

T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Supporting and Mentoring Students in Educational Settings

Assignment 1 - Advising, guiding, planning and implementing structured and meaningful education experiences

Mark scheme

v1.1: Specimen assessment materials
September 2021
603/5829/4

Internal reference: EAC-0011-03

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward students positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Team Leader or the Chief Examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a student's response holistically for the relevant task or question and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if they are the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement either that students must cover all of the indicative content to be awarded full marks.

	Weighting	Marks
Performance outcome 1	35%	20
Performance outcome 2	35%	20
Performance outcome 4	30%	15
Total	100%	55

Performance outcome 1: Advise, guide and supervise mentees to acquire the most benefit from their educational programme.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Session plans show limited consideration of techniques and approaches to support mentees.</p> <p>Student shows limited explanation of how they will apply techniques to support mentees.</p> <p>Identifies a minimal range of strategies that may enhance the students' progress with limited evidence of application to their personal circumstances or learning programme.</p> <p>Minimal understanding of the advice and guidance approaches that are available, and selection of some appropriate approaches or potential collaboration.</p>	1–4
2	<p>Session plans show moderate consideration of techniques and approaches to support mentees.</p> <p>Student shows moderate explanation of how they will apply techniques to support mentees.</p> <p>Identifies a range of strategies that are mostly relevant and that could partially enhance students' progress with some evidence of application to their personal circumstances or learning programme.</p> <p>Moderate understanding of the advice and guidance approaches that are available, and selection of mostly appropriate approaches and potential collaboration.</p>	5–8
3	<p>Session plans show good consideration of techniques and approaches to support mentees.</p> <p>Student shows good explanations of how they will apply techniques to support mentees.</p> <p>Identifies a range of strategies that will enhance students' progress with relevant evidence of application to their personal circumstances or learning programme.</p>	9–12

	Good understanding of the advice and guidance approaches that are available, and selection of appropriate and relevant approaches and potential collaboration.	
4	<p>Session plans show a considered range of techniques and approaches to support mentees.</p> <p>Student shows justified and considered explanations of how they will apply techniques to support mentees.</p> <p>Identifies a wide range of strategies that will effectively enhance students' progress and are fully applied to their personal circumstances or learning programme.</p> <p>Detailed understanding of the advice and guidance approaches that are available, and highly effective selection of appropriate and relevant approaches and potential collaboration.</p>	13–16
5	<p>Session plans show excellent consideration of a range of techniques and approaches to support mentees.</p> <p>Student shows detailed and tailored explanations of how they will apply techniques to support mentees.</p> <p>Identifies a considered and fully appropriate range of strategies that will be highly effective in enhancing students' progress and are tailored to their personal circumstances or learning programme.</p> <p>Excellent understanding of a range of advice and guidance approaches that are available, and fully appropriate and relevant selection of approaches and potential collaboration.</p>	17–20

Indicative content

Support the mentees' access and engagement:

Ayesha:

- increase complexity and workload across successive weeks to allow Ayesha to catch up on missed work
- need to understand what Ayesha is finding difficult
- focus on Ayesha's strengths, she loves art, history and creative writing, how can this be leveraged to help her learning or to build her confidence
- encourage Ayesha to utilise tests/exam papers/quizzes to consolidate learning
- talk to Ayesha about making friends, is there anyone in her class she sits next to or she likes to talk to, how could they help her to progress her learning?

Tanveer:

- talk to Tanveer about why he wants to join the army, is there anything about his expectations of what he will experience which could be applied to school
- talk to Tanveer about potential to fast track his army career with good school outcomes, does he understand the potential options fully?

- what does Tanveer like about school, how can that be leveraged to help him to engage more?
- how can Tanveer make use of the next 2 years to make sure he is fully prepared for army life?
- are there any cadet programmes which may help Tanveer to feel he is progressing towards his dream?

Marco:

- encourage Marco to keep a log of positive interactions at work to help him to feel more positive about his placement experience
- why did Marco sign up for the apprenticeship, how can he ensure he is focussing on that and achieving his ambition?
- is there a mentor at work Marco could try to work with to build his confidence and ask questions when he is unsure?
- what is the worst that can happen if Marco makes a mistake, can he talk to his employer about a gradual build up of risk whilst he grows his confidence?
- how can Marco consolidate his learning, could he write down techniques and process to help him remember until he is more confident?

Develop the mentees' study skills:

Ayesha:

- assist Ayesha with understanding why sample assessments are used and how they can help her to find areas she needs to focus on
- help Ayesha to understand what she likes to do at school and why, talk to her about how she can apply this to all areas
- help Ayesha to feel comfortable asking for help and telling her teacher when she does not understand
- work with Ayesha to identify things she can do to accelerate her learning, such as reading, playing maths games on the iPad, doing work at home
- talk to Ayesha about the things she knows already from her old school how did she learn them, is there anything the same she can do at this new school?

Tanveer:

- ask Tanveer what things he will do at army college which he also does at school, does he think it would be good to learn them now and save time later?
- work with Tanveer to identify what he enjoys at school, how can that be applied to help him over the next 2 years
- is there anything about school which makes Tanveer feel he will learn better in the army, can that be overcome?
- what skills will Tanveer need in the army which he can learn and develop now?
- talk to Tanveer about the application process for the army, how can his schoolwork help him with that?

Marco:

- discuss with Marco whether there are any skills gaps that are preventing him from gaining benefit from his work
- is there any extra study Marco could do to feel more confident in his knowledge of the

techniques and responsibilities of his role?

- are there any personal development courses which would help Marco to manage his anxiety?
- what can Marco do to plan his week so he is reading up on the theory prior to doing a task?
- how can Marco make use of learning from his workmates as well as his learning in the classroom, apprenticeships are about learning on the job, what would be a good technique to support Marco with that?

Utilise available learning resources:

Ayesha:

- encourage Ayesha to make use of the sample national tests as this will help her and her teacher to understand what to focus on to help her catch up on any missed learning
- talk to Ayesha about what she likes to read, explain how she can do reading at home to support her learning
- talk to Ayesha about any apps she uses at home or whether she uses an iPad or tablet, talk to her about learning games for maths and other topics which can be fun for her to play and learn at the same time
- help Ayesha to understand that she can use worksheets to learn, it doesn't matter that she wasn't at school for the lessons, there are lots of ways to learn, the teacher could provide access to the classwork to help her catch up
- talk to Ayesha about how working with her classmates could help her learning, she could talk about things with her friends and see what they know

Tanveer:

- encourage Tanveer to make use of apps or learning games to access his learning in a different way
- encourage Tanveer to access his learning through a virtual learning environment to try and make up for lost learning and recapture his engagement
- work with Tanveer to contextualise some of his learning to the army which may improve his engagement and allow him to see relevance in the learning
- talk to Tanveer about independent study, has he done a lot of research about flying, could he think about how this could be applied to his school work?
- could Tanveer talk to someone from the army to advise him on his options and help him to plan?

Marco:

- encourage learning through modelling good practice using effective role models
- are there any standard working practices which Marco could collect and keep with him at work?
- are there any online learning resources Marco could make use of?
- are there any simulated environments Marco could use at work?
- what background reading could Marco do to supplement his learning?

Support mentees to recognise own patterns and triggers, or inappropriate behaviour:

Ayesha:

- talk to Ayesha about her prior educational experiences at her previous school and

celebrate her former successes, and encourage her to think about how she may have overcome adversity before

- her history indicates that she might struggle with change, ask her what is good about her new school and what she likes, whether it is getting better and she is enjoying it more
- ask her how she feels when she feels like she doesn't understand something, talk about how she can help herself to feel better at these times
- ask Ayesha about what she has learned since she changed school, celebrate her success
- ask Ayesha to set little targets for herself for the next week

Tanveer:

- encourage Tanveer to analyse his feelings and identify any possible causes for the difference in how he feels when he does or does not attend college
- encourage Tanveer to think about how his plans for his future make him feel, encourage him to see making progress through school as steps on the road to achieving his plans
- talk to Tanveer about how he feels when he achieves something, can he channel this into making progress at school and get the same satisfaction from his school work?
- how does Tanveer feel when he thinks his parents and teachers don't understand him, is there anything he can do to help them to understand?

Marco:

- encourage Marco to think about events that may occur prior to his feelings occurring
- ask Marco to describe how he prepares for work and how he behaves when arriving at work
- encourage Marco to think about the consequences of him not asking for help
- ask Marco how he would like to react and what he thinks would help him to do that
- ask Marco to set one action for himself to do something differently this week

Establish clear expectations for the mentee:

Ayesha:

- set targets with Ayesha for actions she will do in between your sessions
- agree with Ayesha that she will tell her teacher if she is confused or struggling
- agree with Ayesha she will read for half an hour every night before bed
- agree with Ayesha she will talk to 2 children from her class
- agree with Ayesha she will do 4 practice national test questions every week

Tanveer

- agree that Tanveer will research the entry requirements for the army again to understand how his GCSEs will help him
- agree that Tanveer will come to school every day for the next week
- agree that Tanveer will meet again with the careers advisor to look at his GCSE options
- agree that Tanveer will talk to his parents about his plans and how he will achieve them
- agree that Tanveer will think about what subjects he might continue with for his GCSEs

Marco

- show Marco reports from his work that are positive and discuss how his perception of his performance may be an issue
- agree that Marco will prepare for his daily tasks by reading any relevant information in

advance

- agree that Marco will speak to his employer about his worries and what support they can provide him with
- agree that Marco will attempt tasks with supervision instead of just observing

Performance outcome 2: Work with education providers and workplace colleagues to plan and implement structured and meaningful education and work experience.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>The session plans detail basic knowledge of some appropriate interventions to promote meaningful education, with limited relevance to the individual mentee's circumstances.</p> <p>The session plans include basic plans for working with education providers and workplace colleagues.</p> <p>The planning provides simplistic suggested actions which will have limited impact for mentees.</p>	1–4
2	<p>The session plans detail sufficient knowledge of mostly appropriate interventions to promote meaningful education, which are mostly relevant to the individual mentee's circumstances.</p> <p>The session plans include sufficient plans for working with education providers and workplace colleagues.</p> <p>The planning provides sufficient suggested actions which will have some appropriate impact on mentees.</p>	5–8
3	<p>The session plans detail good knowledge of appropriate interventions to promote meaningful education which are relevant to the individual mentee's circumstances.</p> <p>The session plans include relevant plans for working with education providers and workplace colleagues.</p> <p>The planning provides good, suggested actions which will have appropriate impact on mentees.</p>	9–12
4	<p>The session plans detail well considered knowledge of appropriate interventions to promote meaningful education which are fully relevant to the individual circumstances.</p> <p>The session plans include well considered plans for working with education providers and workplace colleagues.</p> <p>The planning provides strong and relevant suggested actions which will have significant impact on mentees.</p>	13–16
5	<p>The session plans detail excellent knowledge of appropriate interventions to promote meaningful education which are tailored to the individual circumstances.</p> <p>The session plans include highly effective plans for working with education providers and workplace colleagues.</p> <p>The planning provides excellent and fully relevant suggested actions with far reaching impact on mentees.</p>	17–20

Indicative content

Support the mentees' access and engagement:

Ayesha:

- understand from the class teacher what Ayesha has and has not covered from the curriculum, this can help Ayesha to understand where she needs to concentrate and do more work
- talk to teacher about additional support a teaching assistant may be able to offer
- Talk to Ayesha about how the work she is doing now may be like the work she has already done and ask her to talk to her Teacher about what she knows
- Ask Ayesha to spend some time with her teaching assistant or class teacher working through practice national test questions
- Ask Ayesha to tell you about what she knows, encourage her to see how positive this is and share it with her teacher

Tanveer

- work with careers advisor to arrange for Tanveer to meet with someone from the army who can help him to understand the entry requirements and how he can prepare for this
- consider whether any work experience or cadet schemes could help Tanveer to feel engaged
- ask Tanveer's teachers to talk to him about how GCSE subjects can support his career in the army
- speak to Tanveer's Head of Year about the potential to meet with Tanveer and his parents to try and ensure he feels listened to and everyone is agreed on an action plan to help him achieve his dream.
- celebrate Tanveer's achievements, set small achievable objectives and celebrate these when complete

Marco:

- identify the difficulties with work experienced by Marco and identify what Marco feels that he does that makes his employer less than satisfied with him
- plan activities to help Marco become more skilled/knowledgeable in the areas identified
- arrange a meeting with Marco's workplace assessor to discuss the issues and how they can support him
- agree with Marco how he can make use of his one day per week in the classroom to advance his learning
- discuss with Marco how he can be more in control of his own learning and take ownership, agree with his workplace how they can help him to make this change

Develop the mentees' study skills:

Ayesha:

- devise a plan in collaboration with the class teacher to allow Ayesha to develop any skills she may be lacking in
- help Ayesha to see that practising things she finds difficult can make them easier
- help Ayesha to see that her teacher and teaching assistant can help her to understand things when she is confused

Tanveer:

- discuss with Tanveer anything about school which makes him not want to attend
- work with Tanveer to devise an action plan which may help him to engage with school more
- work with Tanveer's head of year and teachers to discuss how they can support him with his action plan
- discuss any work Tanveer could do to catch up on lost learning and how that makes him feel
- assist Tanveer to discuss his lost learning and how to catch up

Marco:

- plan with Marco a programme to assist up-skilling and boost his confidence whilst he is attending work
- help Marco to plan how to talk to his assessor and employer about the areas he needs additional support with
- help Marco to track his progress and agree a feedback plan with his assessor and employer
- set milestones and targets with Marco so he can track and celebrate his success

Utilise available learning resources:

Ayesha:

- encourage Ayesha to use the work her teacher prepares for her to help her to catch up on any learning
- work with Ayesha's teacher to arrange for her to provide additional homework resources or recommendations to help her to practice the areas she is struggling in

Tanveer:

- encourage Tanveer to speak to his teachers about lost work and seek support in catching up
- arrange for Tanveer's teachers to help him see how the GCSE content will support him in his future career and what gaps he has to fill in his knowledge to support his progression
- encourage Tanveer to try using a virtual learning environment for a hour per night after school to try and fill the gaps in his learning

Marco:

- apply defined roles within the workplace and encourage ongoing communication between the mentee, the education provider and the employer
- encourage Marco to work with his assessor to see how he can use his classwork to help him prepare for tasks in the workplace
- work with Marco on preparation techniques so he has a clear understanding of what he will be doing at work and any gaps in his knowledge which he will need to ask for support with

Support mentees to recognise own patterns and triggers or inappropriate behaviour:

Ayesha:

- help Ayesha to explain to her teacher or teaching assistant what causes her to feel upset so they can prepare for this in class
- encourage Ayesha to talk to her teacher about the work she finds challenging so they can look at it together
- ask Ayesha what she enjoys about school and encourage her to tell her teacher so that they can work together to ensure she is accessing positive learning

Tanveer:

- discuss with Tanveer ways to maximise the feelings that get him to school and minimise the feelings that prevent him attending
- discuss with Tanveer what he should do when he feels he cannot go to school so he can make positive choices
- arrange daily check ins with a teacher or head of year to discuss how Tanveer is feeling and his progress that day

Marco:

- assist Marco to understand what events may cause him to feel the way he does and think about strategies he may have applied in other environments to deal with these feelings
- encourage Marco to have a regular check in with his workplace mentor or assessor so he can talk to them about how his week is going and anything he is finding challenging

Establish clear expectations for the mentee:

Ayesha:

- agree that Ayesha will tell her teacher every time she feels nervous about her work for one week
- agree that Ayesha will do one worksheet every day after school on a subject she has felt nervous about

Tanveer:

- set a minimum attendance for Tanveer for 2 weeks
- arrange with his Head of Year that he will check in with Tanveer every day to see how he is doing

Marco:

- have Marco complete a feelings diary whilst at work and bring them to each mentoring session
- agree Marco will spend 30 minutes every evening preparing for his tasks the next day

Performance outcome 4: Promote students' motivation, aspiration and engagement

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Planning shows a limited understanding of some appropriate techniques which could be used to build rapport with mentees.</p> <p>Planning shows limited use of techniques to motivate the mentee and understand what engages them.</p> <p>Planning shows limited use of techniques to understand the mentee's aspirations.</p> <p>Planning shows limited understanding of how actions can be set to promote motivation, aspiration and engagement.</p>	1–3
2	<p>Planning shows sufficient understanding of mostly appropriate techniques which could be used to build rapport with mentees.</p> <p>Planning shows mostly appropriate use of techniques to motivate the mentee and understand what engages them.</p> <p>Planning shows mostly appropriate use of techniques to understand the mentee's aspirations.</p> <p>Planning shows moderate understanding of how actions can be set to promote motivation, aspiration and engagement.</p>	4–6
3	<p>Planning shows a good understanding of relevant techniques which could be used to build rapport with the mentee.</p> <p>Planning shows relevant use of techniques to motivate the mentee and understand what engages them.</p> <p>Planning shows relevant use of techniques to understand the mentee's aspirations.</p> <p>Planning shows good understanding of how actions can be set to promote motivation, aspiration and engagement.</p>	7–9
4	<p>Planning shows a well-considered understanding of relevant and appropriate techniques which could be used to rapport with the mentee.</p> <p>Planning shows well considered use of techniques to motivate the mentee and understand what engages them.</p> <p>Planning shows well considered use of techniques to understand the mentee's aspirations.</p> <p>Planning shows excellent understanding of how actions can be set to promote motivation, aspiration and engagement.</p>	10–12

5	<p>Planning shows a comprehensive understanding of tailored techniques which could be used to build rapport with the mentee.</p> <p>Planning shows a comprehensive use of techniques to motivate the mentee and understand what engages them.</p> <p>Planning shows a comprehensive use of techniques to understand the mentee's aspirations.</p> <p>Planning shows a tailored understanding of how actions can be set to promote motivation, aspiration and engagement.</p>	13–15
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Indicative content

Support the mentees' access and engagement:

Ayesha:

- take steps to build rapport with Ayesha by asking what she likes about school, what her interests are and how she would like you to help her
- remember what she tells you and react to nonverbal cues which may indicate things she is upset or nervous about
- celebrate Ayesha's success and offer encouragement
- find out what Ayesha is worried about and would like to change
- provide reassurance where needed and highlight actions which she might like to try to feel better, such as talking to her parents or older brother

Tanveer:

- discuss Tanveer's aspirations and why he is so keen to join the army, build rapport by taking an interest and show you want you support him to achieve
- demonstrate active listening and paraphrase back to show you have understood him
- understand the barriers to school and discuss how they could be overcome
- get buy in to actions and encourage Tanveer to lead on setting them
- begin each session by recapping to demonstrate you are engaged and interested

Marco:

- help Marco to rationalise his position in order to challenge anxieties regarding future work experience.
- build rapport by listening actively and reflecting back
- ask open questions to encourage Marco to talk about his situation without leading or assuming
- ask Marco to tell you what he wants to achieve
- encourage Marco to think about how he can achieve his goals and buy into his own success

Develop the mentees' study skills:

Ayesha:

- discuss with Ayesha how she likes to learn and what she likes to do outside of school, ask her how she thinks that is helping her learning

- ask Ayesha to think about how she feels when she does something well and how she can get that feeling at school

Tanveer:

- discuss with Tanveer any factors surrounding his attendance
- discuss with Tanveer when he feels engaged and motivated
- discuss what he can do differently at school to have the same feelings there

Marco:

- identify study skills gaps that may be leading Marco to feel that he is not performing to the best of his abilities
- discuss with Marco why he chose to do this apprenticeship, can he use this feeling to help him to work through this challenging time?
- can Marco visualise the outcome he wants to reach and use that to set up an action plan?

Utilise available learning resources:

Ayesha:

- encourage Ayesha to talk to her teacher regarding her understanding of any work that was missed and anything she is struggling with
- explore how that would make her feel

Tanveer

- show Tanveer educational apps that contain motivational tips to encourage him to attend school
- ask Tanveer how he likes to learn and discuss how he can make use of this approach more in his school career

Marco:

- discuss how Marco likes to learn and whether his apprenticeship is meeting his learning style
- discuss how he could adapt his learning to better meet his own needs such as having someone explain a task if he is audio, watch someone complete it if he is visual for example

Support mentees to recognise own patterns and triggers or inappropriate behaviour:

Ayesha:

- encourage Ayesha to recognise when she is getting upset and ways she can stop it, such as asking her teacher, or thinking about when she has been able to do things in the past
- ask Ayesha how she feels when she understands, ask her how that is different from when she doesn't understand

Tanveer:

- talk to Tanveer about how he feels on the days that he does not attend school and how he feels on the days he does attend school
- ask Tanveer what would make him overcome the urge not to go to school

Marco:

- talk to Marco about how he feels when he is lacking confidence in his work experience and about other times that he may feel this way
- talk to Marco about how he could recognise this feeling and manage it

Establish clear expectations for the mentee:

Ayesha:

- discuss how Ayesha can make friends, ask her what she think makes a good friend, ask her about how she has made friends in the past
- set Ayesha an action to talk to someone in her class who seems kind
- encourage Ayesha to talk to her parents about a good thing that happened at school everyday

Tanveer:

- set realistic, achievable goals with Tanveer to improve his attendance
- devise a plan with Tanveer that focusses on his overall ambition to join the army and how school can help him achieve that

Marco

- on a weekly basis, discuss Marco's perception compared to the perception of others
- encourage Mario to record one positive thing each day and bring it to you next session

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		April 2021
v1.1	NCFE rebrand.		September 2021