

Completing Speaking and Listening assessments remotely

Entry Level Functional Skills

Where appropriate, Pearson will support centres who wish to carry out Speaking and Listening assessments remotely, through the use of technology.

When setting up remote assessments the following points should be considered.

1. The assessments must be carried out using video conferencing software so that each learner can be seen as well as heard. Pearson does not endorse any particular platform, but possibilities would include Microsoft Teams, Google Hangout, Skype, Zoom or any other conferencing software that offer the required functionality.
2. We recommend all assessments to be recorded to facilitate internal verification and standards verification purposes.
3. The assessor is able to be the sole invigilator, even if they have had overall responsibility for preparing the candidates for the examination. The assessor must be able to see and hear each learner throughout the assessment.
4. Assessors would need to complete the Assessment Record Sheet for each learner as normal and these would need to be retained by the centre.
5. The usual requirements would apply for group size and timings.
 - Entry Level 1, both tasks should be carried out in a one-to-one situation with the learner. The time to complete the tasks is approximately 5 minutes for each task.
 - Entry Level 2, Task 1 can be completed in a one-to-one situation or in a small group. In Task 2 there should be a group of 2 or 3 learners and the assessor. Task 1 should be completed in approximately 8 minutes and Task 2 in approximately 7 minutes.
 - Entry Level 3, there should be 2 learners for Task 1, in Task 2 there should be 2 or 3 learners. Task 1 is approximately 5 minutes for each learner, so for 2 learners it should take 10 minutes. Task 2 should be completed in approximately 10 minutes.

Please check the Pearson Entry Level Functional Skills English, Speaking, Listening and Communicating: Guidance for Assessors and the Quality Assurance handbook for further information.

6. The assessments should be scheduled and learners must be informed that they are being assessed before the activities begin. At the start of each assessment, participating learners should give their full names and Pearson registration numbers.

7. Each learner would need to be sat in a room on their own to ensure the security of the assessment and to avoid distractions. Learners cannot be assessed in a public place.
8. As with any assessed Speaking and Listening activities learners should be encouraged to prepare for the assessment. Learners will be able to refer to notes during the assessment but should not read out prepared responses. Where stimulus material, eg. pictorial prompts, such as maps and menus are necessary for the learners to attempt the assessment, these should be provided to learners prior to the assessment taking place.
9. It is strongly recommended that centres carry out practice assessments with learners before conducting 'live' assessments. This will enable the learners to be comfortable with the technology.

Pearson recognises that remote assessment will not be appropriate for all learners and it is being offered as an option for centres that wish to use it. It is not expected that all centres will attempt to assess their learners in this way.

If you have any queries then please contact us via [our website](#).