



T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Supporting and Mentoring Students in Educational Settings

Assignment 2 - Mentoring practice

Assignment

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

Internal reference: EAC-0012-02

2(a): simulated mentoring practice

Task

You will now carry out a mentoring session with each of the 3 mentees from assignment 1. These will be simulated mentoring sessions. Your tutor will act as the mentees.

You should run these as your first session with your mentees, you should complete the sessions following the approach you would take with the mentees given the information available to you in the profiles.

The sessions will be audio recorded. The recordings will be submitted for marking by NCFE and the mark you receive will contribute towards the final grade you achieve on your technical qualification. The mentoring sessions are final assessments and should be treated as such. You should perform to the best of your ability.

Instructions

The mentee profiles can be found below.

You will carry out 3 simulated mentoring sessions; they will each last 20 minutes. You will have 10 minutes prior to each mentoring session to review the mentee profile and prepare for the session.

Your tutor will work with you to plan when the sessions will take place; the sessions will be completed in an assessment window.

The total time for this assessment is 1 hour 30 minutes.

Performance outcome 1: (16 marks)

Performance outcome 3: (12 marks)

Performance outcome 4: (12 marks)

(40 marks)

Simulated mentoring session 1 – Ayesha

Ayesha is 10 and in Year 6, she changed primary school in January, following the Christmas break, after her family moved to a new house. Due to this move, Ayesha has missed some of the learning opportunities gained by her peers. This means that Ayesha has missed out on some of the curriculum, and she has been taught different topics.

Ayesha has her KS2 national tests in the spring and she has become very anxious in lessons when the class teacher has shown sample questions.

This move from one school to another has resulted in Ayesha expressing a lack of confidence in her ability to catch up, as well as feeling socially excluded. She is also very nervous about going to secondary school in the autumn and the further change and disruption that will bring.

Ayesha's class teacher has referred her to you, she is worried that Ayesha is struggling to settle into school and is becoming increasingly anxious about her school work. The teacher gives you the following background information to help you prepare:

Pupil transfer report from previous school

Name	Ayesha
Age	10 years (Year 6)
Family background notes	<p>Ayesha is the second of 3 children. Her older brother is 14 and she has a baby sister who is under 2.</p> <p>Ayesha lives with both of her parents and they both work full time. Ayesha is dropped off and picked up by her grandmother most days, she goes to wrap around care at least once per week.</p>
Health and wellbeing notes	<p>Ayesha has always seemed happy and there have been no concerns regarding her wellbeing or health.</p> <p>She did find it difficult to adjust when her mother returned to work after taking maternity leave when her sister was born. She was very tearful in the mornings for a few weeks but this quickly stopped.</p>
Teacher comments	<p>Ayesha is a kind girl and she has always been popular with her peers, she mixes well and takes an active role in class.</p> <p>She engages well in group work but can also apply herself to independent work.</p> <p>Ayesha has mainly met expectations across the curriculum and has often exceeded in English. Ayesha has an excellent imagination and loves creative writing. She lacks confidence with new learning and has found computing and languages challenging but is improving as her confidence increases.</p> <p>Ayesha lacks confidence in maths in particular and whilst she grasps the concepts her lack of confidence can lead to her not attempting to apply them or giving up when she feels challenged.</p>

	Ayesha is a talented drawer and loves lessons where we can apply our learning in an art context, she is also fascinated by history and in particular the way people lived in the past. She loves to create written accounts from the perspective of people living in the times we are learning about and these are always outstanding.
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Current and expected performance report

Subject	Current December	Expected (previous school)	Current (new school)
English	Exceeding	Exceeding	Expected
Maths	Expected	Expected	Not meeting
Science	Expected	Exceeding	Expected
Art and Design	Exceeding	Exceeding	Exceeding
Computing	Not meeting	Expected	Not meeting
Design and Technology	Expected	Expected	Not meeting
Languages	Not meeting	Expected	Not meeting
Geography	Expected	Expected	Not meeting
History	Exceeding	Exceeding	Expected
Music	Expected	Expected	Expected
Physical Education	Expected	Expected	Exceeding
Religious Education	Expected	Expected	Expected

You will hold a 20-minute mentoring session with Ayesha to discuss any support she needs with her confidence and class work.

Simulated mentoring session 2 – Tanveer

Tanveer is 13 and is in year 9 at a secondary school. Tanveer has a poor record of attendance and is disengaged. His head of year has been trying to understand the reason for his poor attendance and disengagement and a recent meeting with a career advisor has highlighted that Tanveer does not see how school is going to help him achieve his ambitions.

Tanveer’s average attendance last year (year 8) was 49% overall. In the two half terms leading up to the Christmas break it was 72%. In the half term from January, his attendance has dropped again to 61%. Tanveer has told his head of year that he has been trying to come to school more as his mother has told him she will get into trouble with the police and be fined if he does not. Even though he wants to protect his mother he is finding school increasingly frustrating and his attendance is slipping again.

When meeting the careers advisor to discuss his GCSE subjects, Tanveer stated that his intention is to join the Royal Air Force (RAF) and learn to fly. He does not feel he needs to try at school because the RAF will train him and he just needs to wait until he is 16 and he can sign up.

Tanveer’s head of year has referred him to you, as he is worried Tanveer is not considering the impact on his future and sees his teachers, parents and career advisor as over critical of his plans. The head of year hopes that speaking to you will be less threatening and will help Tanveer to see how education can support his plans. The head of year hopes that working with you will help Tanveer to engage with his education and attend school regularly.

He has given you the following background to help you prepare:

Careers advisor report

Name	Tanveer
Age	13 years (Year 9)
Career plans	<p>I met Tanveer to talk about his GCSE subject choices and his aspirations for his future job and career.</p> <p>Tanveer was very decided on his future career. He plans to join the RAF when he is 16, complete their training programme and learn to fly.</p> <p>I asked Tanveer if he had researched the entry requirements and whether he knew which subjects would support him to meet them. Tanveer said it didn’t matter as the RAF will train him, he just needs to bide his time until he is 16.</p> <p>He said he will just do the GCSEs he has to because it doesn’t matter for him as he has a plan and he will learn everything he needs at the RAF training college.</p> <p>Tanveer said he knows he has to come to school until he is 16 as his mother will get into trouble and will be fined if he does not but</p>

	<p>some days he feels so frustrated he just does not come in. He wishes the RAF would let him join now so he can get started with learning properly.</p> <p>I attempted to open the RAF website and talk to Tanveer about the various entry routes. I suggested he could bypass some of the training if he went in with GCSEs, and I asked him which GCSEs he thought might support him with his ambitions to become a pilot.</p> <p>Tanveer did not want to engage with the discussion – he said he had done his research and he knew what he needed to do once he was 16.</p> <p>I asked Tanveer if there were any subjects he liked, and he said PE. I suggested that would be useful for his RAF career and he agreed.</p> <p>I confirmed the mandatory GCSE subjects and he added PE as an option. He said he didn't know about the others but would think about it.</p> <p>I asked if he had discussed it with his parents. He said yes and they just told him that every career needs GCSEs but he knew they were wrong because the RAF would train him.</p> <p>We agreed to meet again in a few weeks when he had thought about it, and he confirmed he would do some more research on the RAF entry requirements.</p>
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You will hold a 20 minute mentoring session with Tanveer to discuss the factors underpinning his poor attendance.

Simulated mentoring session 3 – Marco

Marco is 18 and is completing an engineering apprenticeship. Marco works 39 hours per week on his apprenticeship with one day per week spent in a private training provider completing classroom-based learning. He has been on the apprenticeship for 6 weeks; 2 weeks were spent in the classroom and for the last 4 weeks he has been working in industry.

Marco has experienced difficulties with adapting to the workplace. He has found it difficult to talk to people in his work place and is feeling increasingly nervous about going to work each day.

Marco does not feel confident enough to use his initiative or ask for help and guidance with his duties. Marco feels he spends a lot of time being inactive compared to others. He is worried that he is not learning as quickly as he should be and that he is going to make a mistake which could cause injury to someone or be expensive to correct. Due to his difficulties talking to people in his setting, he has been unable to clarify any of these issues. Marco feels that his employer is not satisfied with his performance, though he cannot provide any specific evidence for this.

Marco is becoming increasingly anxious about work in general and this is starting to affect his confidence regarding future career options. He is starting to express insecurities about continuing with the apprenticeship and whether he wants to be an engineer at all.

Marco’s tutor has asked you to meet with him to discuss his concerns and try to help him to overcome his worries. The tutor has provided you with the following information to help you prepare:

Assessor report

Name	Marco
Apprenticeship	Engineering
Progress meeting	<p>I met Marco in his workplace to carry out some observations and discuss his progress.</p> <p>Marco had not done the preparation for the observation and asked if we could do it another time. Marco seemed nervous and keen to avoid any discussion about the work he had been doing.</p> <p>I asked how he was settling in and who he had been working with, he said he had mainly been watching more experienced people working to see how the work should be done and he was trying to be useful by making sure the workplace was tidy and there were no hazards.</p> <p>I asked Marco about his colleagues and what he was learning from them, he said he preferred to observe so he could see how things should be done.</p> <p>We moved onto planning and I asked Marco what he thought he could work on for us to do some observation next week and a progress review. Marco became very quiet and eventually said</p>

	<p>he wasn't sure that this was the right job for him.</p> <p>He said he felt nervous to ask for help as everyone was so busy and he didn't always understand what they told him or the work they were doing. I suggested he keep his plan handy and ask his colleagues to work with him on specific tasks. Marco said he felt it was too much pressure and he was worried about making a mistake, he feels his employer is not happy with his performance and the job is too difficult for him.</p> <p>I asked if his employer has said anything, he said no. I suggested he could talk to them about how he was feeling and see if there was a way for him to practise in a safe environment, but he is worried it will look like he can't do it.</p> <p>I asked Marco if he would feel better if I set up a progress catch up with me, him, and his employer, he said he might. I asked him to think about what he might like to say, and we would meet again in a couple of days to prepare. I also suggested a mentor might be able to help him overcome his nervousness, he said he would be willing to try.</p>
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You will hold a 20 minute mentoring session with Marco to discuss strategies to assist with him being successful at his work placement.

2(b): reflective journal

Task

You will now complete a reflective journal entry for each of your mentoring sessions from assignment 2a. You should write 3 journal entries.

Your journal entries should include:

- a summary of the sessions
- the strategies you used in the sessions
- an evaluation of how effective you feel these strategies were
- the outcome of the sessions
- reflections on what you will do to prepare for the next session

You do not need to evaluate the outcomes of the sessions for this task, for example, you do not need to evaluate your mentee's behaviour; your reflection should focus on your own practice and performance.

The reflections are final assessments and should be treated as such. You should perform to the best of your ability; the reflections will be submitted for marking and the mark you receive will contribute towards the final grade you achieve on your technical qualification.

Instructions

There is a template for your journal below; you should use a new document for each journal entry.

You will have 3 hours to complete this assessment; you should aim to spend 1 hour on each journal entry.

The sessions will be completed in an assessment window. Your tutor will inform you when the assessment sessions will take place. You must hand all work into your tutor at the end of each session. You must not work on the assignment in between the assessment sessions.

Performance outcome 1: (8 marks)

Performance outcome 3: (16 marks)

Performance outcome 4: (16 marks)

(40 marks)

Reflective journal template

Mentee	
Date	
Reflections on mentoring session	

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Document information

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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