

T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Supporting and Mentoring Students in Educational Settings

Assignment 3 - Analysis and evaluation of case studies

Mark scheme

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 it is 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.

Case study 1 – promoting motivation and aspirations of the mentee

	Weighting	Marks
Performance outcome 1	10%	5
Performance outcome 2	10%	5
Performance outcome 3	50%	25
Performance outcome 4	30%	15
Total	100%	50

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	Minimal identification of ways to work effectively with the mentee to support them to gain benefit from their educational programme. Limited range of strategies to advise, guide and supervise the mentee. Basic consideration of ways to communicate required information clearly to the mentee.	1–2
2	Identification of relevant and appropriate ways to work effectively with the mentee to support them to gain benefit from their educational programme. Sufficient and appropriate range of strategies to advise, guide and supervise the mentee. Good consideration of ways to communicate required information clearly to the mentee.	3–4
3	Well considered identification of ways to work effectively with the mentee to support them to gain benefit from their educational programme. Well considered and highly effective range of strategies to advise, guide and supervise the mentee. Consideration of ways to communicate required information clearly to the mentee, which shows understanding of the need to tailor the approach to their needs.	5

Indicative content

- discuss Robbie's future plans/goals to assist him in understanding the importance of his education
- support Robbie to understand why he may not be engaging with lessons and identify if this is to do with content, subject matter, or understanding the concepts of the session
- help Robbie to identify how his behaviour affects his learning. This may include work around how Robbie sees himself (self-concepts/self-image)
- spend time talking to Robbie about what mentoring can offer him and the aim of the sessions
- understand the barriers which are causing Robbie's behaviour
- understand Robbie's likes and dislikes
- talk about what Robbie views as success
- encourage Robbie to think about how his behaviour affects others
- take account of non-verbal cues to understand how Robbie likes to communicate
- demonstrate active listening to gain Robbie's trust and demonstrate interest

Performance outcome 2 – work with education providers and workplace colleagues to plan and implement structures and meaningful education and work experience

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of contributing factors to the mentee's behaviour and/or situation and limited ability to analyse the impact of these factors.</p> <p>Basic understanding of how reviewing planned activities informs strategies to support academic participation and progress.</p> <p>Limited understanding of collaborative working as part of a multi-agency approach to meet the needs of the mentee.</p>	1–2
2	<p>Relevant identification of contributing factors to the mentee's behaviour and/or situation and good analysis of the impact of these factors.</p> <p>Good understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Good understanding of collaborative working as part of a multi-agency approach to meet the needs of the mentee.</p>	3–4
3	<p>Excellent ability to identify contributing factors to the mentee's behaviour and/or situation and excellent analysis of the impact of these factors.</p> <p>Well considered and effective understanding of how reviewing planned activities informs strategies to support academic participation and progress.</p> <p>Excellent understanding of collaborative working as part of a multi-agency approach to meet the needs of the mentee.</p>	5

Indicative content

- plan a sequence of sessions to help Robbie get the most out of his college courses
- help Robbie to understand the barriers he may face when engaging in lessons
- help Robbie to increase motivation and support his commitment to completing a learning programme successfully
- use appropriate questioning techniques to understand the drivers for Robbie's behaviour
- allow Robbie to talk – do not influence or fill in gaps
- encourage and support Robbie to analyse his behaviour and potential triggers for it
- ensure sessions are focussed on lessons and any issues with the courses Robbie is doing
- focus on study skills and issues with his course work
- agree with Robbie the boundaries of your relationship and what you will and must share with others

Performance outcome 3 – support students’ progress and wellbeing

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	Minimal identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard mentees’ wellbeing. Limited analysis of ways to foster and encourage positive and safe environments to support mentees’ progress, which inspire mentees to make informed choices and to develop from their individual achievements. Basic understanding of appropriate strategies to promote mentees’ wellbeing and resilience.	1–5
2	Sufficient identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard mentees’ wellbeing. Adequate analysis of ways to foster and encourage positive and safe environments to support mentees’ progress, which inspire mentees to make informed choices and to develop from their individual achievements. Reasonable understanding of appropriate strategies to promote mentees’ wellbeing and resilience.	6–10
3	Relevant identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard mentees’ wellbeing. Good analysis of appropriate ways to foster and encourage positive and safe environments to support mentees’ progress, which inspire mentees to make informed choices and to develop from their individual achievements. Good understanding of appropriate strategies to promote mentees’ wellbeing and resilience.	11–15
4	Accurate and considered identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard mentees’ wellbeing. Very good analysis of ways to foster and encourage positive and safe environments to support mentees’ progress, which inspire mentees to make informed choices and to develop from their individual achievements. Very good understanding of appropriate strategies to promote mentees’ wellbeing and resilience.	16–20
5	Well considered and insightful identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard mentees’ wellbeing. Excellent analysis of ways to foster and encourage positive and safe environments to support mentees’ progress, which inspire mentees to make informed choices and to develop from their individual achievements. Excellent understanding of appropriate strategies to promote mentees’ wellbeing and resilience.	21–25

Indicative content

- discuss concerns with Robbie in a confidential manner while maintaining professional boundaries and adhering to the mentoring contract
- ensure Robbie's information is recorded accurately, is up to date and contains facts rather than opinions whilst complying with data protection legislation
- support Robbie by providing strategies to help deal with grieving, such as information around life skills, access to support groups and referrals to counselling services such as Cruse
- ensure appropriate people are involved in any interventions – Robbie is potentially depressed; could he benefit from some mental health support or bereavement counselling?
- recognise the causes of concern regarding Robbie's wellbeing and act appropriately
- be aware of safeguarding concerns and indicators that Robbie is displaying and identify the setting's safeguarding policy which you should follow
- include using the setting's referral processes to engage with specialist practitioners and following the referral processes for the engagement of external agencies
- help Robbie to understand the effects of bereavement on his own behaviour and wellbeing
- assist Robbie to understand the triggers of his anger and how his anger can affect his friendships and relationships with those around him
- support Robbie to develop resilience and practise activities which will help him improve his self-esteem
- explore potential issues separate from the bereavement – Robbie is feeling distant from his friends, and cutting himself off
- what can Robbie do to try and accept help and support?

Performance outcome 4 – promote students’ motivation, aspiration and engagement

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	Minimal identification of required adaptations to activities, resources and the environment to meet the individual needs of mentees. Limited suggestions of ways to work with others to support the learning and development of the identified mentees. Basic understanding of supporting mentees’ social inclusion.	1–3
2	Sufficient identification of required adaptations to activities, resources and the environment to meet the individual needs of mentees. Reasonable suggestions of ways to work with others to support the learning and development of the identified mentees. Adequate understanding of supporting mentees’ social inclusion.	4–6
3	Good identification of required adaptations to activities, resources and the environment to meet the individual needs of mentees. Effective suggestions of ways to work with others to support the learning and development of the identified mentees. Good understanding of supporting mentees’ social inclusion.	7–9
4	Highly developed identification of required adaptations to activities, resources and the environment to meet the individual needs of mentees. Appropriate and fully relevant suggestions of ways to work with others to support the learning and development of the identified mentees. High level of understanding of supporting mentees’ social inclusion.	10–12
5	Excellent identification of required adaptations to activities, resources and the environment to meet the individual needs of mentees. Excellent suggestions of ways to work with others to support the learning and development of the identified mentees. Well considered understanding of supporting mentees’ social inclusion.	13–15

Indicative content

- enable Robbie to develop positive relationships with the aid of effective communication strategies such as augmentative and alternative communication (AAC)
- provide Robbie with the appropriate strategies to support his use of communication through widening his vocabulary by improving his confidence in reading and writing
- support Robbie to understand the environmental cues which lead to his anger outbursts and ways in which he can deal with these, such as time out and safe spaces outside of the classroom
- support Robbie's motivation to stay on the programme of study by using appropriate reward systems, consolidating his understanding by providing follow-on tasks, providing effective feedback and using differentiation and personalised activities
- effectively understand Robbie's motivations so that action planning can be tailored to meet these and bring added benefit
- do some work to help Robbie understand what he wants to get out of college and how he can adapt his behaviour or what adaptations he needs in class to help him get there
- discuss support available to help Robbie adapt to college life
- discuss how Robbie can control his anger and build relationships with his peers
- discuss how Robbie feels when he sees his friends and how he can manage those feelings

Case study 2 – supporting educational needs of the mentee

	Weighting	Marks
Performance outcome 2	40%	20
Performance outcome 3	20%	10
Performance outcome 4	40%	20
Total	100%	50

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	Minimal identification of contributing factors to the mentee's behaviour and/or situation and limited ability to analyse the impact of these factors. Basic understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress. Basic understanding of collaborative working as part of a multi-agency approach to meet the needs of the mentee.	1–4
2	Sufficient identification of contributing factors to the mentee's behaviour and/or situation and some ability to analyse the impact of these factors. Reasonable understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress. Adequate understanding of collaborative working as part of a multi-agency approach to meet the needs of the mentee.	5–8
3	Relevant identification of contributing factors to the mentee's behaviour and/or situation and good analysis of the impact of these factors. Good understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress. Good understanding of collaborative working as part of a multi-agency approach to meet the needs of the mentee.	9–12
4	Highly developed ability to identify contributing factors to the mentee's behaviour and/or situation and very good analysis of the impact of these factors. Detailed and relevant understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.	13–16

	Very good understanding of collaborative working as part of a multi-agency approach to meet the needs of the mentee.	
5	<p>Excellent ability to identify contributing factors to the mentee's behaviour and/or situation and excellent analysis of the impact of these factors.</p> <p>Well considered and effective understanding of how reviewing planned activities informs strategies to support academic participation and progress.</p> <p>Excellent understanding of collaborative working as part of a multi-agency approach to meet the needs of the mentee.</p>	17–20

Indicative content

- identify issues that are affecting Lydia's progress
- liaise with Lydia's teacher to help formulate strategies to improve her grades
- liaise with carers to formulate a homework plan
- identify available sources of data and information from colleagues that could be used to assist in identifying Lydia's needs to help you to support her
- suggest relevant education providers and/or workplace colleagues who could support Lydia with the issues she has
- instigate referral processes to external agencies
- formulate a plan which details Lydia's progress and identifies next steps
- identify how to review Lydia's achievements and set new targets
- set strategies for Lydia to help her overcome the challenges she is facing
- use appropriate questioning techniques to understand the drivers for Lydia's behaviour
- ensure sessions are focussed on lessons and any issues with understanding Lydia's work
- focus on study skills and issues with her course work
- discuss with Lydia whether she would find her English and maths easier if it was presented in a different way
- discuss with Lydia what she likes to do and ask her how she thinks this could help her in her lessons

Performance outcome 3 – support student mentors’ progress and wellbeing

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	No creditworthy material.	1–2
2	Minimal identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard mentees’ wellbeing. Limited analysis of ways to foster and encourage positive and safe environments to support mentees’ progress, which inspire mentees to make informed choices and to develop from their individual achievements. Basic understanding of appropriate strategies to promote mentees’ wellbeing and resilience.	3–4
3	Sufficient identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard mentees’ wellbeing. Adequate analysis of ways to foster and encourage positive and safe environments to support mentees’ progress, which inspire mentees to make informed choices and to develop from their individual achievements. Reasonable understanding of appropriate strategies to promote mentees’ wellbeing and resilience.	5–6
4	Relevant identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard mentees’ wellbeing. Good analysis of appropriate ways to foster and encourage positive and safe environments to support mentees’ progress, which inspire mentees to make informed choices and to develop from their individual achievements. Good understanding of appropriate strategies to promote mentees’ wellbeing and resilience.	7–8
5	Accurate and considered identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard mentees’ wellbeing. Very good analysis of ways to foster and encourage positive and safe environments to support mentees’ progress, which inspire mentees to make informed choices and to develop from their individual achievements. Very good understanding of appropriate strategies to promote mentees’ wellbeing and resilience.	9–10
	Well considered and insightful identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard mentees’ wellbeing. Excellent analysis of ways to foster and encourage positive and safe environments to support mentees’ progress, which inspire mentees to make informed choices and to develop from their individual achievements. Excellent understanding of appropriate strategies to promote mentees’ wellbeing and resilience.	

Indicative content

- discuss with Lydia her teacher and carers' concerns around a lack of progress
- suggest ways to support making progress in the classroom
- identify individual needs and ways to meet them
- discuss how the lessons may not be accessible to Lydia and how this can be adapted
- understand how Lydia feels about going to school
- Lydia does not have any aspirations – how does she feel about her future, and are there any barriers to progress because of this?
- support ways Lydia can make her own informed choices
- suggest strategies to embed her interest into lessons as she is a creative individual and this may assist in developing her progress, self-esteem and confidence
- consider what emotional support Lydia may need to help her to progress

Performance outcome 4 – promote students' motivation, aspiration and engagement

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	Minimal identification of required adaptations to activities, resources and the environment to meet the individual needs of mentees. Limited suggestions of ways to work with others to support the learning and development of the identified mentees. Basic understanding of supporting mentees' social inclusion.	1–4
2	Sufficient identification of required adaptations to activities, resources and the environment to meet the individual needs of mentees. Reasonable suggestions of ways to work with others to support the learning and development of the identified mentees. Adequate understanding of supporting mentees' social inclusion.	5–8

3	<p>Good identification of required adaptations to activities, resources and the environment to meet the individual needs of mentees. Effective suggestions of ways to work with others to support the learning and development of the identified mentees.</p> <p>Good understanding of supporting mentees' social inclusion.</p>	9–12
4	<p>Highly developed identification of required adaptations to activities, resources and the environment to meet the individual needs of mentees.</p> <p>Appropriate and fully relevant suggestions of ways to work with others to support the learning and development of the identified mentees.</p> <p>High level of understanding of supporting mentees' social inclusion.</p>	13–16
5	<p>Excellent identification of required adaptations to activities, resources and the environment to meet the individual needs of mentees.</p> <p>Excellent suggestions of ways to work with others to support the learning and development of the identified mentees.</p> <p>Well considered understanding of supporting mentees' social inclusion.</p>	17–20

Indicative content

- identify the needs detailed in Lydia's education, health and care plan (EHCP)
- discuss these with Lydia to see if she feels they are being met and anything else she may need
- formulate a multi-agency meeting to detail how the needs of the EHCP are going to be met
- identify ways to encourage Lydia through talking, academic support and reasonable adjustments
- understand Lydia's motivations – she is creative; how does that influence her motivation?
- Lydia claims not to have any aspirations – can she visualise her life after school, and what she would like to be doing?
- has Lydia made any friends since she moved – how does she feel about that, and is there anything she would like to change?

Document information

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2020-2021.

‘T-LEVELS’ is a registered trade mark of the Department for Education.

‘T Level’ is a registered trade mark of the Institute for Apprenticeships and Technical Education.

‘Institute for Apprenticeships & Technical Education’ and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

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