



Assessment Guidance for the SVQs in Supporting Teaching and Learning in Schools (Classroom Assistants) at level 2 (G95G 22) and level 3 (G95F 23)

Publication date: February 2009
Publication code: DB4841

Published by the Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, Glasgow, G2 8DQ, and
Ironmills Road, Dalkeith, Midlothian, EH22 1LE

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General Information

Who is involved in SVQs?

Candidate	The person who wants to achieve the SVQ, eg an employee
Assessor*	The person who assesses the work of the candidate and decides if they are competent (eg supervisor)
Internal verifier*	The individual nominated by the centre who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
External Verifier*	The individual appointed by the SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

Expert Witnesses and **Co-ordinating assessors** may also be involved — their role is further explained on pages 22-25.

*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for this SVQ — see SQA's website: www.sqa.org.uk

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises. The Assessment Strategy (developed by the standards setting body, the Training and Development Agency (TDA)), provides information on the qualification for assessors, internal verifiers and External Verifiers.

The steps involved in assessing a candidate for an SVQ

These are the main stages in the assessment process:

- ◆ planning for assessment
- ◆ generation and collection of candidate evidence that shows competence in the selected Units
- ◆ judging the evidence of the candidate's competence and making an assessment decision based on this evidence
- ◆ recording the assessment decision and the candidate's achievement

Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your candidates for the SVQ. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidates.

Your role and the candidate's role

Assessing the SVQ involves several steps. Both you and the candidate should be clear on your roles in the assessment process before you begin.

Assessor role

- ◆ ensure candidates understand **what** is to be assessed and **how** it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help candidates to identify and gather appropriate evidence
- ◆ observe and record candidates carrying out the activities described in the standards — records should indicate what has been observed, how it was carried out, and what competence it demonstrates
- ◆ assess products of the candidate's own work
- ◆ question candidates and record results
- ◆ help candidates to present or signpost evidence
- ◆ authenticate the evidence candidates provide
- ◆ judge evidence and make assessment decisions
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates throughout the assessment process
- ◆ record achievement

Candidates' role

- ◆ prepare for assessment — become familiar with the standards and understand what is to be assessed and how the assessment will be carried out
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, and/or produce products of own work, and/or answer questions
- ◆ gather, and/or signpost location of evidence, present evidence when required
- ◆ receive and act on feedback from the assessor

Planning

At the assessment planning meeting, the assessor and candidate should agree and record the following information:

- ◆ what is to be assessed
- ◆ the assessment method
- ◆ the location, date and time of the assessment

The assessment plans are working documents — they can be updated and changed as you review progress with the candidate.

As you are planning assessment, don't forget to make the most of opportunities to *integrate* assessment. This means planning to assess an activity which draws on the contents of different Units or Elements. It can be a practical and cost-effective way of assessing your candidate's competence.

Note: if you are a new assessor working towards your A/V Units (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

SVQ in Supporting Teaching and Learning in Schools

The National Occupational Standards and SVQs for Supporting Teaching and Learning in Schools replace those previously accredited as the SVQs for Classroom Assistants.

Scottish Vocational Qualifications

The Supporting Teaching and Learning National Occupational Standards provide the basis for two qualifications which replace the **SVQs for Classroom Assistants**. These are the SVQ at level 2 in Supporting Teaching and Learning in Schools, and the SVQ at level 3 in Supporting Teaching and Learning in Schools

The Group Award codes are G95G 22 and G95F 23 respectively.

Target audience

The Supporting Teaching and Learning SVQs apply to anyone who provides direct support for teaching and learning in any type of school — primary, secondary, special or pupil referral Units. They have been developed to reflect changes in support staff roles following implementation of workforce reform. They still cover the role of teaching assistants but have been broadened in scope to include new roles and responsibilities such as cover supervision, exam invigilation, pastoral care and others.

The SVQs can be used by all learning support staff whether they are:

- ◆ full-time or part-time
- ◆ permanent or temporary
- ◆ employed by the school or local authority
- ◆ school-based or peripatetic
- ◆ working in a maintained, non-maintained or independent school

The SVQ at level 2 could be used by volunteer workers within the school provided they cover a sufficient breadth of responsibilities for supporting teaching and learning. It is highly unlikely that volunteers would have the breadth and level of responsibilities needed to complete the SVQ at level 3 in Supporting Teaching and Learning in Schools.

Entry requirement

There are no formal entry requirements for individuals wishing to take these SVQs. However, assessors should ensure candidates have the potential and opportunity to provide evidence for the qualification or Unit(s) as applicable.

The SVQs are approved for use with 16–18, 18+ and 19+ age ranges. Candidates entering the school workforce, including those on temporary contracts, volunteers and work placements, are legally required to

undergo identity and criminal record checks. Those who have lived outside the United Kingdom may be subject to additional checks. Providers should liaise with the school to ensure the necessary checks have been made.

Level 2 Structure

This section lists the Units which form the SVQ in Supporting Teaching and Learning in Schools at level 2.

The qualification comprises **five** mandatory Units and **two** optional Units.

Mandatory Units

There are five mandatory Units.

SQA Ref	SSC Ref	Title
F4XB 04	STL 1	Provide Support for Learning Activities
DT1H 04	CCLD 203, STL 2	Support Children's Development
DR8A 04	CCLD 202, STL 3	Help to Keep Children Safe
DR5G 04	CCLD 201, STL 4	Contribute to Positive Relationships
F4X8 04	STL 5	Provide Effective Support for Your Colleagues

Optional Units

Two optional Units must be completed.

SQA Ref	SSC Ref	Title
F4XG 04	STL 6	Support Literacy and Numeracy Activities
F4XT 04	STL 7	Support the Use of Information and Communication Technology for Teaching and Learning
F4XV 04	STL 8	Use Information and Communication Technology to Support Pupils' Learning
F4X2 04	STL 9	Observe and Report on Pupil Performance
DT1J 04	CCLD 206, STL 10	Support Children's Play and Learning
F4WP 04	STL 11	Contribute to Supporting Bilingual/Multilingual Pupils
DT1A 04	CCLD 209, STL 12	Support a Child with Disabilities or Special Educational Needs
DK49 04	HSC223, STL 13	Contribute to Moving and Handling Individuals
DK70 04	HSC212, STL 14	Support Individuals During Therapy Sessions
DA89 04	PW2, STL 15	Support Children and Young People's Play
D35J 04	IL 3/10, STL 16	Provide Displays
F4WW 04	STL 17	Invigilate Tests and Examinations

Level 2 Content

The SVQ at level 2 requires the achievement of **seven** Units of competence from the national occupational standards. There are **five** mandatory Units that each candidate must achieve. In addition, each candidate is required to achieve **two** of the optional Units.

Selection of optional Units will be a matter of choice for the candidate in consultation with his/her employer, bearing in mind employment requirements and the candidate's career aspirations.

Mandatory Units (five Units)

1 Provide Support for Learning Activities (SQA F4XB 04)

- 1.1 Support the teacher in planning learning activities
- 1.2 Support the delivery of learning activities
- 1.3 Support the teacher in the evaluation of learning activities

2 Support Children's Development (CCLD 203) (SQA DT1H 04)

- 2.1 Contribute to supporting children's physical development and skills
- 2.2 Contribute to supporting children's emotional and social development
- 2.3 Contribute to supporting children's communication and intellectual development
- 2.4 Contribute to planning to meet children's development needs

3 Help to Keep Children Safe (CCLD 202) (SQA DR8A 04)

- 3.1 Prepare and maintain a safe environment
- 3.2 Deal with accidents, emergencies and illness
- 3.3 Support the safeguarding of children from abuse
- 3.4 Encourage children's positive behaviour

4 Contribute to Positive Relationships (CCLD 201) (SQA DR5G 04)

- 4.1 Interact with and respond to children
- 4.2 Interact with and respond to adults
- 4.3 Communicate with children
- 4.4 Communicate with adults

5 Provide Effective Support for Your Colleagues (SQA F4X8 04)

- 5.1 Maintain working relationships with colleagues
- 5.2 Develop your effectiveness in a support role

Optional Units (select two Units)

6 Support Literacy and Numeracy Activities (SQA F4XG 04)

- 6.1 Support pupils with activities to develop literacy skills
- 6.2 Support pupils with activities to develop numeracy skills

7 Support the Use of Information and Communication Technology for Teaching and Learning (SQA F4XT 04)

- 7.1 Prepare ICT resources for use in teaching and learning
- 7.2 Support the use of ICT resources for teaching and learning

8 Use Information and Communication Technology to Support Pupils' Learning (SQA F4XV 04)

- 8.1 Prepare for using ICT to support pupils' learning
- 8.2 Support pupils' learning through ICT

- 9 Observe and Report on Pupil Performance (SQA F4X2 04)**
 9.1 Observe pupil performance
 9.2 Report on pupil performance
- 10 Support Children’s Play and Learning (CCLD 206) (SQA DT1J 04)**
 10.1 Participate in activities to encourage communication and language
 10.2 Provide opportunities for children’s drama and imaginative play
 10.3 Encourage children to be creative
 10.4 Support physical play
 10.5 Encourage children to explore and investigate
- 11 Contribute to Supporting Bilingual/Multilingual Pupils (SQA F4WP 04)**
 11.1 Contribute to supporting bilingual/multilingual pupils to develop skills in the target language
 11.2 Support bilingual/multilingual pupils during learning activities
- 12 Support a Child with Disabilities or Special Educational Needs (CCLD 209) (SQA DT1A 04)**
 12.1 Support a child with disabilities or special educational needs by providing care and encouragement
 12.2 Provide support to help the child to participate in activities and experiences
 12.3 Support the child and family according to the procedures of the setting
- 13 Contribute to Moving and Handling Individuals (HSC223) (SQA DK49 04)**
 13.1 Prepare individuals, environments and equipment for moving and handling
 13.2 Enable individuals to move from one position to another
- 14 Support Individuals During Therapy Sessions (HSC212) (SQA DK70 04)**
 14.1 Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions
 14.2 Support individuals prior to and within therapy sessions
 14.3 Observe and provide feedback on therapy sessions
- 15 Support Children and Young People’s Play (PW2) (SQA DA89 04)**
 15.1 Create a range of environments for children and young people’s play
 15.2 Offer a range of play opportunities to children and young people
 15.3 Support children and young people’s rights and choices in play
 15.4 End play sessions
- 16 Provide Displays (IL 3/10) (SQA D35J 04)**
 16.1 Set up displays
 16.2 Maintain and dismantle displays
- 17 Invigilate Tests and Examinations (SQA F4WW 04)**
 17.1 Prepare to run tests and examinations
 17.2 Implement and maintain invigilation requirements

Level 3 Structure

This section lists the Units which form the SVQ in Supporting Teaching and Learning in Schools at level 3. These replace those Units previously accredited as the SVQ for Classroom Assistants at level 3.

The SVQ at level 3 comprises **six** mandatory Units and **four** optional Units.

Mandatory Units

There are six mandatory Units.

SQA Ref	SSC Ref	Title
DR8A 04	CCLD 202, STL 3	Help to Keep Children Safe
F4XP 04	STL 18	Support Pupils' Learning Activities
F4X6 04	STL 19	Promote Positive Behaviour
DR79 04	CCLD 301, STL 20	Develop and Promote Positive Relationships
F4XS 04	STL 21	Support the Development and Effectiveness of Work Teams
DT0W 04	CCLD 304, STL 22	Reflect on and Develop Practice

Optional Units

Four Units to be chosen from the groups below.

Group A Supporting pupil's learning

SQA Ref	SSC Ref	Title
F4XV 04	STL 8	Use Information and Communication Technology to Support Pupils' Learning
F4X4 04	STL 23	Plan, Deliver and Evaluate Teaching and Learning Activities Under The Direction of a Teacher
F4WR 04	STL 24	Contribute to the Planning and Evaluation of Teaching and Learning Activities
F4XH 04	STL 25	Support Literacy Development
F4XJ 04	STL 26	Support Numeracy Development
F4XF 04	STL 27	Support Implementation of the Early Years Curriculum
F4XR 04	STL 28	Support Teaching and Learning in a Curriculum Area
F4X1 04	STL 29	Observe and Promote Pupil Performance and Development
F4WL 04	STL 30	Contribute to Assessment for Learning
F4X5 04	STL 31	Prepare and Maintain the Learning Environment
F1GN 04	SkillsActive D35 STL 32	Promote the Transfer of Learning from Outdoor Experiences

Group B Meeting additional support needs

SQA Ref	SSC Ref	Title
F4XA 04	STL 33	Provide Literacy and Numeracy Support to Enable Pupils to Access the Wider Curriculum
F4XE 04	STL 34	Support Gifted and Talented Pupils
F4XC 04	STL 35	Support Bilingual/Multilingual Pupils
F4X7 04	STL 36	Provide Bilingual/Multilingual Support for Teaching and Learning
DK5V 04	HSC326, STL 37	Contribute to the Prevention and Management of Challenging Behaviour in Children and Young People
DT1G 04	CCLD 321, STL 38	Support Children with Disabilities or Special Educational Needs and their Families
F4XM 04	STL 39	Support Pupils with Communication and Interaction Needs
F4XL 04	STL 40	Support Pupils with Cognition and Learning Needs
F4XK 04	STL 41	Support Pupils with Behaviour, Emotional and Social Development Needs
F4XN 04	STL 42	Support Pupils with Sensory and/or Physical Needs
DL4A 04	SfH CHS2, STL 43	Assist in the Administration of Medication
DK9A 04	HSC315, STL 44	Work with Children and Young People with Additional Requirements to Meet their Personal Support Needs

Group C Providing pastoral support

DT0F 04	CCLD 308, STL 45	Promote Children's Well-Being and Resilience
DC1V 04	YW D4, STL 46	Work with Young People to Safeguard Their Welfare
DC18 04	YW A3, STL 47	Enable Young People to be Active Citizens
DC19 04	YW A4, STL 48	Support Young People in Tackling Problems and Taking Action
F4XD 04	STL 49	Support Children and Young People During Transitions in Their Lives
F4WV 04	LDSS 9, STL 50	Facilitate Children and Young People's Learning and Development Through Mentoring
F4WM 04	LDSS 6, STL 51	Contribute to Improving Attendance
DT1D 04	CCLD 331, STL 52	Support Children and Families Through Home Visiting

Group D Supporting the wider work of the school

SQA Ref	SSC Ref	Title
D35J 04	IL 3/10, STL 16	Provide Displays
F4WW 04	STL 17	Invigilate Tests and Examinations
F4WX 04	STL 53	Lead an Extra-Curricular Activity
DV1K 04	PW9, STL 54	Plan and Support Self-Directed Play
F4WN 04	STL 55	Contribute to Maintaining Pupil Records
F4X0 04	STL 56	Monitor and Maintain Curriculum Resources

F4X3 04	STL 57	Organise Cover for Absent Colleagues
DV1J 04	SkillsActive B228, STL 58	Organise and Supervise Travel
F4WT 04	STL 59	Escort and Supervise Pupils on Educational Visits and Out of School Activities
F4WY 04	STL 60	Liaise with Parents, Carers and Families
F4X9 04	YW F1, STL 61	Provide Information to Aid Policy Formation and the Improvement of Practices and Provision

Group E Working with colleagues

(NB: no more than two Units in total allowed from this Group and STL 63 & STL 64 cannot both be selected)

F4WS 04	STL 62	Develop and Maintain Working Relationships with Other Practitioners
DR73 04	M&L B5, STL 63	Provide Leadership for Your Team
		OR
DR75 04	M&L B6, STL 64	Provide Leadership in Your Area of Responsibility
DR3W 04	M&L D5, STL 65	Allocate and Check Work in Your Team
DK8D 04	MV D2, STL 66	Lead and Motivate Volunteers
DR7C 04	M&L D7, STL 67	Provide Learning Opportunities for Colleagues
D9T7 04	L&D L14, STL 68	Support Learners by Mentoring in the Workplace
D9T5 04	L&D L20, STL 69	Support Competence Achieved in the Workplace

Level 3 Content

The SVQ at level 3 requires the achievement of **ten** Units of competence from the national occupational standards. There are **six** mandatory Units that each candidate must achieve.

In addition, each candidate is required to achieve **four** of the optional Units with **no more than two Units taken from Group E**.

Apart from the restriction on the number of Units that may be taken from Group E, any combination of optional Units may be selected. Optional Units may be selected from within the same group or from across different groups. Selection of optional Units will be a matter of choice for the candidate in consultation with the school, bearing in mind employment requirements and the candidate's career aspirations.

Mandatory Units (six Units)

3 Help to Keep Children Safe (CCLD 202) (SQA DR8A 04)

- 3.1 Prepare and maintain a safe environment
- 3.2 Deal with accidents, emergencies and illness
- 3.3 Support the safeguarding of children from abuse
- 3.4 Encourage children's positive behaviour

18 Support Pupils' Learning Activities (SQA F4XP 04)

- 18.1 Support learning activities
- 18.2 Promote Independent Learning

19 Promote Positive Behaviour (SQA F4X6 04)

- 19.1 Implement agreed behaviour management strategies
- 19.2 Support pupils in taking responsibility for their learning and behaviour

20 Develop and Promote Positive Relationships (CCLD 301) (SQA DR79 04)

- 20.1 Develop relationships with children
- 20.2 Communicate with children
- 20.3 Support children in developing relationships
- 20.4 Communicate with adults

21 Support the Development and Effectiveness of Work Teams (SQA F4XS 04)

- 21.1 Contribute to effective team practice
- 21.2 Contribute to the development of the work team

22 Reflect on and Develop Practice (CCLD 304) (SQA DT0W 04)

- 22.1 Reflect on practice
- 22.2 Take part in continuing professional development

Optional Units (select any four Units from groups A–E but no more than two Units from group E)

Group A Supporting Pupil's Learning

8 Use Information and Communication Technology to Support Pupils' Learning (SQA F4XV 04)

- 8.1 Prepare for using ICT to support pupils' learning
- 8.2 Support pupils' learning through ICT

23 Plan, Deliver and Evaluate Teaching and Learning Activities under the Direction of a Teacher (SQA F4X4 04)

- 23.1 Plan teaching and learning activities under the direction of a teacher
- 23.2 Deliver teaching and learning activities
- 23.3 Evaluate teaching and learning activities and outcomes

24 Contribute to the Planning and Evaluation of Teaching and Learning Activities (SQA F4WR 04)

- 24.1 Contribute to the planning of teaching and learning activities
- 24.2 Contribute to the evaluation of teaching and learning activities

25 Support Literacy Development (SQA F4XH 04)

- 25.1 Support pupils to develop their reading skills
- 25.2 Support pupils to develop their writing skills
- 25.3 Support pupils to develop their speaking/talking and listening skills

- 26 Support Numeracy Development (SQA F4XJ 04)**
 26.1 Support pupils to develop numeracy skills
 26.2 Support pupils to use and apply mathematics
- 27 Support Implementation of the Early Years Curriculum (SQA F4XF 04)**
 27.1 Contribute to planning implementation of the early years curriculum
 27.2 Support teaching and learning activities to deliver the early years curriculum
 27.3 Contribute to the monitoring and assessment of children's progress
- 28 Support Teaching and Learning in a Curriculum Area (SQA F4XR 04)**
 28.1 Develop, use and improve your own subject knowledge to support teaching and learning
 28.2 Develop and evaluate materials to support teaching and learning in a curriculum area
- 29 Observe and Promote Pupil Performance and Development (SQA F4X1 04)**
 29.1 Observe and report on pupil performance and development
 29.2 Promote pupil performance and development
- 30 Contribute to Assessment for Learning (SQA F4WL 04)**
 30.1 Use assessment strategies to improve learning
 30.2 Support pupils in reviewing their own learning
- 31 Prepare and Maintain the Learning Environment (SQA F4X5 04)**
 31.1 Prepare the learning environment
 31.2 Prepare learning materials for use
 31.3 Monitor and maintain the learning environment and resources
- 32 Promote the Transfer of Learning from Outdoor Experiences (Skills Active D35) (SQA F1GN 04)**
 32.1 Facilitate learning through individual and shared reflection on experience
 32.2 Help participants identify how they can transfer learning to other aspects of their lives

Group B Meeting Additional Support Needs

- 33 Provide Literacy and Numeracy Support to Enable Pupils to Access the Wider Curriculum (SQA F4XA 04)**
 33.1 Provide literacy support to help pupils to access the wider curriculum
 33.2 Provide numeracy support to help pupils to access the wider curriculum
- 34 Support Gifted and Talented Pupils (SQA F4XE 04)**
 34.1 Work with others to develop learning programmes for gifted and talented pupils
 34.2 Support learning activities for gifted and talented pupils
- 35 Support Bilingual/Multilingual Pupils (SQA F4XC 04)**
 35.1 Support development of the target language
 35.2 Support bilingual/multilingual pupils in accessing the curriculum
- 36 Provide Bilingual/Multilingual Support for Teaching and Learning (SQA F4X7 04)**
 36.1 Contribute to the assessment of bilingual/multilingual pupils
 36.2 Provide bilingual/multilingual support for teachers and pupils
 36.3 Support communication with families of bilingual/multilingual pupils

- 37 Contribute to the Prevention and Management of Challenging Behaviour in Children and Young People (HSC326) (SQA DK5V 04)**
- 37.1 Work with children and young people to identify goals and boundaries for acceptable behaviour
- 37.2 Support children and young people to manage challenging behaviour
- 37.3 Enable children and young people to recognise and understand their behaviour and its consequences
- 38 Support Children with Disabilities or Special Educational Needs and their Families (CCLD 321) (SQA DT1G 04)**
- 38.1 Contribute to the inclusion of children with disabilities or special educational needs
- 38.2 Help children with disabilities or special educational needs to participate in the full range of activities and experiences
- 38.3 Support families to respond to children's needs
- 39 Support Pupils with Communication and Interaction Needs (SQA F4XM 04)**
- 39.1 Support pupils with communication and interaction needs to maximise learning
- 39.2 Support pupils with communication and interaction needs to develop relationships with others
- 40 Support Pupils with Cognition and Learning Needs (SQA F4XL 04)**
- 40.1 Support pupils with cognition and learning needs during learning activities
- 40.2 Support pupils with cognition and learning needs to develop effective learning strategies
- 41 Support Pupils with Behaviour, Emotional and Social Development Needs (SQA F4XK 04)**
- 41.1 Support the behaviour management of pupils with behaviour, emotional and social development needs
- 41.2 Support pupils with behaviour, emotional and social development needs to develop relationships with others
- 41.3 Support pupils with behaviour, emotional and social development needs to develop self-reliance and self-esteem
- 42 Support Pupils with Sensory and/or Physical Needs (SQA F4XN 04)**
- 42.1 Enable pupils with sensory and/or physical needs to maximise learning
- 42.2 Implement structured learning programmes for pupils with sensory and/or physical needs
- 43 Assist in the Administration of Medication (SfH CHS2) (SQA DL4A 04)**
- 44 Work with Children and Young People with Additional Requirements to meet their Personal Support Needs (HSC315) (SQA DK9A 04)**
- 44.1 Support children and young people with additional requirements to identify and develop plans to meet their personal support needs
- 44.2 Support children and young people to address their personal support needs
- 44.3 Contribute to evaluating the effectiveness of activities to meet children and young people's personal support needs

Group C Providing Pastoral Support

45 Promote Children's Well-Being and Resilience (CCLD 308) (SQA DT0F 04)

- 45.1 Enable children to relate to others
- 45.2 Provide a supportive and challenging environment
- 45.3 Enable children to take risks safely
- 45.4 Encourage children's self-reliance, self-esteem and resilience

46 Work with Young People to Safeguard their Welfare (YW D4) (SQA DC1V 04)

- 46.1 Promote a safe working environment for youth work
- 46.2 Work with young people to assess and manage risk
- 46.3 Assist individuals to take action when they are distressed

47 Enable Young People to be Active Citizens (YW A3) (SQA DC18 04)

- 47.1 Assist young people to understand their communities and their role within them
- 47.2 Enable young people to communicate their views and interests to others, and to negotiate and influence people and situations

48 Support Young People in Tackling Problems and Taking Action (YW A4) (SQA DC19 04)

- 48.1 Enable young people to tackle problems and plan action to achieve their goals and aspirations
- 48.2 Enable young people to take action based on their plans
- 48.3 Enable young people to reflect on and learn from their actions

49 Support Children and Young People During Transitions in their Lives (SQA F4XD 04)

- 49.1 Recognise and respond to signs of transitions
- 49.2 Support children and young people to manage transitions in their lives

50 Facilitate Children and Young People's Learning and Development through Mentoring (LDSS 9) (SQA DC85 04)

- 50.1 Identify the learning and development needs of children and young people
- 50.2 Plan with children and young people how learning and development needs will be addressed through mentoring
- 50.3 Mentor children and young people to achieve identified outcomes
- 50.4 Review the effectiveness of mentoring with children and young people

51 Contribute to Improving Attendance (LDSS 6) (SQA F4WM 04)

- 51.1 Contribute to monitoring attendance
- 51.2 Contribute to processes and procedures for improving attendance

52 Support Children and Families through Home Visiting (CCLD 331) (SQA DT1D 04)

- 52.1 Establish, develop and maintain relationships with families
- 52.2 Provide support for families
- 52.3 Liaise with colleagues, professionals and agencies to support families

Group D Supporting the Wider Work of the School

16 Provide Displays (IL 3/10) (SQA D35J 04)

- 16.1 Set up displays
- 16.2 Maintain and dismantle displays

17 Invigilate Tests and Examinations (SQA F4WW 04)

- 17.1 Prepare to run tests and examinations
- 17.2 Implement and maintain invigilation requirements

53 Lead an Extra-curricular Activity (SQA F4WX 04)

- 53.1 Prepare children and young people for the activity
- 53.2 Introduce children and young people to the activity
- 53.3 Lead the activity
- 53.4 Maintain and encourage effective working relationships during the activity

54 Plan and Support Self-Directed Play (PW9) (SQA DV1K 04)

- 54.1 Collect and Analyse Information on Play Needs and Preferences
- 54.2 Plan and Prepare Play Spaces
- 54.3 Support Self-Directed Play
- 54.4 Help Children and Young People to Manage Risk During Play

55 Contribute to Maintaining Pupil Records (SQA F4WN 04)

- 55.1 Collect and input pupil data
- 55.2 Contribute to maintaining the record-keeping system

56 Monitor and Maintain Curriculum Resources (SQA F4X0 04)

- 56.1 Monitor and maintain supplies of curriculum resources
- 56.2 Organise and maintain curriculum resources

57 Organise Cover for Absent Colleagues (SQA F4X3 04)

- 57.1 Arrange cover for absent colleagues
- 57.2 Monitor and review cover arrangements

58 Organise and Supervise Travel (SkillsActive B228) (SQA DV1J 04)

- 58.1 Make travel arrangements
- 58.2 Supervise travel

59 Escort and Supervise Pupils on Educational Visits and Out-of-School Activities (SQA F4WT 04)

- 59.1 Escort pupils on visits and out of school activities
- 59.2 Supervise pupils on visits and out of school activities

60 Liaise with Parents, Carers and Families (SQA F4WY 04)

- 60.1 Establish and maintain relationships with parents, carers and families
- 60.2 Facilitate information sharing between the school and parents, carers and families

61 Provide Information to Aid Policy Formation and the Improvement of Practices and Provision (YW F1) (SQA DC1L 04)

- 61.1 Provide information and advice to aid development of strategies, policies, practice and provision
- 61.2 Collect and present information to aid monitoring, review and improvement of performance

Group E Working with Colleagues (no more than two Units in total allowed from this group and 63 & 64 cannot both be selected)

62 Develop and Maintain Working Relationships with other Practitioners (SQA F4WS 04)

- 62.1 Maintain working relationships with other practitioners
- 62.2 Work in partnership with other practitioners

63 Provide Leadership for Your Team (M&L B5) (SQA DR73 04)

OR

64 Provide Leadership in Your Area of Responsibility (M&L B6) (SQA DR75 04)

65 Allocate and Check Work in your Team (M&L D5) (SQA DK3W 04)

66 Lead and Motivate Volunteers (MV D2) (SQA DK8D 04)

- 66.1 Brief volunteers on work requirements and responsibilities
- 66.2 Help volunteers to solve problems during volunteering activities
- 66.3 Debrief and give feedback to volunteers on their work

67 Provide Learning Opportunities for Colleagues (M&L D7) (SQA DR7C 04)

68 Support Learners by Mentoring in the Workplace (L&D L14) (SQA D9T5 04)

- 68.1 Plan the mentoring process
- 68.2 Set up and maintain the mentoring process
- 68.3 Give mentoring support

69 Support Competence Achieved in the Workplace (L&D L20) (SQA D9T5 04)

- 69.1 Assess performance in the workplace against agreed standards
- 69.2 Give staff members support in the workplace and feedback on their performance

Assessment requirements

This section is based on, and amplifies, the assessment strategy for the NVQ/SVQs in supporting teaching and learning in schools. The assessment strategy specifies the general principles for assessment and quality assurance of the qualifications and is essential reading for all assessors and verifiers for these SVQs.

Development of the assessment strategy was based on:

- ◆ an evaluation of current assessment methods and quality assurance arrangements for the NVQ/SVQs for teaching and classroom assistants
- ◆ stakeholder views and expectations about assessment processes and requirements gathered through focus groups and online consultations
- ◆ analysis of assessment methodologies and quality assurance arrangements for other qualifications for the children's workforce that attest to occupational competence
- ◆ discussion and agreement with the relevant NVQ/SVQ awarding bodies

The assessment strategy was developed to encompass both sector-specific and imported Units included within the Supporting Teaching and Learning SVQs. However, it remains the responsibility of the awarding bodies and their centres to ensure they are working to the relevant assessment strategy in relation to any imported Units.

The assessment strategy specifies:

- ◆ the recommended approach to external quality control of assessment
- ◆ the type and amount of evidence to be collected for assessment purposes, including mandatory requirements for evidence from performance in the workplace
- ◆ the extent to which simulated working conditions may be used in assessment, and any required characteristics of the simulations, including definitions of what might constitute realistic working environments
- ◆ the occupational expertise requirements for assessors and verifiers

The assessment strategy is available on SQA's website: www.sqa.org.uk

External quality control of assessment

External quality control of assessment will be achieved through rigorous internal and external verification processes underpinned by effective risk management.

External Verifiers will be required to sample the work of all internal verifiers and assessors, and implement rigorous risk management strategies consistently across all centres for which they are responsible. Apart from other risk factors, External Verifiers should recognise the risk of introducing new qualifications into centres and adapt their sampling process accordingly.

Internal verifiers should sample evidence from all assessors across all aspects of SVQ assessment. They should also observe each assessor conducting candidate assessments at regular intervals. As a guide this is likely to be at least once a year for experienced assessors and every six months for inexperienced assessors.

Type and amount of evidence

The majority of assessments should be via observation in the workplace, together with examination of work products, questioning, professional discussions and witness testimonies from relevant people. Additional sources of evidence, if required, might include reflective accounts, written assignments and case studies.

The use of simulation is limited to very few aspects of the SVQ and can never be the sole source of evidence for any Unit. Further guidance on the use of simulation is given below.

Candidates must provide evidence that shows competence over time and covers their work with at least two different pupils and/or groups of pupils as applicable to each of the Units undertaken. This does not mean that two separate pieces of evidence are required for each performance criterion and knowledge statement (unless specified in the assessment strategy for imported Units). Taking a holistic approach to assessment will avoid unnecessary duplication of evidence.

Accreditation of prior learning

Centres are expected to implement a system of initial assessment of candidates and develop an individual assessment plan that should include the accreditation of prior learning and experience where applicable.

Units achieved through other qualifications, including Units common to the level 2 and 3 Supporting Teaching and Learning SVQs and Units imported from other sectors, should be accepted for direct transfer to Supporting Teaching and Learning SVQs where applicable. Assessors should comply with their awarding body procedures for direct transfer of Units including authenticity checks. Subject to meeting these requirements, there should be no further assessment for these Units.

The use of simulation

Simulation should only be used for aspects where naturally-occurring evidence is difficult to gather, eg child protection, health and safety, and can never be used as the sole source of evidence for any Unit. Where possible, the use of other sources of evidence and/or assessment methods is always preferable to simulation.

Simulation is only allowed in particular Units as listed below. Descriptions of the constraints under which these simulations should be developed are included in the assessment strategy. These are designed to ensure that the evidence generated is as valid and reliable as possible.

STL3 Help to keep children safe

3.2 Deal with accidents, emergencies and illness

Simulation may be used for the entire Element if necessary. Ideally, the simulated activity should take place within the school, eg fire drill or role play dealing with an accident or intruder.

Questioning and/or professional discussion should be used to cover any aspect of dealing with accidents, emergencies and illness not covered by experience or simulation, eg in relation to policies, procedures and legislation and different types of accident, emergency and illness.

3.3 Support the safeguarding of children from abuse

Simulation cannot be used as the sole source of evidence for this Element. At least part must be assessed by evidence of performance in the workplace. Expert witnesses might provide supplementary evidence.

Simulation through role play could be used for Performance Criteria P2–P5. Alternatively, evidence of prior learning through a recognised training programme might provide relevant evidence.

Certificates of training, awards and records of attendance must be authentic, current and valid. The assessor should also check the content of the training programme and match this to the standards. They should also check that the candidate has retained, and can apply, learning to practice.

STL5 Provide effective support for your colleagues

5.1 Maintain working relationships with colleagues

Questioning, professional discussion or simulation can be used as evidence for performance criterion P6 of this Element. Evidence obtained through questioning or professional discussion of real events must be treated as strictly confidential. The assessor should provide a written record of the assessment Outcomes of questioning or professional discussion but details of the actual discussion should not be included in the candidate's portfolio.

STL17 Invigilate tests and examinations

17.2 Implement and maintain invigilation requirements

Simulation may be used for performance criterion P4d of this Element if required, ie for dealing with health, safety or security emergencies.

Questioning and/or professional discussion should be used to cover any aspect of dealing with emergencies during a test or examination not covered by experience or simulation, eg in relation to policies, procedures and responsibilities.

STL19 Promote positive behaviour

19.1 Implement agreed behaviour management strategies

Simulation for performance criterion P7 is allowed if required. However observation, witness testimony and/or professional discussion of real events should be used wherever possible.

STL21 Support the development and effectiveness of work teams

21.1 Contribute to effective team practice

Questioning, professional discussion or simulation can be used as evidence for performance criterion P8 of this Element. Evidence obtained through questioning or professional discussion of real events must be treated as strictly confidential. The assessor should provide a written record of the assessment Outcomes of questioning or professional discussion but details of the actual discussion should not be included in the candidate portfolio.

Occupational expertise requirements for assessors and verifiers

The breadth of national occupational standards included in the Supporting Teaching and Learning SVQs calls for an expanded range of roles within the assessment process. The assessment strategy outlines the occupational expertise requirements for:

- ◆ assessors
- ◆ expert witnesses
- ◆ co-ordinating assessors
- ◆ internal verifiers, and
- ◆ External Verifiers

Assessment against the Supporting Teaching and Learning National Occupational Standards a matter of skilled professional judgement, drawing on a range of evidence from the assessment process. The occupational expertise requirements of those who will perform assessment and verification roles are designed to provide confidence that the judgements made will be professionally justified. It is important, therefore, that centres understand and comply with these requirements. Assessors should only assess in their acknowledged area of technical and occupational competence, drawing on expert witness testimony where necessary.

Internal and External verifiers should have had experience of working in the schools sector, in a capacity which involved them making judgements on the quality of provision offered, and must be familiar with the demands and opportunities afforded by work within a classroom environment. In addition, they should:

- ◆ have knowledge of, and commitment to, the principles and values of the relevant sector for Units imported from other areas of practice
- ◆ be knowledgeable in respect of the Units they are going to verify including any new and imported Units, and
- ◆ confirm that assessors and/or expert witnesses meet the necessary occupational expertise requirements

All assessors and verifiers should maintain and develop their occupational expertise through continuing professional development. This is particularly important in respect of SVQ Units across the wider range of practice covered by the Supporting Teaching and Learning SVQs including new and imported Units.

The assessment process

This section offers practical advice on aspects of the assessment process for the Supporting Teaching and Learning SVQs.

Roles in assessment

Candidate

The candidate is at the centre of the assessment process and has a key role in ensuring the process is effective. The candidate should:

- ◆ familiarise themselves with the standards so they know what is to be assessed
- ◆ carry out a self-assessment against the standards to identify any learning and development needs
- ◆ work with their assessor and mentor, if available, to identify opportunities for collecting evidence
- ◆ gather and present evidence for assessment, and
- ◆ receive and act on feedback from the assessor

Assessors

Assessors support and assess candidates working towards the SVQ. They make sure that candidates meet the national occupational standards needed to achieve the SVQ.

The assessor's role is to:

- ◆ ensure candidates understand the assessment process — what is to be assessed and how it is assessed
- ◆ help candidates to identify and gather evidence
- ◆ observe candidates carrying out activities in their workplace
- ◆ examine candidates' evidence
- ◆ question candidates and record results
- ◆ judge and authenticate evidence
- ◆ provide feedback and offer advice if the standards are not met
- ◆ record achievement

Expert witnesses

As the scope of activities covered by the new SVQs for supporting teaching and learning in schools has increased, a single assessor is unlikely to have the occupational expertise to make decisions on candidates' occupational competence for all the Units. Expert witnesses can be used to address any gaps in the technical and occupational competence of assessors, and for confidential or sensitive activities that are not appropriate for assessor observation.

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace. Schools can support the assessment process by encouraging and supporting members of staff to

act as expert witnesses. A qualified assessor will make the final judgement about a candidate's competence based on testimony provided by the expert witness together with any other corroborating evidence.

Experienced teaching assistants, higher level teaching assistants and teachers might act as expert witnesses across a range of Units. However, there are some Supporting Teaching and Learning National Occupational Standards (NOS) where expert witnesses may play an important role in filling any gaps in the occupational expertise of assessors, as shown in the table below.

Supporting Teaching and Learning Unit – Potential expert witnesses

- STL3 health and safety officer, child protection officer, school nurse
- STL7 Information and communications (ICT) teacher/co-ordinator ICT technician
- STL11 English as an additional language (EAL) specialist teacher, EAL specialist teaching assistant (TA), experienced bilingual support assistant
- STL12 special educational needs co-ordinator (SENco)
- STL13 school nurse, physiotherapist
- STL14 Therapist, as relevant to the context of support provided, eg speech and language, physiotherapist, occupational therapist
- STL15 playworker
- STL17 examinations officer, senior/lead invigilator
- STL22 candidates' line manager or mentor, school continuing professional development co-ordinator
- STL28 subject or curriculum area specialist
- STL35 EAL specialist teacher, EAL specialist, TA experienced bilingual support assistant
- STL36 EAL specialist teacher, EAL specialist, TA experienced bilingual support assistant
- STL37 behaviour specialist, children's social worker
- STL38 SENCo
- STL39 SENCo speech and language therapist, specialist teacher of children and young people with sensory impairment
- STL40 SENCo Educational psychologist
- STL41 SENCo Educational psychologist
- STL42 SENCo specialist teacher of children and young people with sensory impairment
- STL43 school, GP practice nurse, health visitor
- STL44 school nurse, health visitor, healthcare assistant
- STL46 youth worker
- STL47 youth worker
- STL48 youth worker, learning mentor
- STL49 learning mentor
- STL50 learning mentor
- STL51 education welfare officer, senior staff with responsibility for attendance
- STL52 education welfare officer, home-school liaison officer, parent support adviser
- STL53 specialist teacher/coach in the relevant area, eg football coach, music teacher, drama teacher
- STL54 playworker
- STL56 school bursar/business manager
- STL57 senior management team member with responsibility for cover
- STL58 educational visits co-ordinator
- STL59 educational visits co-ordinator
- STL61 school leaders

Centres should train and support expert witnesses to carry out their role effectively.

Co-ordinating assessors

To ensure the requirements for the occupational competence of assessors can be met, candidates may have more than one assessor, with each assessing different Units or Elements of Units.

Where more than one assessor is involved, there must be a named assessor who is responsible for co-ordinating the assessment for an individual candidate.

The co-ordinating assessor is responsible for:

- ◆ developing an overall assessment plan including details of where specialist assessors and expert witnesses will be required and when the specialist assessment should be scheduled
- ◆ vetting the selection of expert witnesses including evidence of occupational competence and monitoring their contribution to the assessment process
- ◆ making assessment judgements for Units whose assessment relies extensively on expert witness testimony or where parts have been assessed by different assessors and/or expert witnesses
- ◆ ensuring that best use is made of all available evidence to make judgements about the competence of candidates against the standards
- ◆ working closely with internal verifiers to ensure standardised practice and decision making within the assessment process

Co-ordinating assessors must be qualified assessors who meet the occupational expertise requirements of the assessment strategy.

Internal verifiers

Ultimately it is the internal verifier's job to ensure the integrity and quality of the SVQ. The internal verifier is responsible for:

- ◆ maintaining policies and procedures to enable delivery and assessment of the SVQ
- ◆ training and supporting assessors
- ◆ sampling the work of assessors and candidates
- ◆ checking and standardising assessment decisions made by assessors
- ◆ evaluating the effectiveness of assessment practice and procedures
- ◆ developing practice and procedures as a result of evaluation
- ◆ identifying assessors' training needs
- ◆ supporting assessors in implementing changes

Getting off to a good start

The quality of the advice and guidance received at the beginning of the assessment process is a key factor in ensuring candidates and schools achieve the best results from the SVQ.

SVQs are about competence in the workplace, therefore support within the school is essential. Effective assessment is facilitated by:

- ◆ building positive working relationships with the school
- ◆ working with the candidate and the headteacher/line manager to identify the appropriate level of SVQ and choice of optional Units
- ◆ making sure decisions reflect the needs and expectations of the school as well as the candidate
- ◆ checking the candidate will be engaged in roles that allow them to meet the requirements of the appropriate Units of competence
- ◆ recognising that using an SVQ to prepare a candidate for a new job role requires more extensive planning of learning, ways of developing practice, and assessment opportunities; and ensuring the candidate and school appreciates and will support this

The online Supporting Teaching and Learning NOS guidance includes a Unit selection tool which you can use with the candidate and their line manager to identify the appropriate SVQ level and optional Units. Matching the qualification level and optional Units with the candidate's role in the school will ensure that they gain appropriate recognition for their level of expertise, skills and knowledge and avoids difficulties associated with being asked to provide evidence for aspects of work that are not part of their role.

Initial assessment

Initial assessment provides the evidence to determine the starting point of learning and assessment.

In carrying out an initial assessment:

- ◆ find out what the candidate already knows and can do for immediate assessment — identifying opportunities for quick wins motivates candidates and those who support them within the school as well as familiarising them with the SVQ assessment process
- ◆ identify where the candidate has sufficient up-to-date knowledge and experience for accreditation of prior learning
- ◆ identify what they need to learn
- ◆ Use a range of information to inform the initial assessment including:
 - candidate's self-assessment
 - headteacher/line manager appraisal
 - previous qualifications and achievements
 - prior learning and experience
 - learning style preferences

- job role and career aspirations
- potential, aptitude and commitment
- personal circumstances

Agree a learning plan

Each candidate should have clearly identified learning objectives and an individual learning plan which sets out the requirements of the standards and how these will be achieved. The learning objectives and learning plan should be discussed and agreed with the headteacher/line manager and candidate to ensure they are meeting their needs.

Learning plans should:

- ◆ be based on the results of the initial assessment
- ◆ be developed in partnership with the candidate and the school
- ◆ specify clearly how, where and when learning will take place, taking account of the candidate's needs and circumstances
- ◆ identify activities that allow the candidate to learn what they need, recognising that courses are not the only option; on-the-job development is often more meaningful and relevant as well as more focused and time-efficient
- ◆ identify if, and for what, the candidate needs to do different work or work in a different way in order to develop competence and generate evidence — negotiate with the headteacher/line manager/mentor for this to happen
- ◆ be flexible — explore and agree ways of learning that are relevant, available and make best use of resources within and close to the school
- ◆ identify any potential or actual barriers to progress — use the headteacher/line manager, or mentor if available, to address these; keep them informed throughout the programme in case new barriers to learning are identified

Assessment planning

All candidates should have assessment plans that identify when and how assessment will be carried out, taking account of their prior learning and achievements, plans for addressing learning needs, and the assessment opportunities available to them.

Candidates need to have a clear understanding of what they are being assessed on, what methods will be used and what evidence they agree to produce. Proper assessment planning can help candidates to relate their everyday activities to the requirement of the SVQ.

In developing an assessment plan, assessors should:

- ◆ have a thorough knowledge of the SVQ and its assessment requirements
- ◆ get to know the candidate and their school
- ◆ find out when the candidate is available for assessment, eg what hours/days they work
- ◆ take account of the candidate's job role and circumstances, eg what teachers, classes, groups or individual pupils they work with, their timetable, their out-of-school commitments
- ◆ identify opportunities for demonstrating competence, eg contributing to planning/ learning for pupils may not be the same for each teacher with whom they work
- ◆ make good use of the mentor, if available, to facilitate assessment opportunities (but keep them separate from the assessment process)
- ◆ ensure assessment planning takes account of the candidate's learning needs and agreed plans for addressing these

When planning assessment, do not be tempted to cover the mandatory Units first. The optional Units are linked to the candidate's specialisms — usually the most important part of their work. Starting from their specialisms means candidates are starting from their area(s) of strength; there will be greater evidence and assessment opportunities; and there will be opportunities for generating evidence for the more generic mandatory Units at the same time.

The agreed assessment plan should:

- ◆ be candidate led rather than provider driven — organise and arrange assessment appropriate to each candidate rather than predetermined programmes or plans
- ◆ identify activities that will provide evidence towards a number of Units or Elements
- ◆ use naturally-occurring evidence wherever possible
- ◆ use a range of assessment methods and evidence, driven by candidates' normal activities in the workplace
- ◆ use expertise within the school to support assessment, eg witness testimony

- ◆ make use of expert witnesses where appropriate
- ◆ recognise the contribution of learning logs, personal statements, professional discussions, tape, photographic and video evidence to the assessment process
- ◆ use questions to supplement, rather than duplicate, performance observation — there is no need to check knowledge that has been clearly demonstrated through practice
- ◆ where possible use the same evidence if the same knowledge and understanding is required for different Units
- ◆ be consistent with the agreed strategy for the use of simulation if required
- ◆ not overwhelm the candidate with evidence demands — use a sufficiency rather than surfeit approach
- ◆ avoid duplication of evidence and over assessment
- ◆ be consistent with the assessment strategy

(The knowledge statements for Supporting Teaching and Learning NOS have been mapped and this document can be downloaded from the TDA website at: www.tda.gov.uk/partners/supportstafftraining/Training_and_qualifications/NVQs/supporting.aspx).

Holistic assessment

Many of the Supporting Teaching and Learning Units are interrelated and a single situation may be the starting point for gathering evidence against several SVQ Units. The linked Units section of the Supporting Teaching and Learning Units provides guidance on those that are related but there may be others, depending upon the candidate's job role and choice of optional Units.

The candidate's major work activities are likely to provide evidence-rich assessment opportunities including observation, work products and witness testimonies.

Using a holistic approach to assessment will:

- ◆ pay dividends in the efficiency and effectiveness of the assessment process as well as making more sense to the candidate
- ◆ allow for evidence for particular standards to be drawn from a range of activities, thus making it easier to cover aspects that may not occur in a one-off assessment
- ◆ avoid the inefficient use of assessment opportunities and over assessment associated with planning for assessment on an Element-by-Element or Unit-by-Unit basis

Holistic assessment: example 1

A level 2 candidate has selected STL8 — *Use Information and Communication Technology to Support Pupils' Learning* — as one of the optional Units. With the agreement of the teacher, the candidate identifies an opportunity for the assessor to observe while working with a group of pupils developing a class database of observable similarities and differences for their science project.

The candidate and assessor identify additional sources of evidence including the candidate's lesson plan, witness testimony from the teacher describing the candidate's contribution to lesson planning, and the candidate's feedback report to the teacher at the end of the lesson. The candidate and assessor agree to have a professional discussion following the observation to cover any outstanding Performance Criteria and knowledge requirements.

In addition to providing evidence towards STL8, the candidate and assessor agree that the evidence will also contribute towards the following Units and Elements:

- ◆ STL1 Provide Support for Learning Activities
- ◆ STL2 Support Children's Development
- ◆ STL3.1 Prepare and maintain a safe environment
- ◆ STL3.4 Encourage children's positive behaviour
- ◆ STL4 Contribute to Positive Relationships
- ◆ STL5.1 Maintain working relationships with colleagues
- ◆ STL7 Support the Use of Information and Communication Technology for Teaching and Learning

Holistic assessment: example 2

A level 3 candidate particularly wants to do STL17 — *Invigilate Tests and Examinations* — as this is an important part of the job role. The assessor arranges to observe as the room is prepared by the candidate for an external examination. However, the assessor does not have the occupational expertise to make judgements about the way the candidate invigilates the examination. The assessor gets the agreement of the senior invigilator to act as an expert witness for this aspect of the Unit.

The candidate recently attended an invigilators' training programme developed by the National Assessment Agency and run by the local authority. The assessor checks the course content against the STL17 standards and questions the candidate to establish what knowledge has been retained and that this learning can be applied to practice. The assessor agrees that the candidate's course completion certificate can be used as evidence of prior learning towards this Unit.

With the agreement of the school and the External Verifier, the assessor arranges for the candidate to carry out a simulated evacuation of the examination room as evidence of dealing with an emergency. This is organised as a fire drill using volunteer students and takes place at the end of the examination period prior to dismantling the examination room.

In addition to providing evidence towards STL17, the candidate and assessor agree that the evidence will also contribute towards the following Units and Elements:

- ◆ STL3.1 Prepare and maintain a safe environment
- ◆ STL3.2 Deal with accidents, emergencies and illness
- ◆ STL3.4 Encourage children's positive behaviour
- ◆ STL19.1 Implement agreed behaviour management strategies
- ◆ STL21.1 Contribute to effective team practice
- ◆ STL21.2 Take part in continuing professional development
- ◆ STL31 Prepare and Maintain the Learning Environment
- ◆ STL62 Develop and Maintain Working Relationships with Other Practitioners

Evidence Requirements

Assessment against the NOS is a matter of skilled professional judgement, drawing on a range of evidence from the assessment process. Assessment should be in the context of the candidate's job role and setting and all evidence should relate to this.

The majority of Supporting Teaching and Learning NOS include a glossary which defines key terms used in the Unit and gives examples of the situations or activities covered by those terms. The glossary provides guidance on possible areas to be covered in the Unit and for which evidence should be obtained if relevant to the candidate's work role.

Imported Units

Some of the imported Units include a scope section (sometimes referred to as range or notes) linked to the Performance Criteria. This refers to the different situations in which a particular responsibility may be performed. The Evidence Requirements for these imported Units are described below.

Health and social care Units (STL13, STL14, STL37 and STL44)

The scope provides guidance on possible areas to be covered in the Unit. The terms in this section provide a list of options linked with items in the Performance Criteria. Candidates only need to provide evidence for options related to their work area.

Health (STL43)

The scope provides guidance on possible areas to be covered in the Unit. Candidates only need to provide evidence for aspects related to their work area.

Youth work (STL46, STL47, STL48 and STL61)

The imported youth work Units include notes providing guidance on the scope of situations covered by each Element. Candidates should provide performance evidence for **at least two** situations listed in each of the notes. They should also show that they have the knowledge and skills to cover all other aspects listed in the notes.

Playwork (STL15 and STL54)

To ensure direct transfer of playwork Units between different SVQs, the following Evidence Requirements linked to the scope section of each Element **must** be met.

STL15 Support Children and Young People's Play (PW2)

15.1 Create a range of environments for children and young people's play

Candidates must show that they have:

- ◆ created play environments for four of the types of children and young people from two of the age groups
- ◆ created all the types of play environment
- ◆ created play environments in both types of setting, and
- ◆ provided both types of resources

However, they must also show they have the necessary knowledge and skills to cover all the types of context listed in the scope section of this Element.

15.2 Offer a range of play opportunities to children and young people

Candidates must show that they have:

- ◆ offered all the types of play opportunities to four of the types of children and young people
- ◆ from two of the age groups

However, they must also show that they have the necessary knowledge and skills to cover all the types of context listed in the scope section of this Element.

15.3 Support children and young people's rights and choices in play

Candidates must show that they have:

- ◆ supported the rights and choices of four of the types of children and young people from two of the age groups
- ◆ in all the types of play environments

However, they must also show that they have the necessary knowledge and skills to cover all the types of context listed in the scope section of this Element.

15.4 End play sessions

Candidates must show that they have:

- ◆ ended play sessions involving four of the types of children and young people
- ◆ from two of the age groups

However, they must also show that they have the necessary knowledge and skills to cover all the types of context listed in the scope section of this Element.

STL54 Plan and Support Self-Directed Play (PW9)

For STL54 (PW9) candidates must show that they have covered **all** items listed in the scope section of each Element.

SkillsActive (STL32 and STL58)

To ensure direct transfer of SkillsActive Units between different SVQs, the following Evidence Requirements linked to the scope section of each Element must be met.

STL32 Promote the Transfer of Learning from Outdoor Experiences (SkillsActive D35)

32.1 Facilitate learning through individual and shared reflection on experience

Candidates must show they can meet **all** of the Performance Criteria whilst covering as a minimum:

- ◆ three types of participant
- ◆ three types of learning
- ◆ three areas of life

Any remaining types of scope must be assessed by other means, for example, 'what if' scenarios, projects and assignments.

32.2 Help participants identify how they can transfer learning to other aspects of their lives

Candidates must show they can meet **all** of the Performance Criteria whilst covering as a minimum:

- ◆ three types of participant
- ◆ three areas of life
- ◆ two types of others

Any remaining types of scope must be assessed by other means, for example, 'what if' scenarios, projects and assignments.

STL58 Organise and Supervise Travel (SkillsActive B228)

For STL58 (SkillsActive B228) candidates must show that they have covered **all** items listed in the scope section of each Element.

However, 'planning overnight accommodation' may be difficult to evidence as the candidate may rarely, or never, do this. Questioning, professional discussion or an account written by the candidate of how they would plan overnight accommodation could be used for this aspect of the scope.

STL50 Facilitate Children and Young People's Learning and Development through Mentoring (LDSS 9)

To ensure direct transfer of LDSS 9 between different SVQs, the following Evidence Requirements linked to the range section of each Element should be met.

50.1 Identify the learning and development needs of children and young people

Candidates must show that they have:

- ◆ identified both types of learning needs
- ◆ identified two types of learning contexts

50.2 Plan with children and young people how learning and development needs will be addressed through mentoring

Candidates must show that they have:

- ◆ identified both types of goals
- ◆ agreed both types of key stages

50.3 Mentor children and young people to achieve identified Outcomes

Candidates must show that they have:

- ◆ suggested one of the two types of resources
- ◆ selected two types of information

50.4 Review the effectiveness of mentoring with children and young people

Candidates must show that they have:

- ◆ identified one of the two types of problems

Assessing knowledge and understanding

Knowledge and understanding is an integral aspect of competence. Assessment processes that only look at evidence of knowledge in isolation from performance threatens the validity of assessment of competence. Evidence of knowledge and understanding should come from, or be supported by, assessment of performance.

For assessment to be fair and reliable it is important to assess strictly:

- ◆ to the written knowledge specification
- ◆ within the context of the candidate's job role

Some knowledge and understanding is common to different aspects of working practice. This is reflected through common knowledge statements across NVQ/SVQ Units, eg school procedures for recording and sharing information. Taking a holistic approach to assessing knowledge and understanding will reduce unnecessary duplication.

A mapping of knowledge statements across all Units within each award is available on the TDA website at: www.tda.gov.uk/partners/supportstafftraining/Training_and_qualifications/NVQs/supporting.aspx.

The mapping shows where knowledge statements are common to more than one Unit within the qualification.

When assessing common knowledge statements, consider that some knowledge and understanding is specific to the context, task and/or setting, eg curriculum knowledge. Holistic assessment across related Units makes effective use of situational knowledge.

Presenting evidence

It is not always necessary to keep copies of all the evidence produced in one place, ie in a portfolio. Assessors and verifiers need to know what evidence is available and where it is located.

This can be achieved by signposting where evidence can be found, rather than gathering it together in a portfolio.

In helping candidates to present evidence:

- ◆ focus on assessment against the standards rather than the candidate's ability to manage paperwork
- ◆ make use of awarding body forms and procedures, adapting these as appropriate to the needs and job role of candidates and the way your centre operates
- ◆ strive for quality rather than quantity, and simplicity rather than complexity

Evidence containing confidential information should not be included in a candidate's portfolio of evidence. It should be signposted within the portfolio and confirmed through expert witness testimony and/or professional discussion with the candidate.

NB: Photographs and video are acceptable as part of the way a candidate can generate evidence **provided they do not include any images of children or young people**. However, they can provide effective records of work products such as classroom displays and children's work.

Tracking progress

Regular reviews with candidates, involving both the provider and the head teacher/line manager, should be carried out to measure and maintain progress towards achievement of the qualification. Feedback from the mentoring process may also contribute to the review process but only where confidentiality allows.

Reviews should take account of:

- ◆ actions agreed at the last review meeting
- ◆ progress made in relation to the agreed learning plan
- ◆ assessments undertaken
- ◆ any problems or obstacles encountered and how these will be addressed
- ◆ any changes in candidate or school circumstances, eg changed work role
- ◆ future learning needs and how they will be addressed
- ◆ any implications for the assessment plan and revising this as appropriate

- ◆ progress reviews should also be used to check that the candidate and the head teacher/line manager:
- ◆ understand and are comfortable with the assessment process
- ◆ know what progress the candidate has made towards achievement of the SVQ
- ◆ are aware of the option of certification for individual Units
- ◆ understand the appeals process

Using Information and Communications Technology

Assessment and administration for SVQs can be labour intensive for awarding bodies, providers and candidates. The use of Information and Communications Technology (ICT) offers the potential to increase efficiency and streamline data transfer processes. It may also offer opportunities for candidates to develop and demonstrate their ICT skills. The use of alternative media engages candidates in different ways, thereby increasing motivation and promoting retention and achievement.

All of the awarding bodies offer online centre administration systems and most offer other online services such as resources to support delivery of and learning for the SVQs. Electronic self-assessment questionnaires, e-portfolios, e-assessment and verification and electronic candidate tracking resources are also readily available.

Appendix 1: Blank recording forms

Unit:

Element:

Notes/Comments

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate:

Date:

Assessor:

Date:

Internal verifier:

Date:

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered

Signed by candidate:

Date:

Observation record

Unit/Element(s):

Candidate:

Date of observation:

Evidence index number:

Skills/activities observed:	PCs covered:

Knowledge and understanding apparent from this observation:

Other Units/Elements to which this evidence may contribute:

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Date:

Candidate's signature:

Date:

Witness testimony

SVQ title and level:	
Candidate's name:	
Evidence index no:	
Index no of other evidence which this testimony relates to (if any):	
Element(s):	
Date of evidence:	
Name of witness:	
Designation/relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence is authentic and accurate.	
Signed by witness:	Date:

Witness (please tick the appropriate box):

- Holds A1/A2 Units or D32/D33 Award
- Is familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers

Unit:	Element(s):
Evidence index number:	
Circumstances of assessment:	
List of questions and candidate's responses:	
Assessor's signature:	Date:
Candidate's signature:	Date: