a selected topic or activity. These could include their annual residential, a family holiday, or a college/school production.
3. **Answer the telephone** – Learners answer a telephone call, respond to the caller’s questions, and speak politely and clearly throughout. The caller will ask the learner to bring someone to the telephone or to carry out some other authentic request.
4. **Join in a discussion** – Learners respond to simple questions from the group, speak politely and ask questions of other group members.

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 Developing Independent Communication Skills (Entry 1) 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	Give a presentation about themselves.	1.1 Introduce themselves and the topic of their presentation. 1.2 Communicate clearly, showing awareness of the audience. 1.3 Structure a presentation with a clear opening and ending.
2	Talk about an activity.	2.1 Listen and answer carefully. 2.2 Talk in a friendly and polite way.
3	Answer the telephone.	3.1 Speak clearly and politely on the phone. 3.2 Reply to a caller's questions and requests.
4	Join in a discussion.	4.1 Answer simple questions. 4.2 Listen to others. 4.3 Ask some questions during a discussion.

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>

Development of Speaking and Listening

The content and assessment of this qualification follow the Regulated Qualifications Framework Entry 1 knowledge descriptor, recognising that learners are on a continuum ranging from elementary achievements, to beginning to make use of knowledge and understanding that relate to the subject or immediate environment. ESB International Building Confidence in Communication qualifications at Entry 1 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 can recognise the nature of the interaction but does not participate appropriately or accurately. Both Developing and Emerging correspond to an Unsuccessful grade.
3. **Established:** A learner at this stage indicates that they comprehend what is said to them and can respond appropriately, either verbally or non-verbally, to a limited degree, without elaborating or taking the initiative. This corresponds to a Pass.
4. **Consolidated:** A learner can take turns and initiate some of the communication by asking some simple questions or volunteering ideas or observations. This corresponds to a Good Pass. A Very Good Pass indicates that the learner is more confident and can initiate communication with the assessor and group and move the interaction along.

Grading Criteria

Each assessment section, e.g. Section 1 – Give a presentation about themselves, 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 Developing Independent Communication Skills (Entry 1) 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 topic of their presentation.	There is little evidence of being aware that they are required to present.	The learner shows recognition that it is their turn to present, but they do not give a presentation.	The learner clearly communicates their own name and the title of the presentation.	The learner clearly introduces themselves and their topic.	The learner clearly introduces themselves and their topic, explaining why it is important to them.
1.2 Communicate clearly, showing awareness of the audience.			The learner communicates loudly and clearly enough to be understood by a sympathetic listener.	The learner communicates loudly and clearly enough for the audience to hear, and making eye contact with them where possible.	The learner checks whether they are speaking loudly and clearly enough for the audience to hear and responds accordingly. They use their voice effectively and expressively.
1.3 Structure a presentation with a clear opening and ending.			There is a beginning and an end indicated. Some support may be required.	There is a clearly signalled beginning and end.	There is a clearly signposted beginning, middle, and end.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grade are absent, or		Pass	Good Pass	Very Good Pass
2.1 Listen and answer carefully.	The learner does not respond to questions.	The learner does not respond to questions appropriately, even when prompted.	The learner responds to simple questions either non-verbally or using one-word answers. Some support may be required.	The learner responds to simple questions using several sentences or a range of non-verbal means.	The learner responds to simple questions with full answers and shows awareness of the audience (e.g. asking about their experience).
2.2 Talk in a friendly and polite way.	The learner does not acknowledge others in the group.	The learner acknowledges others in the group but speaks inappropriately.	The learner listens to others and responds to questions appropriately.	The learner takes turns to ask and answer questions.	The learner asks and answers questions politely and encourages others.

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 Speak clearly and politely on the phone.	The learner does not respond to the caller.	The learner answers the phone call but does not accomplish the task.	The learner communicates clearly and gives polite but brief responses when spoken to.	The learner communicates clearly and politely, using tone of voice effectively.	The learner communicates clearly, politely and confidently and uses their voice effectively.
3.2 Reply to a caller's questions and requests.			The learner understands what the caller says and can respond appropriately.	The learner understands the caller, takes turns and responds fully.	The learner gives full and detailed responses and initiates some of the interaction.

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 Answer simple questions.	The learner does not respond to questions.	The learner does not respond to questions even when prompted.	The learner responds to simple questions either non-verbally or using one-word answers. Some support may be required.	The learner responds to simple questions using several sentences or a range of non-verbal means.	The learner responds to simple questions with full answers and shows awareness of others.
4.2 Listen to others.	The learner does not listen to others.	The learner shows awareness of others but interrupts or does not listen to others in the group.	The learner is quiet when others speak and shows awareness of turn-taking, but may need to be reminded or prompted.	The learner indicates they are listening by using positive body language, eye contact or facial expression. Their concentration may lapse occasionally.	The learner indicates they are listening throughout by consistently using positive body language, eye contact or facial expression.
4.3 Ask some questions during a discussion.	The learner does not ask questions.	The learner asks inappropriate or irrelevant questions.	The learner asks relevant questions when prompted.	The learner asks relevant questions without prompting.	The learner asks one or more questions confidently and independently, following up with additional questions if needed.

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