



English Speaking Board (International) Ltd.

ESB AWARD IN ORAL SKILLS FOR WORK PREPARATION

This syllabus is designed for students who are intending to follow skills training in further education or are starting such training.

All sections of the assessment take place within a participating group.

(Total individual time: 15 minutes)

Section 1: COMMUNICATING TO A GROUP

(Time: 3-4 minutes per candidate)

Prepare and present some skill or project in which you have been personally involved.

Use appropriate visual aids and/or demonstration to help your explanation, integrated into the talk, and aim to share interest and enthusiasm with the group.

You may work in pairs to present different aspects of a skill if you wish, but each partner must contribute equally in preparation and presentation.

Evidence of research should be included.

Section 2: OPTIONS: THE PRINTED WORD or WHAT NEXT?

(Time: 3 minute per candidate)

EITHER a) Communicating the Printed Word

Prepare an extract (about 200 words) from a book, journal or newspaper for reading aloud to a listening group. Introduce the passage to put it into context for your listeners. Audibility, clarity, timing and significant emphasis are expected. Be prepared to answer questions after.

OR b) What Next?

Outline briefly the type of job you would like to take up. What do you think are the advantages and disadvantages of this work? What training and personal qualities are needed, and why do you feel you could be a suitable person for the job?

Section 3: COMMUNICATING BY TELEPHONE

(Time: approx 2 minutes per candidate)

You will be paired with a partner and given the role of caller or receiver for a short telephone conversation. The assessor will outline the situation. You will be expected to exchange information correctly and politely.

Section 4: MEETING THE SITUATION

At various points during your assessment session, you will be encouraged to explain, inform, question, discuss and interact within your experience. You are assessed not only as a speaker but also as a group member who listens constructively, asks questions appropriately and contributes to group discussion.

The English Speaking Board was established in 1953 to promote and encourage excellence in all aspects of oral communication.

For further information on syllabuses, publications and membership, please contact:

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English Speaking Board

SPECIFICATIONS FOR AWARD IN ORAL SKILLS FOR WORK PREPARATION

1 Introduction

The Award in Oral Skills for Work Preparation provides a broad-based context for the practice and assessment of oral communication, focusing on the development and demonstration of transferable skills for candidates who are preparing for vocational training or employment.

The programme can be run as a free-standing module or to complement a basic skills, training or educational programme.

The Work Preparation qualification comprises four mandatory sections in practical oral communication at Level 1. It provides supportive external assessment of each candidate in turn within a participating group. The assessment is itself part of the learning experience, with graded progression available through other ESB assessment qualifications.

The programme is signposted to Key Skill Communication level 1 and covers the performance criteria for all three wider key skills at level 1.

2 Aims & Objectives

The overall aim of this qualification is to promote clear, effective, confident and courteous oral communication and response, both one-to-one and, primarily, in a group context.

Specifically, the Work Preparation programme aims to:

- Give practice in basic research to back up and enrich content as appropriate
- Give practice in effective structuring of content and preparation of visual aids
- Encourage candidates to communicate material directly to an audience with spontaneity, maintaining eye contact (where physically possible)
- Help candidates to speak clearly and concisely in conveying facts and opinions
- Encourage candidates to reinforce verbal explanation with use of signposting, demonstration and audio/visual aids as appropriate
- Help candidate to summarise, clarify and confirm information where appropriate
- Provide a supportive context for developing listening, questioning and interactive skills
- Recognise each candidate as an individual with a unique capability
- Enable each learner to benefit from individual informed encouragement at assessment
- Promote the interaction of tutor and trained external assessor to provide maximum opportunities for the candidate and a learning experience for all participants
- Provide oral feedback on the assessment day and a full written report for each candidate which shows overt recognition of achievement and gives further guidance as needed
- Provide opportunities for progression as entry to a graded series of assessments

3 Target Groups

The Award in Oral Skills for Work Preparation is designed for candidates aged 14-18 in education or training at the entry point of Level 1/Foundation level, where the emphasis is on applying and demonstrating oral competence appropriate to vocational training and the workplace.

It is particularly suitable for:

- Students on a free-standing module or short course for communication/presentation skills
- Students starting vocational training in F.E colleges or other training institutions

- Students at the start of employment in a range of jobs, particularly in areas such as clerical, retail or shopfloor contexts
- Students in schools – year groups 9-11 – who are interested in vocational training courses
- Students who have been successful in Entry Level Foundation at the higher Entry Levels

4 Prior Standard

This programme requires as a minimum for the emphasis on communication skills, the underpinning listening, speaking and reading skills to cope with the preparation and performance of the assessment tasks.

Allowing for the potential growth of candidates' skills, this ability at the start of the course may fall slightly below that of expected outcomes.

Overall, candidates must be able to find and apply appropriate sources of material, asking for guidance where applicable; structure material; communicate with an audience, and work and interact constructively within a group.

5 Learning Outcomes

LEARNING OUTCOMES FOR ESB ORAL SKILLS FOR WORK PREPARATION

For ESB's Oral Skills for Work Preparation you will be able to apply speaking and listening skills within a listening, responding group to show that you can

- Select and summarise information appropriately, using simple research techniques
- Present information clearly to an audience in logical sequence with natural, lively delivery, using visual aids and/or demonstration where appropriate
- Reflect on reading and/or experience to identify learning achievement and future planning
- Convey and receive information correctly and politely by telephone
- Recognise own responsibility as speaker and listener, interacting positively and appropriately in questioning, answering and forwarding discussion, using appropriate language and register for purpose and context

6 Progression

This ESB programme, with its development of transferable skills, gives a foundation of communicative competence and confidence which supports progression to a variety of courses.

- In ESB, candidates can progress within the range of programmes: Travel & Tourism 2-3; Interview Skills 1-3; Professional Presentation Skills; Speaking & Listening Skills for Adult Learners at level 1-3
- The Work Preparation course also gives good grounding to complement communicative elements in NVQ 1 programmes
- This course provides a basis for further development in Functional Skills English, or GCSE

7 Preparation for Oral Skills for Work Preparation – Guideline Notes

Purpose and audience should determine the most appropriate methods and techniques for effective oral presentation.

In preparing and delivering material to a participating peer group, candidates are aiming to develop skills, knowledge and understanding to meet the learning outcomes.

- 1 Delivery methods for the programme will include a mix of one-to-one tuition and guidance, whole group sessions and possibly peer work in pairs, with support for research strategies.
- 2 One of the most important aspects of preparation will be to build confidence by ensuring sound knowledge, practice for familiarity, use of visual aids to act as visual 'notes' and the emphasis on encouragement for individual progress and teamwork.
- 3 Preparation will include both the selection and organisation of relevant factual information and also the consideration and development of basic strategies for planning, reflection and evaluation
- 4 As the final assessment is held in a participating group, with candidates assessed as both speakers and listeners, it is expected that delivery methods will include:
 - practice in sharing communication with the group, with feedback from tutor and peers
 - encouragement of professional approach and appearance, including quality of visual aids and disciplined use of time
 - group practice in listening constructively and courteously, asking and answering questions (including open-ended queries), and practice in joining in discussion to amplify points or take the subject forward by fresh information or inquiry
 - familiarisation with basic telephone equipment and techniques and practice compatible with the candidate's understanding and experience

8 Assessment

Organisation

- All assessment by ESB is external, led by a trained visiting assessor from the ESB national examiner team
- The tutor is given the ESB assessor's name in advance and asked to make contact to discuss the day and put any queries or alert the assessor where the candidate has particular needs
- Prior to the assessment, usually at least a week in advance, the centre will have received report sheets for each candidate. Before the assessment day the candidate or tutor should fill in appropriate headings to the report sheet, ready for the assessor on the day
- Candidates will be assessed as part of a participating group on their 'home ground'. The audience consists of a peer group, with tutor(s) and any other invited internal or external visitors – at the discretion of the centre. (Occasionally a centre may be asked to accept a trainee assessor sitting in with the appointed examiner.)
- The assessment group should be seated in a horseshoe with the assessor at one end and the speaker in the mouth of the horseshoe. This allows for easy eye contact across the group and ensures the assessor is part of the audience without splitting the group or directly 'eyeballing' the speaker.

Method

- Assessment (which is, therefore, very transparent) is based on each individual's demonstrable ability to meet the assessment criteria, including the ability of the speaker to participate in turn as part of the listening, responding audience. The tutor is part of the audience.
- The assessor assesses each candidate in turn, in the presence of the group
- The assessor in turn demonstrates good listening skills throughout while writing comments on each report sheet. The assessor is also careful to encourage positive group interaction throughout the session
- The assessor is looking for demonstrable evidence which meets the outcomes and criteria for the level entered
- Although there is no 'judging by numbers', the talk/presentation has a weighting of double the value of the other tasks
- Within the level, the assessor is also judging the correct grading* for the outcome

Please note that the assessment session is designed to be a supportive, non-competitive experience.

Awarding & Reporting Attainment

- The ESB assessor provides a specific written report for each candidate on each aspect of the assessment, with guidance where needed for future progress. These reports are returned to the centre following assessment, normally within five working days. Results are provisional until confirmed by certification.
- All successful candidates receive a certificate giving the syllabus, level and grade of pass. A level of pass is given for each section. The overall award is the aggregate for the four sections. The presentation in Section 1 carries double weighting (i.e. 40% of the total award). Each of the other sections carries equal weighting of 20%.
- Both assessor and tutor supply independent reports to the Board (pro formas supplied) on the conduct and outcome of the assessment session.

**Grading Grading gives articulation between levels and helps to measure readiness for the next level. Given the basic achievement of a task, grading is based on evidence within each level of the increasing degree of independence, skill and control in: selecting, organising and demonstrating practical tasks; in handling equipment and visual aids; in fluency and confidence in sharing communication.*

ESB's Award in Oral Skills for Work Preparation is awarded at one of three grades: Pass (50+), Merit (75+) or Distinction (90%).

The Guidelines for Organisers handbook gives further guidance on procedures for the assessment day.

Section	Pass	Merit <i>As for Pass criteria +</i>	Distinction <i>As for Merit +</i>
Presentation 40%	<p>Present suitable material in logical sequence.</p> <p>include own involvement relevantly</p> <p>Speak clearly and audibly</p> <p>Show some audience awareness</p> <p>Use appropriate visual aids and provide legible written back-up notes</p>	<p>Provide interesting and relevant opening and conclusion</p> <p>Engage audience by lively, spontaneous delivery</p> <p>Use well chosen language for purpose</p>	<p>Signpost development of talk for listeners and observe given time limits</p> <p>Incorporate visual aids appropriately into the presentation, and provide relevant written evidence of research</p>
Options 20% a) Printed word OR b) What Next?	<p>Introduce chosen text with some indication of content</p> <p>Deliver it audibly with mainly accurate phrasing and some appropriate variety of pace and tone</p> <p>Demonstrate some eye contact with listeners (where physically possible)</p> <p>Answer questions mostly appropriately</p> <p>-----</p> <p>Outline job briefly and clearly</p> <p>Indicate training requirements for job</p> <p>Outline personal qualities needed</p> <p>Indicate own suitability for the job</p>	<p>Set appropriate text clearly in context for listeners</p> <p>Shape extract in reading it with appropriate phrasing, pace and projection</p> <p>Show familiarity with content and context in response to queries from listeners, giving opinions to amplify reasons for choice</p> <p>-----</p> <p>Consider and convey both advantages and disadvantages of the job</p> <p>Relate own suitability accurately to job requirements</p>	<p>Use appropriate variety of tone, pitch, inflection and emphasis to shape reading for audience</p> <p>Maintain eye contact appropriately (where physically possible)</p> <p>Communicate clearly and concisely in discussing theme</p> <p>-----</p> <p>Give logical and balanced rationale for suitability of appropriate job, with thoughtful reasoning in discussing training and development</p>
Telephone 20%	<p>Identify role</p> <p>Exchange main points of information</p> <p>Make notes if appropriate</p> <p>Demonstrate polite approach</p>	<p>Seek clarification if necessary</p> <p>Exchange information efficiently and accurately</p>	<p>Check and supplement information as necessary to reach appropriate resolution</p>
Meeting the Situation 20%	<p>Show ability to listen</p> <p>Handle factual questions accurately</p> <p>Make some contribution to sessions of others</p> <p>Show support for the group</p>	<p>Amplify answers where appropriate with relevant comment / opinion as well as fact</p>	<p>Show responsive attitude throughout, with contributions that take discussion forward</p>
<i>This is a best fit profile</i>			

Although Key Skills have been discontinued, tutors may find the historic mapping and signposting useful:

ESB Award in Oral Skills for Work Preparation

Signposting to Key Skills at Level 1

ESB sections	Core Key Skills: Communication	Wider Key Skills		
		Improving Own Learning & Performance	Problem Solving	Working with Others
LEVEL 1				
Section : Communicating to a Group	C1.2 1.2.1 1.2.2 1.2.3 C1.3 1.3.1 1.3.2 1.3.3	LP1.1 LP1.2	PS1.1 PS1.2	WO1.1 WO1.2
Section 2: The Printed Word Or What Next?	C1.1 1.1.1 1.1.2 C1.2 1.2.2 1.2.3	LP1.3 (1.3.2 1.3.3)	PS1.2	
Section 3: Telephone	C1.1 1.1.1 1.1.2 (one-to-one context)	LP1.3	PS1.1	WO1.1 WO1.2
Section 4: Meeting the Situation	C1.1 1.1.1 1.1.2 (group context)	LP1.3*	PS1.3*	WO1.3*
This is a best fit profile		* Outcomes may be amplified with tutor in post-assessment discussion		

The English Speaking Board (ESB) provides a full range of graded assessments for education, business and the community.

Assessments are held at any time of the year, on the 'home ground' of the candidates.

For further information on syllabuses, courses, publications and membership, please contact:

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