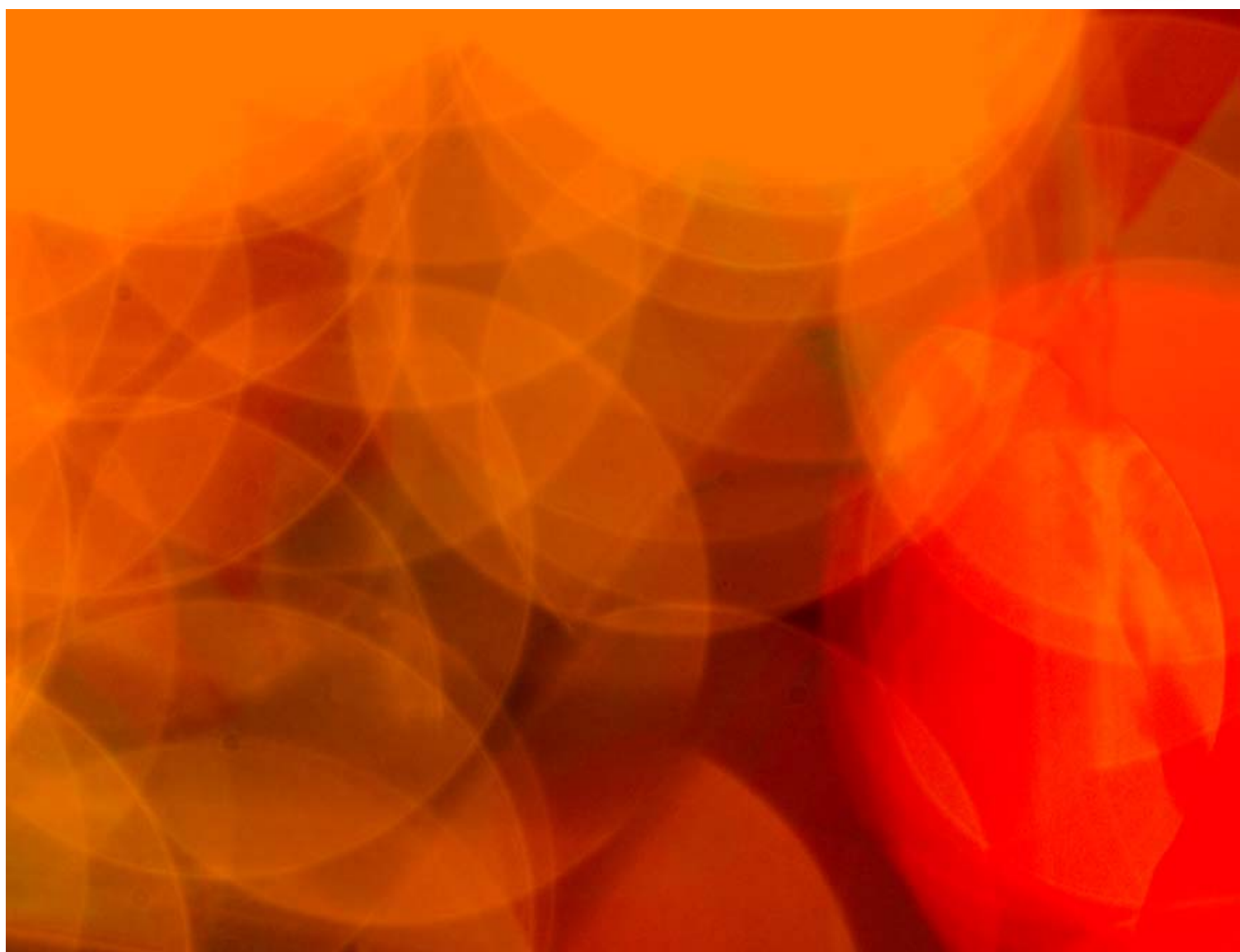


WCS

Developing Responsive Provision



Candidate Induction Pack

NVQ Teaching Assistant

Candidate Induction Pack

Providing a candidate with an effective induction is an essential factor for supporting candidate confidence and ultimately achievement. This pack provides examples of some of the documentation that may be useful as the candidate prepares their NVQ file. Some of this information is required by many awarding bodies as they undertake quality audits. The assessor will introduce the materials and explain the value and importance of each document. All documents can be adapted and additional materials provided to meet the requirements of individual training providers.

Section 1 pages 1–6

Basic paperwork for NVQ file. The assessor candidate contact sheet is particularly useful for tracking potential difficulties should they occur.

Section 2 pages 7–9

Details about the assessment process and the expectations for candidate and assessor.

Section 3 page 10

To be added by individual providers and should include equal opportunity documentation, appeals procedures and any centre-specific or awarding-body specific materials.

Section 4 page 11

The Values and Principles exercise can be delivered as part of a group or one-to-one induction session. This exercise encourages the candidate to think about and discuss their working practice and can be used as evidence for many aspects within the award. It is very satisfying for candidates to feel they have provided some evidence right at the start of the award.

Section 5 page 12

Planning for learning documentation. This section provides a variety of resources that can be used to support candidates throughout their learning programme. Candidates should be encouraged to add their Skills Assessment and their resulting Action Plan to this section of their portfolio. The development activity log is particularly useful to record candidate activity and demonstrate that guided learning has taken place.

Candidate Details

NVQ Award.....

Name.....

Date enrolled.....

Candidate PIN.....

Date registered.....

Assessor name.....

Date allocated.....

Assessor contact details.....

Internal Verifier.....

Internal Verifier contact details.....

Curriculum Centre Manager.....

Centre Manager contact.....

Workplace.....

Mentor.....

NVQ Authentication statement.

Award title.....

I confirm that all the evidence produced in this portfolio is authentic and an accurate record of the work completed by myself.

Candidate name.....

Signature.....

Date.....

Confirmed by:

Assessor name.....

Signature.....

Date.....

Witness status list

Candidate name.....

Candidate PIN

NVQ Award.....

Assessor name.....

To ensure authenticity all individuals who provide witness testimonies as evidence of candidate achievement must complete this form

Name and contact details	D32,33 A1, A2	Professional relationship to candidate	Unit (s) Elements witnessed	Witness signature	Date

Authorisation

Assessor signature.....

Setting up your NVQ file

Label

Name
Pin number
NVQ level
Assessor name

File

Section 1

Front sheet
Contact sheet
Witness specimen signature sheet
Personal statement
CACHE appeals/ complaints/equal opportunities statements
Blackburn College Appeal Procedures
Principles of good practice exercise

Section 2

Assessment plans
Direct observation sheets
Feedback sheets

Section 3

Standards

Section 4

Any additional supporting evidence

The assessment process

NVQ candidates provide evidence that they can meet the National Occupational Standards. The process is as follows:

- The candidate and assessor create a plan for assessment
- The candidate provides evidence of their performance which is directly observed by the assessor
- The candidate provides evidence of their knowledge for the assessor to judge
- The assessor provides feedback to the candidate as to whether the evidence proves competence.

Candidates will provide a range of different evidence

- A. Direct observation of performance.** The assessor watches the candidate undertake a range of tasks which demonstrate how their working practice meets the National Occupational Standards
- B. Questions.** The assessor will ask written or oral questions to identify underpinning knowledge
- C. Witness statements.** This is a statement prepared by the class teacher or a colleague which demonstrates the candidate's performance. The statement must be signed and dated by the witness
- D. Work Plans.** These are plans that the candidate has produced during their working practice. Curriculum plans or individual learning plans can be presented, but they must have been created by the candidate or the candidate must have been involved in their preparation
- E. Inspection of setting.** The assessor will examine the work setting to assess the candidate's role in maintaining a safe environment or arranging the room for different activities
- F. Reflective accounts.** This can be a written or oral account of the candidate's work when they reflect on the success of their activity and identify things they may change if they did it again
- G. Log books or diaries.** A record of day-to-day work
- H. Work products.** Any evidence produced during working practice, memos, records, or reports
- I. Case studies or assignments or projects.** Evidence produced to fill a gap in the portfolio where there is no evidence of direct working practice
- J. Child observations or assessment.** Evidence of observations or assessment of children's progress
- N. Formal written or oral tests or extended questioning/professional discussion.** This is a detailed discussion that is planned in advance and which you have prepared for. For example, you might plan to hold a professional discussion to share your knowledge of the theories of how children learn. You will have some time to research the topic to develop your knowledge. You may want to make some notes. You will then have a detailed discussion with your assessor to show your understanding.

Assessor role and responsibilities

- 1) We are here to support you
- 2) We will see you regularly to plan assessment, give you feedback and plan professional discussion
- 3) We will come to your setting regularly to assess your working practice
- 4) An assessment may take 1–2.5 hours depending on the situation
- 5) During your assessment we will be discreet and not interfere with your practice
- 6) You cannot 'fail' an assessment but you must meet the standards so on occasion we may have to see some particular activity again
- 7) We will always give constructive verbal feedback to let you know straight away how the assessment went
- 8) We will also provide written feedback and set actions for you to complete
- 9) We will ask verbal questions after an assessment to ensure that you have the knowledge behind your practice
- 10) After an assessment we may need to sit in a quiet place for a short time to ask questions and for you to receive feedback
- 11) Any concerns you have will be passed on to the management and addressed accordingly.

Candidate role and responsibilities

- 1) You are responsible for your own award and collecting evidence to prove competence
- 2) You need to have your portfolio with you whenever you meet with your assessor
- 3) You must inform your line manager of the date and time of any assessment and gain agreement that it meets the requirements of the setting
- 4) You must inform your assessor if the date or time is not suitable
- 5) You must inform your assessor ASAP if your assessment needs to be cancelled
- 6) You are responsible for planning and preparing resources for your assessment
- 7) You are responsible for preparing for professional discussion with your assessor

Candidate induction checklist

Candidate name		
Assessor name		
Award		
Have you discussed:	Date	Initials
Your NVQ award		
The Awarding Body		
Mandatory and Optional Units		
The assessment process		
Types of evidence		
Importance of authentic, valid and reliable evidence		
Witness signature sheet		
Appeals procedure		
Equal Opporutunity Policy		
Confidentiality		
Suggested text books		
Candidate information pack		
Access to mentor in the workplace		
Induction to the workplace (if appropriate)		
Received your NVQ standards		

Values and Principles for Teaching Assistants

Describe how you demonstrate these values and principles in your working practice

Principle and values	Working practice
Working in partnership with the teacher	
Working within statutory and organisational frameworks	
Supporting inclusion	
Equality of opportunity	
Anti-discrimination	
Celebrating diversity	
Promoting independence	
Continuous professional development	

Individual Development Plan

Name.....

Award.....

Workplace.....

Start date.....

Proposed end date.....

Previous qualifications or certificates relevant for accreditation for this award

Arrangements for supporting specific learning requirements

Preferred learning style

Please circle

Visual

Auditory

Kinaesthetic

Proposed learning programme

Please circle

Taught course and NVQ

Workshops and NVQ

Identify required workshops

Refer to Skills Assessment

Identify support resources

Please circle

Books

IT

Web CT

Identify any specific strengths or challenges

Progress report			
Date	No. of assessments	Workshops attended or development activity	Units complete
Action Plan			
Candidate signature		Assessor signature	
Date	No. of assessments	Workshops attended or development activity	Units complete
Candidate signature Assessor signature.....			

Development activity log

While completing your NVQ you will undertake a variety of development activities. These may include attendance at NVQ workshops, discussions with your mentor, reading relevant texts, internet searches, in service or external training events. It is useful to maintain a record of these events as you progress through the award. This will also provide useful evidence for Element 2-4.2

Date	Development activity	Outcomes

NVQ 2 Teaching Assistants

Workshop programme

- 1) **Induction** – Introduction to your NVQ, Values and Principles, Teaching Assistant role
- 2) **Legislation** – underpins all units eg Health and Safety, Equal Opportunities, Confidentiality, Inclusion, Policies and Procedures
- 3) **How children learn** – 2-3 factors that promote effective learning, barriers to effective learning
- 4) **Contribute to the management of pupil behaviour**- 2-2, 3-1 factors that affect pupil behaviour – introduction to the theories of supporting positive behaviour.
- 5) **Working with others** – 2-4 communication, SMART targets, personal development plans, principles of appraisal

OPTIONAL UNITS

- 6) **Supporting Literacy** 2-5
- 7) **Supporting Numeracy** 2- 5
- 8) **Contribute to Health and Well being of Children** 3-11

Text Books

The following list identified some of the text books that may provide useful material to support learning and professional practice

The Teaching Assistant handbook NVQ Level 2: Louise Burnham

The Teaching Assistant handbook S/NVQ Level 3 Primary Schools edition:
Louise Burnham, Helen Jones

The Teaching Assistant handbook S/NVQ Level 3 Secondary Schools edition:
Louise Burnham, Kate Carpenter

Teaching Assistants Handbook: Janet Kay

Teaching Assistants: A complete handbook: Liz Hrynciewicz

Teaching Assistants Handbook: Teena Kamen

A Teaching Assistant's guide to Child Development and Psychology in the classroom: Susan Bentham

The Teaching Assistant's Handbook: Roger Smith

Assisting Learning and Supporting Teaching: A practical guide for the Teaching Assistant in the classroom: Anne Watkinson

How to survive and succeed as a Teaching Assistant: Veronica Birkett

Supporting children with behaviour difficulties: Glenys Fox

But is it Bullying? Margaret Collins

Helping bi-lingual pupils access the curriculum: Geri Smyth

Learning can be fun: Suzanne Briggs