

English Speaking Board (International) Ltd.

Entry Level Award in Oral
Communication with Others (Entry 1)
501/0138/9



Contents

<i>Introduction</i>	<i>4</i>
<i>Introducing Building Confidence in Communication Qualifications</i>	<i>5</i>
<i>Qualification Progression</i>	<i>6</i>
<i>ESB Entry Level Award in Oral Communication with Others (Entry 1)</i>	<i>7</i>
<i>Assessment Overview</i>	<i>8</i>
<i>Support for Teachers and Centres</i>	<i>8</i>
<i>Learning Outcomes and Assessment Criteria</i>	<i>9</i>
<i>Reasonable Adjustments</i>	<i>9</i>
<i>Development of Speaking and Listening</i>	<i>10</i>
<i>Grading Criteria</i>	<i>10</i>
<i>Entry Level Award in Oral Communication with Others (Entry 1) Descriptors</i>	<i>11</i>

Changes from previous versions	Reason
More detail on qualification content and assessment	Review of qualification
Assessment criteria re-worded:	
AC1.1 Respond positively, verbally or non-verbally is now	
AC1.1 Respond to a greeting positively, verbally or non-verbally	
AC2.1 Talk about a personal interest is now	
AC2.1 Communicate about a personal interest	

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 Oral Communication with Others (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 Oral Communication with Others (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:

- Respond to a greeting
- Tell a group about something of personal interest
- Join a group activity
- Respond to a farewell.

Qualification Information	
Accreditation Information	Ofqual Number: 501/0138/9 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. **Respond to a greeting** – Learners make a positive response to a greeting. This can be a handshake, smile, wave, sign, non-verbal signal or simple word, and where possible they can make eye contact.
2. **Tell a group about something of personal interest** – 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, talking about the item and answering questions from the assessor or tutor, with or without spoken language.
3. **Join a group activity** – Learners join in with a prepared activity (with support if required) and show that they can wait their turn. The activity can take any form, e.g. an action song, game, response to a musical stimulus, or playing a percussion instrument. The activity should show cohesion within the group, require some communication skills, demonstrate turn-taking and working with others, and can be led by the tutor.
4. **Respond to a farewell** – Learners respond to a farewell from the assessor at the end of the assessment, either verbally or non-verbally.

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 Communication with Others (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	Respond to a greeting.	1.1 Respond to a greeting positively, verbally or non-verbally.
2	Tell a group about something of personal interest.	2.1 Communicate about a personal interest. 2.2 Answer questions with or without spoken language.
3	Join a group activity.	3.1 Join in a group activity.
4	Respond to a farewell.	4.1 Respond in a friendly way, showing interest, using verbal or non-verbal actions.

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 – Respond to a greeting, 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 Communication with Others (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 Respond to a greeting positively, verbally or non-verbally.	The learner does not show awareness that they have been greeted.	The learner shows recognition of the greeting, but they do not offer an appropriate response, even with prompting.	The learner recognises they have been greeted, and offers a non-verbal greeting in response (e.g. a smile, a wave). Some support may be required.	The learner recognises they have been greeted, and repeats the same form of greeting in response, without any prompting.	The learner recognises they have been greeted, and offers their own appropriate and friendly response using a different format from that given.
2.1 Communicate about a personal interest.	The learner does not take part in the activity.	The learner recognises the activity but does not join in appropriately, even with prompting.	The learner communicates an item of personal interest in simple sentences or through non-verbal means. Some support may be required.	The learner communicates an item of personal interest using several sentences or a combination of non-verbal means (pictures/gestures/expressions). One or two prompts may be required.	The learner communicates an item of personal interest without support, explains its significance and shows awareness of the audience (e.g. checking understanding).
2.2 Answer questions with or without spoken language.	The learner does not respond to questions.	The learner does not respond 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).

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 Join in a group activity.	The learner does not take part in the activity.	The learner recognises the activity but does not join in appropriately even when prompted.	The learner plays a role in the activity, but does not necessarily acknowledge the role of others. Some support may be required.	The learner plays a role in the activity, showing awareness of and working with others most of the time.	The learner plays a role in the activity, showing awareness of and encouraging others in their roles.
4.1 Respond in a friendly way, showing interest, using verbal or non-verbal actions.	The learner shows no response to a farewell.	The learner recognises that a farewell has been said, but does not react appropriately, even with support.	The learner recognises that a farewell has been said, and responds simply but appropriately, e.g. by waving, or saying goodbye. Some support may be required.	The learner recognises that a farewell has been said, and responds appropriately, without prompting, using the same words or gestures.	The learner recognises that a farewell has been said, and adds their own actions or farewell.

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