

T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Supporting and Mentoring Students in Educational Settings

Assignment 2 - Mentoring practice

Mark scheme

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

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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 0 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.

2(a): simulated mentoring practice

	Weighting	Marks
Performance outcome 1	40	16
Performance outcome 3	30	12
Performance outcome 4	30	12
Total	100%	40

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

Band	Marks	Descriptor
	0	No creditworthy material.
1	1–4	<p>Student shows limited ability to lead the session and focus on clear progress.</p> <p>Questions and focus show limited relevance to a clear educational purpose.</p> <p>Little encouragement for mentee to reflect on any possible causes or to consider any necessary changes.</p> <p>Student makes few attempts to encourage mentee to commit to change or action.</p>
2	5–8	<p>Student shows ability to lead the session and focus on clear progress.</p> <p>Questions and focus show relevance to a clear educational purpose.</p> <p>Encouragement for mentee to reflect on any possible causes or to consider any necessary changes.</p> <p>Student asks mentee to define a change they can make and set an action to do this.</p>
3	9–12	<p>Student fully leads the session, checking in with mentee to confirm understanding and clearly references progress and goals.</p> <p>Questions and focus tailored to a clear educational purpose.</p> <p>Creates opportunities for mentee to reflect on any possible causes or consider any necessary changes through use of questioning or techniques.</p> <p>Student leads mentee to define and record a change they will make and sets an achievable action to work on before next session.</p>
4	13–16	<p>Student demonstrates a control of the session, setting out goals, checking in with mentee to confirm understanding and clearly closes out confirming progress, achievements and next steps.</p> <p>Well thought out use of questions and focus tailored to a clear educational</p>

Band	Marks	Descriptor
		<p>purpose and adapted based on mentee responses.</p> <p>Drives ownership in mentee for reflection through targeted and highly effective use of questioning or techniques.</p> <p>Student leads in depth discussion on what mentee would like to change and analyses the benefit of this then sets SMART objectives and agrees how they will support change.</p>

Indicative content

Student starts session with appropriate introduction.
 Student sets expectations for session and explains their role.
 Student outlines how they can work with the mentee and the boundaries of their role.
 Student does not make assumptions and allows mentee to explain their situation.
 Student uses appropriate questioning to understand the mentee's position.
 Student encourages reflection and uses appropriate questioning techniques.
 Student uses approach appropriate to the age, setting and situation of the mentee.
 Student links discussion, any changes and any actions to the mentee's educational programme.
 Student suggests appropriate solutions which may help mentee.
 Student is able to talk effectively about alternative perspectives on the mentee's situation.
 Student encourages mentee to think about future situations.
 Student used appropriate techniques to help mentee identify change and action such as visualisation.
 Student reflects and paraphrases content.
 Student records accurate notes and summarises.
 Student manages entire session and ensures benefit and progress.
 Student allows mentee to speak and seeks their opinion on session and agreed next steps.

Performance outcome 3: Support student mentors' progress and wellbeing

Band	Marks	Descriptor
	0	No creditworthy material.
1	1–3	<p>Student shows limited ability to identify or act upon wellbeing concerns.</p> <p>Questions and session focus show limited relevance to mentee's progress.</p> <p>Little evidence of action or reflection to support the mentee's progress moving forward.</p> <p>Student makes few relevant references to the mentee's situation.</p>
2	4–6	<p>Student shows ability to identify or act upon wellbeing concerns.</p> <p>Appropriate questions and session focus show relevance to mentee's progress.</p> <p>Some evidence of action to support mentee's progress moving forward and some evidence of reflecting on situation.</p> <p>Student makes relevant references to the mentee's situation.</p>
3	7–9	<p>Student identifies and appropriately discusses wellbeing concerns with a focus upon action.</p> <p>Considered questions and planned session focus clearly tailored to mentee's progress.</p> <p>Leads mentee to identify solutions and uses clear questions to identify potential barriers and strategies to overcome.</p> <p>Student ensures that the session links to the mentee's situation.</p>
4	10–12	<p>Student demonstrates a control of the session, supporting mentee to openly discuss wellbeing concerns and their needs.</p> <p>Well thought out questions and focussed session to encourage ownership of own progress in mentee.</p> <p>Empowers mentee to action plan solutions and techniques to overcome any barriers.</p> <p>Student demonstrates ongoing awareness of the mentee's situation whilst adapting approach and looking for links.</p>

Indicative content

Student shows a clear focus on progress for mentees.
Student works with mentee to define what progress looks like for them.
Student shows that they have thought through the questions they will ask.
Student can adapt to the mentee's responses to retain management of the session.
Student keeps session on track and manages conversation to keep focussed.
Student is sensitive to wellbeing concerns.
Student manages any emotion in the session effectively.
Student can adapt their approach to emotions of the mentee.
Student consistently refers back to mentee's situation and confirms action is relevant to that.
Student uses appropriate techniques to define and support progress.
Student can effectively recognise and manage any safeguarding concerns.
Student demonstrates an awareness of wellbeing and uses appropriate questioning techniques to understand mentee's wellbeing.
Student encourages action.

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

Band	Marks	Descriptor
	0	No creditworthy material.
1	1–3	<p>Student shows limited ability to build effective relationships.</p> <p>Questions and focus show limited relevance of mentee's drivers, concerns and aspirations.</p> <p>Little evidence of action or reflection which is relevant to the mentee's own drivers.</p> <p>Student makes few relevant references to the mentee's drivers.</p>
2	4–6	<p>Student shows ability to build relationships.</p> <p>Questions and focus show some awareness of mentee's drivers, concerns and aspirations.</p> <p>Some evidence of action and reflection which is relevant to the mentee's own drivers.</p> <p>Student makes relevant references to the mentee's drivers.</p>
3	7–9	<p>Student builds effective relationships. with the mentee, getting them to open up.</p> <p>Questions and focus clearly used to identify mentee's drivers, concerns or aspirations.</p> <p>Leads mentee to identify solutions which align to the mentee's own drivers.</p> <p>Student tailors the session to the mentee's drivers.</p>
4	10–12	<p>Student demonstrates highly effective relationship and an awareness of building and using this effectively.</p> <p>Well thought out and focussed session built around identifying mentee's drivers, concerns or aspirations and using these for action focussed progress.</p> <p>Empowers mentee to set an action plan which supports their own drivers.</p> <p>Student demonstrates ongoing awareness of the mentee's drivers whilst adapting approach and looking for links.</p>

Indicative content

Student shows consideration of mentee's drivers for aspiration, motivation, and achievement.
Student uses appropriate techniques to support mentee to understand their drivers.
Student links discussion back to mentee's drivers.
Student checks actions against mentee's drivers to confirm appropriateness.
Student encourages mentee to think about how their drivers influence their behaviour.
Student encourages mentee to think about how their drivers influence their aspirations.
Student discusses what makes them engage and how changes could improve their engagement.
Student encourages mentee to visualise their aspirations and define what achievement looks like.
Student encourages mentee to set their actions based on their own aspirations and vision of this.
Student encourages mentee to plan the support they need from others to meet their aspirations.

2(b): reflective journal

	Weighting	Marks
Performance outcome 1	20	8
Performance outcome 3	40	16
Performance outcome 4	40	16
Total	100%	40

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

Band	Marks	Descriptor
	0	No creditworthy material.
1	1–2	<p>Student shows limited ability to reflect on the session and identify progress.</p> <p>Reflection makes limited reference to strategies used in the sessions and their effectiveness.</p> <p>Little reflection on mentee's actions and how student supported them to set them. Student shows limited reflection on mentee's progress, actions or goals.</p> <p>Student makes few relevant references to the mentee or how their situation influenced the student's approach.</p>
2	3–4	<p>Student shows ability to reflect on the session and identify progress.</p> <p>Reflection makes reference to strategies used in the sessions and their effectiveness.</p> <p>Some reflection on mentee's actions and how student supported them to set them. Student shows reflection on mentee's progress, actions or goals.</p> <p>Student makes relevant references to the mentee and how their situation influenced the student's approach.</p>
3	5–6	<p>Student reflects on the sessions and identifies progress in an accomplished manner.</p> <p>Reflection makes clear reference to strategies used in the sessions and their effectiveness for the mentee.</p> <p>Reflection on mentee's actions and how student supported them to set them. Student discusses mentee's progress, actions or goals and how they have supported achievement of these.</p> <p>Student makes clear references to the mentee and details how their situation influenced the student's approach</p>

Band	Marks	Descriptor
4	7–8	<p>Student reflects on the sessions and identifies progress in a detailed and evaluative manner.</p> <p>Reflection makes detailed reference to the strategies used in the sessions and their effectiveness for the mentee.</p> <p>Detailed and relevant reflection on mentee's actions and how student supported them to set them. Student demonstrated a well thought out approach to supporting mentee's progress.</p> <p>Student makes detailed references to the mentee and shows they have tailored their approach to suit.</p>

Indicative content

Student reflection shows they have taken steps to understand the mentee and their situation.
Reflection shows clear consideration of how to communicate with the mentee.
Reflection shows understanding of what went well and what could be better.
Evidence of planning and consideration of change where things did not go well.
Evidence of awareness of mentee's reactions and how this could influence approach.
Evaluation of approaches and techniques used as well as what they told the mentee about themselves and how successful they were.
Reflection on progress and how the student supported this
Evidence of things which could be done differently to accelerate or recover progress if it is not as planned.
Evidence of how they selected techniques based on mentee's own situation
Evidence of how they evaluated the success of each session.
Evidence of considering the benefit for the mentee and how they can or have demonstrated that.

Performance outcome 3: Support student mentors' progress and wellbeing

Band	Marks	Descriptor
	0	No creditworthy material.
1	1–4	<p>Student shows limited ability to identify or act upon wellbeing concerns.</p> <p>Questions and focus show limited relevance to progress.</p> <p>Little evidence of action or reflection to support mentee with appropriate strategies.</p> <p>Student makes few relevant references to the sessions.</p>
2	5–8	<p>Student shows ability to identify or act upon wellbeing concerns.</p> <p>Questions and focus show relevance to progress.</p> <p>Some evidence of action to support mentee with appropriate strategies.</p> <p>Student makes relevant references to the sessions.</p>
3	9–12	<p>Student identifies and appropriately discusses wellbeing concerns with a focus upon action.</p> <p>Questions and focus clearly tailored to progress.</p> <p>Evidence of action to support mentee with appropriate strategies.</p> <p>Student tailors responses to the sessions.</p>
4	13–16	<p>Student reflects on ways they control the session and supported mentee to openly discuss wellbeing concerns and their needs.</p> <p>Well thought out and focussed reflections to sensitively and appropriately encourage ownership and progress in mentee.</p> <p>Reflects on how they have empowered the mentee to take action and reflects on solutions offered to overcome barriers.</p> <p>Student demonstrates ongoing awareness of the reflection whilst adapting approach and looking at strategies.</p>

Indicative content

Student shows well thought out consideration of mentee's responses to questions on wellbeing.

Student shows well thought out consideration of the approaches they used to understand the mentee's progress.

Student reflects on the action planning and how successful this was.

Student demonstrates both positive and negative evidence of how they have managed the sessions.

Where there are improvements student demonstrates appropriate changes for future.

Where sessions have been successful student shows an understanding of the actions, they took to ensure success.

Student shows an awareness of how their questioning supported progress.

Student sets clear goals and plans for next session to continue progress.

Reflection is well considered and clearly links to the session and the mentee's needs.

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

Band	Marks	Descriptor
	0	No creditworthy material.
1	1–4	<p>Student shows limited ability to build effective relationships.</p> <p>Reflections show limited relevance to the mentee's drivers, concerns and aspirations.</p> <p>Little evidence of action or reflection to support mentee with a way forward.</p> <p>Student makes few relevant references to the reflection.</p>
2	5–8	<p>Student shows ability to build relationships.</p> <p>Reflections show some awareness of mentee's drivers, concerns and aspirations.</p> <p>Some evidence of action to support mentee with a way forward and some evidence of reflecting on the situation.</p> <p>Student makes relevant references to reflection.</p>
3	9–12	<p>Student builds effective relationships with mentee, getting them to open up.</p> <p>Reflections clearly show relevance to mentee's drivers, concerns or aspirations.</p> <p>Leads mentee to identify solutions and clearly uses the answers and information from the session to support this.</p> <p>Student makes good references to reflection.</p>
4	13–16	<p>Student demonstrates highly effective relationship and an awareness of building and using this effectively.</p> <p>Reflections show reflexivity around the mentee's drivers, concerns or aspirations and using these for action focussed progress.</p> <p>Reflections show how the mentor has supported the mentee to action plan based on the discussion in the session</p> <p>Student demonstrates ongoing awareness of reflection whilst adapting approach and looking for links.</p>

Indicative content

Student shows well thought out consideration of ways in which they identified mentee's aspirations, motivations, and achievements.

Student reflects on how they embedded mentee's motivations in the sessions and how they tailored their approach to them.

Reflection shows a detailed understanding of how to build a mentoring relationship and how they applied this to the sessions.

Student demonstrates success and things which could improve.

For successes students demonstrates and awareness of what they did to ensure success.

For improvements student shows a well thought out approach to change with relevant aims.

Student reflects on the techniques they used and how successful they were.

Student reflects on progress of mentee and how to continue this.

Student demonstrated evidence of having adapted their approach and reflects on how successfully they did this.

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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