

English Speaking Board (International) Ltd.

Entry Level Award in Independent
Communication Skills (Entry 1)
501/0142/0



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Changes from previous versions	Reason
More detail on qualification content and assessment	Review of qualification
Learning outcomes and assessment criteria re-worded: AC1.1 Give a carefully planned talk with a beginning and ending is now AC1.1. Give a carefully planned presentation with a beginning and ending. AC1.2 Give opinions and facts in a talk is now AC1.2 Give opinions and facts in a presentation. AC1.3 Speak clearly is now AC1.3 Communicate clearly. AC1.4 Talk to a group with enthusiasm is now AC1.4 Communicate with a group with enthusiasm. AC2.1 Listen carefully to questions, AC2.2 Talk in a natural, friendly way, AC2.3 Answer questions carefully, and AC2.4 Make a positive contribution are now AC2.1 Listen to and answer questions carefully, AC2.2 Communicate in a natural, friendly way, and AC2.3 Make a positive contribution. AC4.1 Listen to others and AC4.4 Be positive while others take a turn at speaking are now AC4.1 Listen to others and be positive while others take a turn at speaking.	

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 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 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 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
- Take part in a discussion
- Receive a phone call
- Show support as a listener.

Qualification Information	
Accreditation Information	Ofqual Number: 501/0142/0 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. **Give a presentation** – Learners prepare a presentation and tell the group about a new skill or interest which they have enjoyed. They should show anything they have brought, a PowerPoint presentation, or a poster they have made, speaking clearly and making eye contact where possible. The presentation should include some personal opinions. Learners may also prepare with images.
2. **Take part in a discussion** – The assessor introduces a topic of interest to the group, e.g. a trip that the learners have made, a college/school production, or a topical or recent event. Learners show that they can listen carefully to others, communicate with each other in a natural and friendly way, answer questions from the group and make a positive contribution.
3. **Receive a phone call** – The tutor will call the candidate and ask them to pass on a simple message to a named person, returning to relay their answer. Learners communicate in a polite and courteous manner, answering and closing the call appropriately.
4. **Show support as a listener** – Learners respond to simple questions from the group, make eye contact where possible, speak politely and ask suitable straightforward 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 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.	1.1 Give a carefully planned presentation with a beginning and ending. 1.2 Give opinions and facts in a presentation. 1.3 Communicate clearly. 1.4 Communicate with a group with enthusiasm.
2	Take part in a discussion.	2.1 Listen to and answer questions carefully. 2.2 Communicate in a natural, friendly way. 2.3 Make a positive contribution.
3	Receive a phone call.	3.1 Listen and respond in a pleasant and courteous manner with good opening and closing sentences. 3.2 Pass on a message accurately. 3.3 Be clear and polite to the caller.
4	Show support as a listener.	4.1 Listen to others and be positive while others take a turn at speaking. 4.2 Answer questions helpfully. 4.3 Ask straightforward questions.

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 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 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, 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 are not successful in passing the assessment can receive a Certificate of Endeavour.

Entry Level Award in 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 Give a carefully planned presentation with a beginning and ending.	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.	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.
1.2 Give opinions and facts in a presentation.			The learner relates opinions and facts and the presentation is easy to follow. Prompting may be necessary.	The learner relates opinions and facts in a coherent presentation, without prompting.	The learner relates opinions and facts in a coherent, interesting and entertaining presentation, without prompting.
1.3 Communicate clearly.			The learner communicates loudly and clearly enough to be easily understood by a sympathetic listener.	The learner communicates loudly and clearly enough for the audience to hear, making eye contact with them where possible.	The learner checks whether they are communicating loudly and clearly enough for the audience to hear and responds accordingly. They use their voice effectively and expressively.
1.4 Communicate with a group with enthusiasm.			The learner uses language (e.g. adjectives and adverbs) or non-verbal means to communicate enthusiasm at	The learner uses language, gestures and/or voice to communicate enthusiasm in much of the presentation.	The learner uses language, gestures and voice to communicate enthusiasm consistently and effectively.

			some points in the presentation.		
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 Listen to and answer questions 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 others (e.g. asking about their experience).
2.2 Communicate in a natural, friendly 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.
2.3 Make a positive contribution.	The learner does not make any contribution to the discussion.	The learner does not join in appropriately, even with prompting.	The learner makes some appropriate verbal or non-verbal contributions to the discussion when prompted and encouraged.	The learner voluntarily makes short but appropriate contributions to the discussion, showing awareness of and working with others.	The learner voluntarily makes appropriate contributions to the discussion, elaborating and clarifying when necessary.

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 Listen and respond in a pleasant and courteous manner with good opening and closing sentences.	The learner does not respond to the caller.	The learner answers the phone call, but does not accomplish the task.	The learner clearly says who they are, answers questions and gives a polite farewell.	The learner clearly says who they are, answers questions fully and gives a polite and friendly farewell.	The learner clearly says who they are, answers questions fully and checks understanding. They give a polite and friendly farewell.
3.2 Pass on a message accurately.			The learner passes on the gist of the message and reports back to the caller, with prompting.	The learner passes on the message and reports back to the caller accurately, without support.	The learner passes on the message and reports back to the caller accurately, fully and in some detail.
3.3 Be clear and polite to the caller.			The learner communicates clearly and gives polite, 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.

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 to others and be positive while others take a turn at speaking.	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.	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.
4.2 Answer questions helpfully.	The learner does not respond to questions.	The learner does not respond appropriately to questions, even when prompted.	The learner responds to questions either non-verbally or using one-word answers. Some support may be required.	The learner responds to questions using sentences or a range of non-verbal means.	The learner responds to questions with full answers and shows awareness of others.
4.3 Ask straightforward questions.	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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