

English Speaking Board (International) Ltd.

Entry Level Award in Oral
Communication in the Community
(Entry 2)
501/0187/0



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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: LO1 Talk about living independently is now LO1 Communicate about living independently. AC 1.1 Present information clearly, AC1.2 Speak audibly and with interest, and AC1.3 Share with enthusiasm are now AC1.1 Deliver a prepared presentation on how they are developing their independent living skills, and AC1.2 Use visual aids to illustrate their main points. LO2a Read a short extract is now LO2a Read a short text out loud. AC2.1 Introduce a prepared reading, AC2.2 Bring the words to life, AC2.3 Share their enthusiasm with listeners, AC2.4 Listen carefully to others, AC2.5 Respond with understanding and AC2.6 Share own opinions are now AC2.1a Select and read out loud a short passage from a book and AC2.2a Answer questions about the text and why they chose it, or AC2.1b Contribute to a discussion about a topic of mutual interest in the group, and AC2.2b Ask and answer questions of the other members of the group. LO3. Be able to make a telephone call is now LO3 Make a telephone call to the emergency services based on a scenario outlined by the assessor. AC3.1 Listen carefully to information, AC3.2 Make an accurate decision on which telephone number to use, AC3.3 Dial an appropriate number correctly, and AC3.4 Listen and respond correctly over the telephone are now AC3.1 Listen to information and decide what action needs to be taken, and AC3.2 Call an emergency service, and give appropriate information. AC4.2 Answer questions fully and AC4.4 Ask relevant open questions are now AC4.2 Ask and answer questions in the group.</p>	<p>Review of qualification</p>

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 in the Community (Entry 2)

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 in the Community (Entry 2) 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:

- Communicate about living independently
- Read a short text out loud OR take part in a discussion
- Make a telephone call to the emergency services
- Support the communication of others in the group.

Qualification Information	
Accreditation Information	Ofqual Number: 501/0187/0 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. **Communicate about living independently** – Learners prepare to tell the group about how they have learned to live with increasing independence i.e. travelling alone, cooking for themselves, shopping, or making decisions. They may show visual aids, e.g. real world objects, posters they have made or images on PowerPoint presentations.

- 2A. **Read a short text out loud** – Learners should introduce a prepared reading of about 100 to 150 words, and then answer questions about it from the group.
OR
- 2B. **Take part in a discussion** – Learners discuss a topic of interest with the group, asking and answering questions, sharing opinions and making a positive contribution to the topic.

3. **Make a telephone call to the emergency services** – Learners listen carefully as the assessor sets the scene. They then make an Emergency Call to the tutor, who will act as operator. Learners must listen carefully to the information and decide which service they should ask for, dial the correct number and respond to the questions of the emergency operator.

4. **Support the communication of others in the group** – Learners should show good listening skills, asking and answering straightforward questions in an appropriate manner.

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 in the Community (Entry 2) 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	Communicate about living independently.	1.1 Deliver a prepared presentation on how they are developing their independent living skills. 1.2 Use visual aids to illustrate their main points.
2A OR	Read a short text out loud.	2.1a Select and read out loud a short passage from a book (e.g. a story, poem or non-fiction description). 2.2a Answer questions about the text and why they chose it.
2B	Take part in a discussion.	2.1b Contribute to a discussion about a topic of mutual interest in the group. 2.2b Ask and answer questions of the other members of the group.
3	Make a telephone call to the emergency services based on a scenario outlined by the assessor.	3.1 Listen to information and decide what action needs to be taken. 3.2 Call an emergency service, and give appropriate information.
4	Show support to others in a group.	4.1 Listen actively to others. 4.2 Ask and answer questions in the group. 4.3 Be supportive of others.

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 2 knowledge descriptor, where Entry 2 learners have basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks, and know the steps needed to complete simple activities. ESB Building Confidence in Communication qualifications at Entry 2 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 indicate that they understand what is said to them and may be able to respond to a limited degree, without elaborating or taking the initiative in communication. Both Developing and Emerging correspond to an Unsuccessful grade.
3. **Established:** The learner can show understanding and answer questions more fully, beyond 'yes / no' responses, and can respond to questions and complete familiar and rehearsed tasks and activities, with occasional prompting or support. This corresponds to a Pass.
4. **Consolidated:** The learner can show understanding and consistently answer questions with full and informative responses and respond to questions and complete familiar tasks and activities without prompting. This corresponds to a Good Pass. A Very Good Pass indicates that the learner can answer questions fully, giving additional information and details, complete familiar tasks and activities, and check understanding and ask questions.

Grading Criteria

Each assessment section, e.g. Section 1 - Talk about living independently, 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 in the Community (Entry 2) 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 Deliver a prepared presentation on how they are developing their independent living skills.	There is little evidence of awareness of the topic or the task.	The learner shows awareness of the topic and the task, but is not sufficiently well prepared to complete it.	The learner is able to deliver a presentation outlining some aspects of how they have progressed in independent living. The delivery is audible and clear.	The learner delivers a clearly-structured and audible presentation on the topic, showing awareness of the audience.	The learner delivers a clearly-structured and audible presentation on the topic, speaking clearly and enthusiastically, and engaging the audience through interaction.
1.2 Use visual aids to illustrate their main points.	The learner does not use any visual means to support their speaking.	The learner attempts to use visual aids to support the talk, but they are not suitable, or inappropriately used.	The learner selects some visual aids to support the presentation, and some are well-deployed.	The learner selects some visual aids to support the presentation and uses them effectively.	The learner selects a good range of visual aids to support the presentation and uses them effectively to engage the audience.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
2.1A Select and read out loud a short passage from a book (e.g. a story, poem or non-fiction description).	The learner does not select a text beforehand.	The learner has selected a text but not prepared it sufficiently to be able to read it out loud clearly.	The learner reads the selected text clearly and competently.	The learner reads the selected text clearly and with some expression.	The learner reads the selected text expressively, so as to bring out the full meaning of the text.
2.2A Answer questions about the text and why they chose it.	The learner does not respond to questions.	The learner responds inappropriately to questions (e.g. not answering the questions, or dismissing them).	The learner responds to questions simply but fully and politely.	The learner responds to questions showing an understanding of the text and sharing their experience of it.	The learner responds to questions showing a good understanding of the text and can relate it to their audience's experience.
2.1B Contribute to a discussion about a topic of mutual interest in the group	The learner does not make any contribution to the discussion.	The learner makes contributions to the discussion that are inappropriate, either in terms of timing or content.	The learner makes appropriate contributions to the discussion when prompted and encouraged.	The learner voluntarily makes short but appropriate contributions to the discussion.	The learner voluntarily makes appropriate contributions to the discussion, elaborating and clarifying when necessary.
2.2B Ask and answer questions of the other members of the group.	The learner neither asks nor responds to questions.	The learner asks and/or answers questions in the group, but they are either not timely or not relevant to the topic.	The learner answers questions when asked, and asks simple questions in return.	The learner asks and answers a range of questions within the group discussion.	The learner asks and answers questions within the group discussion, showing awareness of other people's opinions and experiences.

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 to information and decide what action needs to be taken.	The learner does not attempt to respond to the prompt.	The learner does not demonstrate sufficient understanding of the scenario to make an appropriate response.	The learner understands the scenario well enough to ask for the correct emergency service.	The learner understands the scenario and is able to make the phone call, asking for the correct emergency service.	The learner fully understands the scenario and is able to make the phone call promptly and independently, asking for the correct emergency service.
3.2 Call an emergency service, and give appropriate information.	The learner does not attempt to respond to the prompt.	The learner attempts to make a phone call, but it is not on topic, or not clear enough to be effective.	When asked questions by the 'operator', the learner answers accurately and simply (such that more questions are needed).	When asked questions by the 'operator', the learner is able to elaborate and give full answers.	When asked questions by the 'operator', the learner is able to answer fully, as well as offer some additional relevant information (e.g. about access to the location).

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 does not demonstrate that they are listening to others.	The learner seems to be listening to others but not reacting appropriately.	The learner demonstrates that they are listening to others, nodding or smiling at the right moments.	The learner demonstrates good listening skills by responding appropriately, both verbally and non-verbally.	The learner demonstrates very good listening skills, responds appropriately and can clarify for others.
4.2 Ask and answer questions in the group	The learner does not ask or answer any questions.	The learner asks and/or answers questions in the group, but they are either not timely or not relevant to the topic.	The learner answers questions when asked, and asks simple questions in return.	The learner asks a range of questions within the group discussion, and answers fully when asked something.	The learner asks and answers questions within the group discussion, showing awareness of other people's opinions and experiences.
4.3 Be supportive of others	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 waits for others to take their turns, and shows respect for their opinions, helping to develop a supportive environment.	The learner shows patience and respect to others, and encourages them to speak.	The learner shows patience and respect to others, and occasionally helps them to express their ideas (e.g. by helping them find a word).

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