



Oral skills for Interviews

English Speaking
Board

Level 1 - Level 3



Level1:ReferenceCode - 501/1144/9

Level2:ReferenceCode - 501/1280/6

Level3:ReferenceCode - 501/0650/8

ORAL SKILLS FOR INTERVIEWS – ENHANCING EMPLOYABILITY

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ESB: GENERAL INTRODUCTION

Aims and Provision

The English Speaking Board was founded in 1953 to promote and assess effective, confident and constructive oral communication skills for all levels and all ages. The emphasis is very much on spoken English as a practical and enjoyable life skill, with the focus at assessment on the candidate both as a speaker and as an active listener sharing knowledge and ideas with others.

ESB provides qualifications in Spoken English through four main areas of assessment programmes:

1. Junior & Senior (Graded Examination in Speech) - Entry Level to Level 3
(Accredited)
2. Speaking and Listening for Adult Learners - Level 1 - 3
(Accredited)
Vocational & Professional: - including Vocational
Presentation Skills Level 1 - 3

Travel & Tourism Communication Skills - Level 2 - 3
for Overseas Reps (Accredited)
3. Entry Level Foundation Awards in Communication - Entry Level 1 to Entry Level 3
(Accredited)
4. ESOL Skills for Life - Pre- Entry; Entry 1 - 3; L1 - L2
(Accredited)
ESOL for Work - Entry 3; Level 1
(Accredited)
ESOL (International) - Entry Level to Level 3

Qualification Format

ESB programmes focus on assessment tasks exploring a range of skills, with a common core of a presentation and interactive questions and discussion. The presentation requires knowledge and skills in differing contexts based on the candidate's own experience, vocational context or interests, appropriately assisted by visual aids. Other tasks, depending on syllabus and level, may include literary or workplace interpretation, telephone or interviewing skills, current affairs, debate, social interaction, etc.

Guided learning hours are flexible to allow for entries throughout the year, individual rate of progress and context for delivery; this might be as the focus for a short course or to complement/assist delivery of e.g. NVQ, Basic / Key Skills or English in the National Curriculum, according to level and application.

Entry and Progression

- There is no specific ESB requirement for prior learning at any level, but it is expected that candidates entering for a given level will have the communication skills, knowledge and understanding to benefit from that level. This will usually mean a prior level of competence at the start of the ESB programme no lower than a level below the expected outcome.
- Where ESB is used in conjunction with a parent programme such as NVQ or BTEC, the entry requirements for that course will determine the entry level for the comparable ESB level.

Booking and Administration

Booking is straightforward. Assessments are booked preferably three months in advance to ensure candidates have sufficient time for preparation and so that an appropriate assessor can be allocated. Centres are asked to give a choice of two preferred dates for the assessment session. The administrative team at ESB's head office provide on-going support and can also refer organisers to a specialist helpline for syllabus queries if required. Full administrative guidance, including information on the centre approval process, is available from ESB head office. **The booklet, *Guidelines for Organisers*, includes procedures for the assessment day and guidelines on candidate numbers.**

ESB: ASSESSMENT & AWARDING

All assessment is external, carried out on-site at user centres by a trained team of visiting assessors throughout the U.K. and overseas. All ESB assessors are independent of the centres where they assess.

English Speaking Board assessors work on the premise that each candidate is an individual with unique capability. Candidates are not compared with one another but judged on their own merit. **All assessments are carried out within a listening, participating group** so that candidates are constantly changing roles. The role of the group is to support each candidate in turn by responsive comment, discussion and questions.

Each candidate's assessment involves participating as a member of this group. **Each candidate must be present for the session of at least five others** to give opportunities for each to demonstrate listening and responding skills as well as competence as a speaker. (Occasionally some of the participating peer group may comprise students who are not being assessed but are there to provide an audience.) Each candidate is assessed and awarded a grade for each section of the syllabus and for his or her part in group interaction. All four sections are assessed in the same group session. Not all candidates taking part in the assessment will necessarily be assessed at the same level.

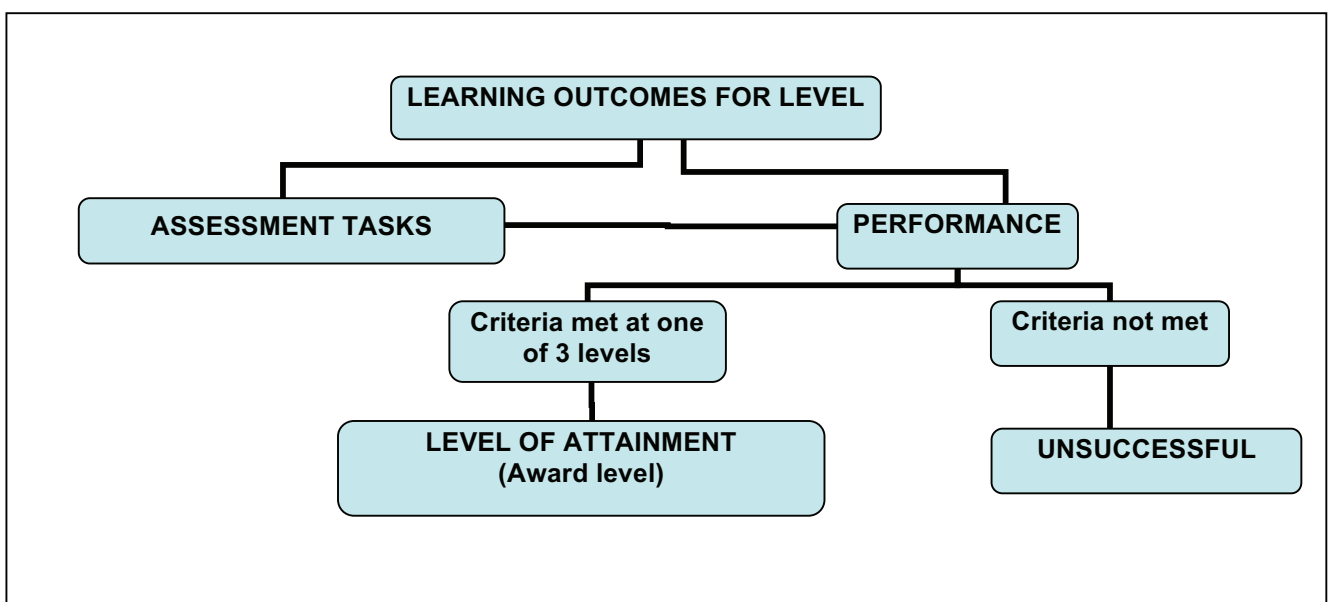
Assessment is designed to be a supportive process. Although the process itself is independent and the tutor is not involved in the process or outcome, he/she is invited to observe part or all of the assessment as part of the formative nature of the programme.

Oral competence is complemented by visual aids / demonstration, notes and written support materials where appropriate, prepared in advance of assessment to assist in fulfilling performance tasks and assessment criteria.

Each candidate receives a specific written report with guidance and provisional results within five working days of the assessment (UK).

All successful candidates receive a certificate within approximately six weeks giving syllabus, level and grade of Pass.

ESB ASSESSMENT FLOW CHART



Grading

'Pass' indicates the minimum standard at which criteria have been met for the qualification. Higher levels of attainment are based on evidence of the increasing degree of independence, skill and control in: selecting, shaping and presenting information, strategy and ideas; handling equipment and visual aids; monitoring and evaluating response; fluency, confidence, technique, language skills and sensitivity in sharing communication and supporting others.

At assessment candidates are awarded a level of pass for each section. The overall award level is the aggregate for the four sections. The presentation in Section 1 carries double weighting unless stated otherwise (i.e. 40% of the total award). Each of the other sections carries equal weighting, i.e. each is equivalent to one fifth of the total award. The individual candidate report gives the level of attainment as a grade for each task and the aggregate (overall) level. The aggregate level is the one recorded on the certificate. Percentage marks are not given on reports or certificates

Exceptionally, a candidate may be marked Unsuccessful on one section and still achieve an overall pass level through the standard of other sections. No pass is possible where a candidate fails more than one section.

OTHER INFORMATION

Application for Reasonable Adjustments and Special Consideration

When you register candidates, we send you:

1. Request Form for Reasonable Adjustment. This is for you to apply for reasonable adjustments for a candidate who suffers from any long term difficulty or disability, including dyslexia, which may require the assessor to adjust the way that the assessment is accessed or carried out. These adjustments have been developed with the understanding that they must not affect the validity of the assessment, but to avoid needless disadvantage e.g. if the assessment criteria state eye contact is required, this should be taken to indicate alternative means of sharing behaviour for blind candidates; dyslexic candidates presenting a prepared reading may have extra time. Because speech is being assessed in these qualifications it is not appropriate for candidates to have a speaker to speak the words for them as this would compromise the assessment objectives but it may well be appropriate for a deaf candidate to use an interpreter to receive oral instructions (i.e. access the qualification).
2. Request Form for Special Consideration for any short term difficulty e.g. recent bereavement, illness. We can only accept this for consideration if it is received by ESB before your results are returned to you.

Assessors should also be advised informally on the day of any other information which may require sensitivity but which does not involve reasonable adjustments to the assessment procedures. If in doubt, please talk to us.

Enquiries and Appeals Procedure

- ESB operates an appeals procedure for centres and individual candidates.
- Any formal queries or complaints about ESB assessments should be made in writing within 14 days of the assessment, normally by the Organiser for the centre, accompanied by an administration fee, which will be returned for successful appeals. See website for full details.
- The Guidelines for Organisers booklet contains a summary of procedures. Full details are available in the document **Complaints, Enquiries and Appeals Procedures**
- It is the policy of the Board to make every effort to resolve any complaint or appeal quickly, efficiently and fairly.
- All organisers / tutors are asked to let their candidates know that such procedures are available if needed.

For further information on any aspect of English Speaking Board's provision, assessment and membership please contact:

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ORAL SKILLS FOR INTERVIEWS – ENHANCING EMPLOYABILITY

INTRODUCTION

Qualification Aims and Objectives

Oral Skills For Interviews is designed for all those who wish to improve and demonstrate their full range of communication skills within an interview context. It is useful either in any educational or vocational/professional context or for personal development, and is also designed to encourage and develop speaking, listening and thinking skills

This syllabus addresses the structured research and communication of all aspects pertaining to the interview process. It enhances employability and Life Skills.

Target Groups

Candidates come from diverse backgrounds. Those for whom this syllabus is devised include:

- Those learners who foresee a need to practise and improve their performance in future employment opportunities
- Those returning to the workplace who are updating skills and wish to build confidence
- Candidates seeking a personal as well as a professional dimension to CPD
- Those who wish to extend horizons beyond their immediate jobs, to explore interests and talents in depth

Progression

- Other ESB syllabuses give the opportunity to build on earlier levels of attainment in skills, knowledge and understanding for oral communication.
- Speaking and Listening Skills for Adult Learners (SLAL) at levels 1-3 provides progression within a broad vocational or social and personal context.
- A freestanding SLAL Higher Certificate at level 4 is also available.
- There are opportunities for lateral and linear progression within the Vocational Presentation Skills.
- ESB's Business and Management qualifications at level 2-5 provide alternative lateral or linear progression to complement parent courses or free-standing modules

The wider context

There are increasing opportunities through the progressive levels – where appropriate within choice of subject matter – to consider and discuss spiritual, moral, ethical, social, legislative, economic and cultural issues; sustainable development; health and safety considerations, and European developments, consistent with international agreements.

ORAL SKILLS FOR INTERVIEWS – ENHANCING EMPLOYABILITY

CONTENT SUMMARY

Layout

The summary content table gives the overall picture of content. Each Level on the following pages gives detailed content, in the following sequence:

- Learning outcomes
- Assessment tasks in four sections
- Grading criteria

Summary of Content:

Oral Skills for Interviews	Section 1: Presentation	Section 2: Research and Read or Telephone Skills	Section 3: Face to Face Interview (1 to 1)	Section 4: Listening & Response
Level 1 13 - 18 minutes	Personal Introduction 3 - 4 minutes Give information about yourself for a job or course, using visual aids but not PowerPoint	Background Information 3 minutes Read short extract from a job advert or information on course, with summary of key points.	Interview 3 minutes Answer questions about job or course applied for, and ask questions of your own about the job or course	Listening & Response Listen to queries, answer, ask questions, join in discussions.
Level 2 18 - 20 minutes	Personal Presentation 4 - 5 minutes Define the job or placement you are applying for, present C.V. explaining your skills and experience	Telephone Skills 3 minutes Make a telephone call to ask for application form or interview and give your availability	Interview Approx 4 - 5 minutes Assessor will conduct an interview using your C.V. Ask interviewer questions about the job / placement	Listening & Response Answer questions after presentation, contribute actively to sessions of others and in discussions
Level 3 20 - 25 minutes	Professional Presentation 6 - 8 minutes + questions Give well-researched structured presentation on aspect of your professional subject, and use visual material to illustrate it. Provide written report on key aspects	Reading and Presenting 4 minutes Give brief summary of research material, select an extract, comment on content and personal viewpoint. Written evaluation of material to be available for assessor.	Interview 6 minutes Outline course or job, and give own skills and experience. Respond to questions from interviewer, followed by questions you need to ask. Provide C.V.	Listening & Response Constructive listening and response is assessed in presentation, discussion and questions, throughout the whole presentation.

LEVEL 1

ORAL SKILLS FOR INTERVIEWS – ENHANCING EMPLOYABILITY

LEARNING OUTCOMES AT LEVEL 1

At Level 1 you will be able to show that you can achieve the following outcomes:

- Use appropriate social skills for the occasion
- Share with listeners your personal skills and experience in a logical, organised sequence, using visual material as appropriate
- Find suitable information and summarize the key points
- Read aloud to be heard and clearly understood
- Answer questions as fully as possible with courtesy
- Listen and respond to the others in the group
- Observe the time limits for each section

ASSESSMENT TASKS

ORAL SKILLS FOR INTERVIEWS – ENHANCING EMPLOYABILITY	LEVEL 1
Total individual time: approximately 13 – 18 minutes	
Note: All three sections should concentrate on the same job, course or placement, which you should define before you begin	
Section 1: Personal Introduction	(3 - 4 minutes + questions)
Give an introduction about yourself to an interviewer, for a job or course for which you have applied. Describe any personal experience and skills you would bring to this placement and the reasons for your choice. Use any visual material that is appropriate, but not PowerPoint for this length of talk.	
Section 2: Background information for the Interview	(approximately 3 minutes)
Find a job advertisement, or written information about a course you wish to apply for, and read aloud a short extract (80 - 100 words). Summarize the key points.	
Section 3: Interview (One to One with Assessor)	(approximately 3 minutes)
The assessor, as the interviewer, will ask you some questions about the job or course you have applied for, any previous experience or skills you have and your future expectations. Prepare and ask the interviewer one or two questions of your own about the job or course.	
Section 4: Listening and Response	
You will be asked some questions after Section 1, to join in any group discussions and ask questions of your own in the sessions of others.	

**ORAL SKILLS FOR INTERVIEWS
LEVEL 1 - GRADING CRITERIA**

Section	Pass	Merit <i>As for Pass criteria +</i>	Distinction <i>As for Merit criteria +</i>
Personal Introduction 40%	<p>Introduce yourself, the job or course you would like to do, and any skills and experience you have</p> <p>Show some logical structure in your talk</p> <p>Speak clearly and audibly</p> <p>Show some audience awareness</p> <p>Supply and use appropriate visual aids</p>	<p>Give reasons for choice of job or course clearly and concisely</p> <p>Speak with vitality and appropriate pace and projection</p> <p>Make good eye contact with the audience</p> <p>Select material to fit the given time limits</p>	<p>Show real interest and enthusiasm for subject</p> <p>Communicate naturally and fully with the audience</p>
Background information 20%	<p>Find and select information about job or course and read aloud summarising key points</p> <p>Speak clearly and audibly</p> <p>Make some eye contact with the audience</p> <p>Vary the tone and pace of the reading</p>	<p>Read fluently, at a suitable pace</p> <p>Speak with vitality and good voice projection</p>	<p>Read with understanding of style and meaning and summarise succinctly</p> <p>Speak with enthusiasm and conviction, communicating fully with audience with good eye contact</p>
Interview 20%	<p>Give answers to questions with some information about any previous experience and ideas for the future</p> <p>Speak clearly and politely</p>	<p>Give answers fully and accurately with a positive approach to the future</p> <p>Give answers with confidence</p>	<p>Answer questions with enthusiasm and persuasion</p>
Listening & Response 20%	<p>Listen to other speakers in the group</p> <p>Give clear answers to factual questions</p> <p>Join in group discussions</p>	<p>Amplify some answers using personal experience</p> <p>Ask relevant questions that show your interest and support for others</p> <p>Make relevant contributions to advance discussion</p>	<p>Share knowledge and experience with enthusiasm in questions, answers and discussion</p>

LEVEL 2

ORAL SKILLS FOR INTERVIEWS – ENHANCING EMPLOYABILITY

LEARNING OUTCOMES AT LEVEL 2

At Level 2 you will be able to show that you can achieve the following outcomes:

- Use appropriate personal presentation for an interview situation
- Use appropriate social skills in a professional environment
- Prepare a suitable C.V. for your chosen job, course or placement
- Select and shape material from this for a presentation giving your personal strengths and experience and explain their significance
- Deal with nerves in an interview situation
- Research and evaluate information from a range of sources
- Demonstrate ability to analyse effectiveness of textual material and share findings
- Apply thinking skills to justify course of action
- Speak clearly, fluently and concisely
- Make a concise telephone call, giving necessary facts
- Ask and answer questions with courtesy and confidence
- Keep to required time limits

ASSESSMENT TASKS

ORAL SKILLS FOR INTERVIEWS – ENHANCING EMPLOYABILITY		LEVEL 2
Total individual time: approximately 18 – 20 minutes		
Note: All three sections must concentrate on the same job, course or placement, which you will define at the outset		
Section 1: Personal Presentation		(4 - 5 minutes + questions)
Define for your listeners the job, course or placement for which you are applying. Present your C.V. to an interview panel, explaining the specific experience and/or skills you would bring to the work (you must provide a hard copy of the C.V. for the examiner's reference during your presentation). You should cover both personal biography and expectations. Use visual aids or PowerPoint as appropriate.		
Section 2: Telephone Skills		(approximately 3 minutes)
Make a telephone call to ask for an application form or interview (the assessor will act as the receiver). Explain where you found out about the job / course and when you are available for interview or to start work.		
Section 3: Interview (One to One with Assessor)		(approximately 4-5 minutes)
a. The assessor will conduct an interview with you as if you have been short-listed for the job, course or placement you have defined in Section 1, using your prepared C.V.		
b. Ask the interviewer one or two questions about the job, course or placement.		
Section 4: Listening and Response		
You will be expected to answer questions after your presentation and also to contribute actively to the sessions of others, joining in with discussion and asking questions of your own where appropriate.		

**ORAL SKILLS FOR INTERVIEWS – ENHANCING EMPLOYABILITY
LEVEL 2 - GRADING CRITERIA**

Section	Pass	Merit <i>As for Pass criteria+</i>	Distinction <i>As for Merit criteria+</i>
Talk: Personal Presentation 40%	<p>Appear smart and well-presented</p> <p>Define clearly the job or course you would like to do</p> <p>Present your C.V. giving your experience and/or skills, and expectations with some structure, using relevant visual aids</p> <p>Speak clearly and audibly</p> <p>Integrate any relevant visual material</p> <p>Show some audience awareness with eye contact</p> <p>Observe the time limits</p>	<p>Conquer nerves</p> <p>Produce a clear and effective written C.V.</p> <p>Structure your presentation with care</p> <p>Speak with vitality and appropriate pace and projection</p> <p>Select and shape material with care, giving reasons for choice and their significance</p> <p>Engage the audience with positive eye contact</p>	<p>Communicate naturally with confidence and commitment, using appropriate social skills</p> <p>Hold the interest of the audience with effective voice projection and eye contact.</p>
Telephone Skills 20%	<p>Give receiver the reason for the call and where you found your information</p> <p>Give availability for interview or to start work</p> <p>Speak clearly and politely throughout the call</p>	<p>Give the reason for your call clearly and accurately</p> <p>Give additional information concisely and fluently</p> <p>Finish call efficiently by repeating information given and necessary facts</p>	<p>Explain the reason for the call concisely and accurately</p> <p>Clarify and confirm all key information</p> <p>Use notes to recall essential points</p>
Interview 20%	<p>Give answers to questions clearly with courtesy</p> <p>Ask the interviewer some questions about the job or course</p> <p>Demonstrate some ability to deal with nerves in an interview situation</p>	<p>Give answers fully and accurately in a positive manner</p> <p>Speak with some vitality and confidence</p> <p>Ask questions about the job or course fluently and concisely</p>	<p>Answer and ask questions with enthusiasm and persuasion</p>
Listening & Response 20%	<p>Listen actively to other speakers in the group</p> <p>Give clear answers to factual questions</p> <p>Join in group discussions and answering questions of your own where appropriate</p>	<p>Amplify some answers using personal experience and ideas of your own</p> <p>Ask relevant questions that show your interest and support for others</p> <p>Make relevant contributions to advance discussion</p>	<p>Share knowledge and experience with enthusiasm in questions, answers and discussion</p>

LEVEL 3

ORAL SKILLS FOR INTERVIEWS – ENHANCING EMPLOYABILITY

LEARNING OUTCOMES AT LEVEL 3

At Level 3 you will be able to show that you can achieve the following outcomes:

- Demonstrate professional authority and appropriate social skills and interaction with audience
- Research and organise subject material in depth for professional presentation
- Share your presentation with understanding and discrimination, using well structured language and varied vocabulary appropriate to audience and purpose
- Show ability to analyse and evaluate research material
- Deliver extract from relevant literature with clarity, vitality and assurance
- Summarize with confidence the requirements of the post, and your own skills and experience to match it
- Ask and answer questions with thought and commitment
- Provide appropriate written material and a C.V.
- Discuss and share your ideas and thoughts, encouraging others to contribute

ASSESSMENT TASKS

ORAL SKILLS FOR INTERVIEWS – ENHANCING EMPLOYABILITY	LEVEL 3
Total individual time: approximately 20 – 25 minutes	
Note: All three sections must concentrate on the same job, course or placement, which you will define at the outset	
Section 1: Professional Presentation	(6 - 8 minutes + questions)
Give a well researched, structured presentation on an aspect of your chosen professional subject. Use visual material such as charts, overhead projector, or PowerPoint to enhance or illustrate it. A prepared report of the key aspects of your subject must be available for the assessor.	
Section 2: Reading and Presenting Course or Employment Research	(4 minutes)
Give a brief survey of your research material and any professional books used for reference. Select one of these and read a prepared extract (150 - 200 words) commenting on the content with your personal opinions and viewpoint, giving its particular relevance to your chosen subject	
Section 3: Interview (One to One with Assessor)	(approximately 6 minutes)
a) Outline a course or job for which you are applying and give your own skills and specific experience that you would bring to it.	
b) Respond to questions in an interview conducted by the assessor, followed by some questions you would need to ask a prospective employer.	
Provide a written C.V.	
Section 4: Listening and Response	
Constructive listening and responding is assessed throughout your whole presentation and in discussion and questions during the sessions of others.	

**ORAL SKILLS FOR INTERVIEWS
LEVEL 3 - GRADING CRITERIA**

Section	Pass	Merit <i>As for Pass criteria +</i>	Distinction <i>As for Merit criteria +</i>
Talk 40%	<p>Present your subject with good structure and evidence of research</p> <p>Integrate any relevant visual material to illustrate it</p> <p>Speak with vitality and clarity</p> <p>Share your presentation with awareness of audience and eye contact</p> <p>Observe the time limits</p>	<p>Choose relevant material, well structured and researched in depth</p> <p>Speak with good projection and assurance</p> <p>Use variety of pace with confident eye contact</p>	<p>Speak with professional authority and enthusiasm, sharing your knowledge with appropriate social skills and discrimination</p> <p>Give your presentation with excellent varied vocal skills and command of language suitable for audience and purpose</p>
Reading & Presenting Research Material 20%	<p>Present your choice of research material and books</p> <p>Read a prepared extract from one of these clearly and audibly with good phrasing</p> <p>Make some comments of your own on the extract and its relevance to your subject</p> <p>Speak with vitality and good eye contact</p> <p>Support this with a written evaluation</p>	<p>Justify your choice of material with analysis and evaluation</p> <p>Give your comments concisely with energy and conviction</p>	<p>Present your material with complete understanding and assurance</p> <p>Communicate fluently with excellent variety of vocal skills</p>
Interview 20%	<p>Give outline of the job and own skills and experience you would bring to it with clarity</p> <p>Ask and answer questions concisely and with some thought</p> <p>Provide a well written C.V.</p>	<p>Summarize requirements of the post and own skills and experience with confidence</p>	<p>Ask and answer questions fully with thought and commitment</p> <p>Speak with enthusiasm and persuasion</p>
Listening & Response 20%	<p>Listen and respond constructively to other speakers in the group</p> <p>Use some ideas and thoughts of your own in answers and questions</p> <p>Join in group discussions listening to different views positively and openly</p>	<p>Ask relevant questions that show your interest and support for others</p> <p>Share your ideas and thoughts positively encouraging others to contribute</p>	<p>Demonstrate professional authority in sharing knowledge and experience with enthusiasm, in questions, answers and discussion</p>

Further Information

For further information regarding any aspect of English Speaking Board assessments,
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