

T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

**Supporting and Mentoring Students in
Educational Settings**

All assignments

Tutor guidance

v1.1: Specimen assessment materials
September 2021
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Introduction

This occupational specialism is assessed by a synoptic assessment consisting of a package of 3 assignments. The assignments require the student to independently apply an appropriate selection of knowledge, understanding, skills and techniques developed throughout the full course of study, in response to briefs or tasks, or as part of their industry placement. This will allow the student to demonstrate that they have met a level of threshold competence in the performance outcomes of the occupational specialism.

The synoptic assessment for this occupational specialism is graded pass, merit or distinction, and the final grade will contribute 50% of the overall technical qualification grade, so it is important that students have the opportunity to produce work of the highest standard they can. The assignments within this synoptic assessment are designed to allow the student to do this in a way that is as occupationally realistic as possible.

What is threshold competence?

“Threshold competence” is defined as a level of competence that:

- (a) signifies that a student is well-placed to develop full occupational competence, with further support and development, once in employment
- (b) is as close to full occupational competence as can be reasonably expected of a student studying the technical qualification in a college-based setting with a substantial industry placement
- (c) signifies that a student has achieved the level for a pass in relation to the relevant occupational specialism component.

This level is reflected in the grading descriptors of the occupational specialism and successful completion of the assignments will ensure that students are well-placed to develop full occupational competence once in employment. Grading descriptors can be found in the technical qualification specification document.

What is synoptic assessment?

Synoptic assessment is a form of assessment in which students are required to demonstrate that they can identify and use in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the technical area, relevant to the tasks.

Synoptic assessment is integral to high-quality technical qualifications to allow students to demonstrate a holistic understanding of the sector, making effective connections between different aspects of the subject content.

The assignments and tasks in this assessment are designed to be synoptic in a way that is as occupationally realistic as possible.

How will students be assessed?

Students will be assessed against the following set of performance outcomes (POs) that describe what the student should be able to do:

Supporting and Mentoring Students in Educational Settings POs	
PO1	Advise, guide and supervise mentees to acquire the most benefit from their educational programme
PO2	Work with education providers and workplace colleagues to plan and implement structures and meaningful education and work experience
PO3	Support student mentors' progress and wellbeing
PO4	Promote students' motivation, aspiration and engagement

The synoptic assessment consists of 3 assignments:

1. planning activity
2. mentoring in practice
3. analysis and evaluation of case studies

Assignments are broken down into tasks where necessary. The assignments, tasks, and associated guidance for students and tutors show how the assignments are expected to be delivered.

Evidence produced by students for the assignments will be sent to NCFE for marking. Assessment judgements, including overall judgement of the performance required at each of the grade boundaries, will be made by NCFE and results released to the provider at the appropriate time.

Marks

Marks available for each assignment are detailed below.

Assignment		Mark	% Weighting
1	Planning activity	55 marks	25%
2	Mentoring in practice	80 marks	50%
3	Analysis and evaluation of case studies	100 marks	25%
Total		235 marks*	100%

*The raw marks will be scaled to ensure that the intended weightings of each assignment are met. The scaling factors for each assignment can be found in the qualification specification.

Assessment timings

Assignment 1 will be sat on a date and time set by NCFE. All students must sit the assignment on this date at the same time. Evidence for assignment 1 must be returned to NCFE for marking after completion.

Assignment 2 consists of 3 simulated mentoring sessions where the tutor acts as the mentee and 5 reflective journal entries from mentoring sessions completed on the student's industry placement.

Assignment 2 will be released on a particular date each year for delivery within an assessment window. The assessment window will begin after students have completed assignment 1. This will take place between 1 March and 30 April each year. This date will be set to allow providers time to plan the delivery of the assignment. Evidence for assignment 2 must be returned to NCFE for marking after completion.

Assignment 3 will be sat on a date and time set by NCFE. All students must sit the assignment on this date at the same time. Evidence for assignment 3 must be returned to NCFE for marking after completion.

All evidence created, generated and recorded for these assignments, including that generated during the industry placement, is subject to data protection rules, and information should be anonymised to protect the rights of individuals where relevant.

General

Please note that throughout the assignments the term '**student**' refers to the individual undertaking the technical qualification and the term '**mentee/young people/pupil**' refers to the individuals the student works with within the industry placement.

Assignment specific guidance

Assignment 1 – planning activity

The planning activity is completed under invigilated conditions on a date and time set by NCFE over a period of 2 hours 30 minutes. All students must sit the assignment on this date at the same time.

Providers may schedule supervised rest breaks during the 2 hours 30 minutes. Any rest breaks must be supervised and students must not have access to any resources during this time. In addition, assessment materials must be kept securely and must not be removed from the supervised environment. Students may not have access to the internet.

The assignment is a formal external assessment and must be conducted with reference to the instructions on the front of the assignment booklet, as well as the regulations for the conduct of external assessment and qualification specific instructions for delivery (QSID) documents, which should be accessed from www.qualhub.co.uk to ensure they are the most up to date versions.

Providers are not allowed to give any support or guidance to students during the invigilated time.

Students must ensure that all materials can be identified as their own work.

Assignment 2 – mentoring in practice

This assignment consists of 2 parts. Part (a) is simulated mentoring practice completed over a period of 1 hour 30 minutes and part (b) is a reflective journal completed over a period of 5 hours. These assignments are completed under supervised conditions in an assessment window.

Providers may schedule the assessment sessions within the assessment window. For part (b) providers must ensure that all students attend the same supervised sessions.

Students are required to sign declarations of authenticity to confirm that all the work they complete during the supervised assessment is their own. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade, if malpractice was to be identified. Providers must also ensure that the students work is authenticated by the tutor before it is submitted to NCFE for marking. The declaration forms are available on the NCFE website.

The assignment is a formal external assessment and must be conducted with reference to the instructions on the front of the assignment booklet, as well as the regulations for the conduct of external assessment and qualification specific instructions for delivery (QSID) documents, which should be accessed from www.qualhub.co.uk to ensure they are the most up to date versions.

Providers are not allowed to give any support or guidance to students during the invigilated time.

Students must ensure that all materials can be identified as their own work.

Part (a) delivery guidance

This assignment requires the tutor to take the role of the mentee to complete 3 simulated mentoring sessions. These sessions will take place in an assessment window and the tutor should plan sessions for all students and make students aware 1 week before the assessment will take place.

The assessment should take place in a private and quiet room where the discussion cannot be overheard. Only the tutor and the student should be present for the assessment.

These sessions must be audio recorded and the recording must be submitted to NCFE for marking, tutors must prepare in advance to ensure the recording equipment is set up and working.

Tutors must begin each simulated session with an introduction including the student's name and number. They must give the date and time of the session and ask the student to introduce themselves stating their name. Once the simulated observation is complete the tutor should indicate this for the purpose of the recording. The recording should be labelled with the provider name and a list of students who are included, if multiple students are included a sheet should be provided to indicate the start and end points for each student, for example:

Recording duration: 4 hours

- 0 to 1 hours – student 1
- 1 to 2 hours – student 2
- 2 to 3 hours – student 3
- 3 to 4 hours – student 4

Each simulated discussion should last 20 minutes, students should have 10 minutes of preparation time prior to each simulation to familiarise themselves with the mentee profile. The student should be given the assignment brief to support them to do this and it must be collected in at the end of the session. Tutors may schedule all simulations in one assessment session or split them up.

The profiles for the 3 mentees are below along with supporting guidance to support the tutor with the simulation. Tutors should prepare for the sessions and keep notes to ensure a fair and consistent assessment for all students, the key points in the guidance should be included for all students.

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 schools and is becoming increasingly anxious about her schoolwork. 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	Ayesha is the second of 3 children. Her older brother is 14 and she has a baby sister who is under 2. 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.
Health and wellbeing notes	Ayesha has always seemed happy and there have been no concerns regarding her wellbeing or health. 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.
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. 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> <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.</p>

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

Tutor guidance

When playing the role of Ayesha, you should be aware of the following key features of Ayesha's situation and reflect this in your response:

- Ayesha is feeling socially excluded, which leads to her feeling isolated and lonely. This will result in her being very shy and reserved. She is nervous to talk to other children and will find discussion around this uncomfortable

- Ayesha feels anxiety about the gaps in her learning and this is leading to her losing confidence in her abilities. She will have a pessimistic view of her abilities and will find discussion around her work and catching up quite stressful
- Ayesha is struggling with the class work due to the missed learning. This is leading to her lack of confidence and anxiety; she will need a lot of encouragement to regain her confidence and this will feel like a big hurdle to her. Ayesha will feel very nervous about her work
- Ayesha has struggled to adapt to change in the past. She is not old enough to understand the process of adapting to change and so she will not associate her current situation with this
- Ayesha is feeling embarrassed about not knowing as much as her classmates and therefore does not always ask for help or tell her teacher when she does not understand. This will result in Ayesha being resistant to any action which may increase her embarrassment

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 careers 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 2 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 careers 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 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>

Tutor guidance

When playing the role of Tanveer, you should be aware of the following key features of Tanveer's situation and reflect this in your response:

- Tanveer feels angry and frustrated as he does not feel listened to by his family or teachers. This will lead him to expect the same from the mentor and therefore he will be quiet and defensive in his behaviours and responses
- Tanveer feels that he is not being supported and he should be admired for having plans. Tanveer feels that everyone is critical of him and does not understand him; he will not listen attentively to the mentor as he will expect criticism and challenge
- Tanveer has some close friends and none of them know what they want to do so he does not feel they understand him. Tanveer does not feel that he has anyone on his side so he is defending himself at all times
- Tanveer finds lessons boring and he struggles to concentrate. He often sits in lessons feeling annoyed as he does not see how the content is going to help him achieve his dream. Tanveer is afraid of being embarrassed as he is behind his classmates due to learning loss so that will make him resistant to any actions which may put him in a vulnerable situation
- Tanveer feels that he must fight to achieve his goals himself as no-one else understands how important it is to him. Tanveer will be very resistant to help and will struggle to open up to the mentor as he will not trust that they will listen to him

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 workplace 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 observation 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. 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 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 practice 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>

Tutor guidance

When playing the role of Marco, you should be aware of the following key features of Marco's situation and reflect this in your response:

- Marco is very shy; he finds social interaction very challenging. This will make it difficult for him to open up to the mentor and this will be clear in his responses and his body language
- Marco has been experiencing severe anxiety at work and this has led to him considering that he wants to change programme. Marco is feeling very vulnerable and his anxiety is affecting his life. He is very sad about this and feels trapped; he does not know how to resolve the situation
- Marco is feeling lonely and this has gotten worse since he started work as he has struggled to talk to people. Marco is feeling very isolated and so he struggled to open up and talk about his experiences. He feels that he wants to retreat to a safe space and the situation is overwhelming, which leads to him finding it difficult to see any actions which may help him
- Marco is close to his brothers and they have advised him to ask for help. Marco feels confident with his brothers; he feels that they understand him and that they help him. He is also dependent upon them to speak for him so he needs to learn to manage without them
- Marco has worked in a supermarket where he stacked shelves; he worked there between the ages of 16 and 18. Marco liked this work because he could work alone and did not have to talk to people a lot. He also knew his job very well so he felt confident with what was expected of him
- Marco has not spoken to his parents about how he is feeling as he is worried they will be angry. They were very proud of him when he started and he does not want to let them down. Marco feels that he is a failure if he does not succeed but he is overwhelmed by the changes he needs to make

Part (b) delivery guidance

This assignment requires the student to complete 3 reflective journal entries for the 3 simulated mentoring sessions they completed in assignment 2a.

The assessment will last 3 hours and can be scheduled as multiple sessions in an assessment window, all students at the provider must complete the sessions at the same time.

It is recommended that providers schedule 3 one-hour sessions for learners to work on one journal entry per session. There should be no more than 3 sessions. The sessions for 2a will need to be scheduled to take place before the sessions for 2b, the student will be unable to complete 2b without first completing 2a.

The assignment must be completed at the provider under supervised conditions this is to ensure learners do not spend longer than 3 hours working on their assessment.

The provider must collect in all student evidence at the end of the sessions and store it securely between sessions. Students are not allowed to take any information away from the supervised sessions. Students are not allowed to bring any materials into the assessment or to work on their submission outside of the controlled sessions.

Assignment 3 – Analysis and evaluation of case studies

Assignment 3 is completed under invigilated conditions on a date and time set by NCFE over a period of 4 hours. All students must sit the assignment on this date at the same time.

Providers may schedule supervised rest breaks during the 4 hours. Any rest breaks must be supervised and students must not have access to any resources during this time. In addition, assessment materials must be kept securely and must not be removed from the supervised environment. Students may not have access to the internet.

The assignment is a formal external assessment and must be conducted with reference to the instructions on the front of the assignment booklet, as well as the regulations for the conduct of external assessment and qualification specific instructions for delivery (QSID) documents, which should be accessed from www.qualhub.co.uk to ensure they are the most up to date versions.

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Students must ensure that all materials can be identified as their own work.

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Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		April 2020
v1.1	NCFE rebrand.		September 2021