

T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Supporting and Mentoring Students in Educational Settings

Assignment 2 - Distinction

Guide standard exemplification materials

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Supporting and Mentoring Students in Educational Settings

Assignment 2

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Introduction

The material within this document relates to the Supporting and Mentoring Students in Educational Settings occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner commentary is provided to detail the judgements examiners will undertake when examining the student work. This is not intended to replace the information within the qualification specification and providers must refer to this for the content.

Assignment 2 has 2 parts (a) and (b). The student will be provided with background information for 3 mentees, these are the same mentees used in assignment 1. In part (a), the student will use the background information for each mentee to plan and undertake mentoring sessions, each session will be 20 minutes duration, with a 10 minute break in between each session. Tutors may schedule all simulations in one assessment session or split them up. The students tutor will act as the mentee in each session. Each session should be audio recorded and submitted to NCFE. In these materials there is no audio recording, just a transcript of the recording. In the actual assignment a transcript will not be required.

In part (b), the student will complete a reflective journal for 5 mentoring sessions they have completed on their industry placement. The assessment will last 5 hours, and these can be scheduled as multiple sessions in an assessment window, all students at the provider must complete the sessions at the same time.

Both parts of this assignment are completed under supervised conditions in an assessment window.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

Assignment 2a: simulated mentoring practice

Case study 1 - promoting motivation and aspirations of the mentee

Assignment

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 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	<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.</p> <p>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</p>

	<p>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>
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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 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</p>

	<p>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 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 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 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.

Student evidence

Transcripts

Mentor session 1 – Ayesha

Mentor – Hi Ayesha, welcome to our first mentor session, how are you feeling today?

Ayesha did not respond.

Mentor – Ok I completely understand if you're feeling a bit nervous, maybe we can sit down together, and I can explain.

All take a seat at the table. Ayesha has still not spoken.

Mentor – So I am what we call a mentor Ayesha, and your school would like me to meet with you once a week, more times if needed, to help your settle into your new class and also to help you catch up on your schoolwork as this must be quite challenging for you now.

Ayesha nods.

Mentor – Would you agree with what I have just said, do you think this something we can work together on?

Ayesha – Yes, I think I do need some more help with my work.

Mentor – Oh that is really great to hear Ayesha, and if the time we have planned today is not the best for you after a busy day in school we can change this no problem. What do you think?

Ayesha – I think this time will be fine, I have not slept very well last night as my baby sister was poorly and had to get up early to get to school for 9am, I am sure this will be ok though.

Mentor – So for this first session Ayesha it would be good to get to know each other a little. My name is Jane and I work here at school with lots of young people like yourself to help them in lots of different ways. I can help you with anything really, for example, talking about any problems you are having in school or even at home or with your teachers and friends.

Ayesha smiles and hesitates.

Mentor – How about you Ayesha can you tell me a little bit about yourself?

Ayesha – My name is Ayesha and I moved to a new house before Christmas and I started at school in January. I like school but I understood the work better at my old school, it is much harder here.

Mentor – Wow that is a lot of change to happen quite quickly, so are you new to the area too?

Ayesha – Yes, but I like it here.

Mentor – So how about your new house, do you like it?

Ayesha – Yes, I do I really like it because I have my own big room and we have a big garden, we never used to have a garden at our old house.

Mentor – Oh that must be lovely, and it will be much warmer soon so you can spend lots of time in your new garden.

Ayesha is smiling and seems more comfortable.

Mentor – Ok how about your new class, are you enjoying it?

Ayesha – Yes I like it, it is a nice school and the teacher is nice.

Mentor – That is good news, what are your favourite subjects?

Ayesha – I like to do the writing tasks because I am good at those, I was nearly the best in my class at my other school.

Mentor – Really that is amazing, do you miss your other school?

Ayesha – Yeah, I do because I know everyone there and had lots of friends, we all hung around together and had a laugh at breaks and things. Here it is different because I don't know anyone who lives by me and the other kids all have friends in the class.

Mentor – That must be really hard for you Ayesha, how does that make you feel?

Ayesha – I sometimes feel left out because when we do group work the others already have their groups and I have to join whoever and it's hard to keep up. There is one girl, Zara, who is really nice, but she has loads of friends already.

Mentor – When you say it's hard to keep up do you mean in class work?

Ayesha – Yes a bit, I can do the work it just looks a bit different that's all.

Mentor – Oh ok I think that might be because your old school were teaching things in a different order, so there will be things you know that the class hasn't learned yet, it's just that now they're doing work you haven't learned, do you see?

Ayesha – Yes I know as my teaching assistant has told me that, we are trying to work out what I have done and what I still need to do, I think they might think I don't know enough.

Mentor – Ok, so maybe this is something I can help you with, I would like to use your lessons from your other school to work out what you know and then when the children are learning that we can help you with the work you haven't done yet.

Ayesha – Yes, I think that will help me to understand more.

Ayesha smiles and seems relieved.

Mentor – So how about other class work do you feel like you are on track?

Ayesha – Yes but I can do more homework to catch up, but no one gives me any. I like doing the writing tasks because I am good at those and can do these at home.

Mentor – Ok then maybe I could ask your teachers for some extra work that you can do at home and I can check how you are doing with this each week in our meetings?

Ayesha – That is a good idea thank you.

Mentor – Ok great I will see what I can do, I can also give you a progress diary to help you plan these. What do you think?

Ayesha – I have one I think but a new one would be good.

Mentor – Ok Ayesha we are nearly out of time today, there was just one last thing I would like to suggest, you mentioned a friend in your class, Zara. How would feel if Zara worked with you as a buddy to help you settle in at the school?

Ayesha – What does a buddy mean?

Mentor – Sorry Ayesha, I should have explained, the school has a buddy system in place for new children, this means another child, your buddy, will be someone who has been at the school for a while and can show you around and meet with you at breaks and things.

Ayesha – Hmm maybe but I am not sure she would want to as she has lots of friends already.

Mentor – Ok then maybe have a think about this and we can talk about this again next week?

Ayesha – Yes ok.

Mentor – So just to confirm what I will do after the session today, firstly, I will talk to your teacher about planning some homework sessions, I think if we start with 2 nights per week that could be a good start? What do you think?

Ayesha – That sounds good, thank you.

Mentor – Well it's have been lovely to meet you and I hope you found today useful?

Ayesha – Yes, I did it was much easier than I thought as we just talking really? I don't know why I was so worried.

Mentor – Well its ok to be worried about things especially if they are new to you, you have experienced a lot of change lately and I just want to help you catch up with your work and make sure you feel happy at school.

Mentor session 2 – Tanveer

Mentor – Hi Tanveer, good to see you, how are you?

Tanveer – Er I am ok thanks.

Mentor – Please sit down Tanveer and make yourself comfortable.

Tanveer and the mentor both sit down at the table.

Mentor – So how has your day been so far today, I am happy that you came to the session.

Tanveer – It has been ok today, I have had maths this morning and this is one of my favourite lessons.

Mentor – Oh yes, I remember you like maths, are you still making good progress?

Tanveer – Yes I think so, but I have missed some lessons last week so I might be a bit behind, but I can catch up.

Mentor – Oh ok, were you not well last week as I didn't see you for our mentor session either?

Tanveer – I stayed off all week last week because I was not feeling very well.

Mentor – I am sorry to hear that, what was wrong if you don't mind telling me?

Tanveer – I had a stomach bug but much better now.

Mentor – I am happy you are feeling better now Tanveer. It is hard to come back to school after having some time off.

Tanveer remains quiet.

Mentor – Is there anything you want to talk about today?

Tanveer remains quiet.

Mentor – Ok maybe I can ask you a few questions, would that be ok?

Tanveer – Yes ok.

Mentor – Thank you, ok my first question is about your attendance at the start of the year. When you started in September you had good attendance, why do you think this changed?

Tanveer – When I first started it was a good because everything was new, and I was making lots of friends and

everyone liked me.

Mentor – Oh ok that is good, it's always nice to start something new it can be very exciting.

Tanveer remains quiet.

Mentor – And then when it got to half term in October how did you feel?

Tanveer – I was quite sad to leave really as I had been seeing my friends every day for weeks and half term meant we had to all stay home for one week.

Mentor – Ok, and what did you do in the half term, did you see any of your friends?

Tanveer – No not really, I met some of them online for a game, but apart from that I didn't see anyone.

Mentor – And did you do any of your homework during half term?

Tanveer – No, there is not much point anyway because I am going in the RAF.

Mentor – Why is there no point?

Tanveer – Because the RAF has a college, I will go there.

Mentor – What do you think about that?

Tanveer – They will teach me what I need to be a pilot and will teach me to fly a jet, but then I will be learning stuff that will be for my career.

Mentor – Does your mum and dad know about your plans?

Tanveer – Yes but they don't understand, they say I need to get my exam results too, but I have tried to show them I don't, and they don't listen.

Mentor – Why do you think they don't listen?

Tanveer – Because they just say I should get my exams and get a good job, they think you need exams for everything and that the RAF won't let me learn to fly without them, but the army give you exams.

Mentor – Ok, well maybe we could look at the RAF website together and I could help you prepare the information for your parents?

Tanveer – Erm that would be ok, I think.

Mentor – Good, we can do that before the end of the session, but before we do that, I'd just like to talk a little bit about how you feel at school?

Tanveer – I have to come in so my mum doesn't get into trouble, but it annoys me as people are always getting at me about not doing my homework or forgetting things.

Mentor – How about using your mobile phone diary to remind you of your homework? We could set reminders and some short deadlines for when you need to complete some tasks to get you caught up?

Tanveer – Yes that could work I suppose, but it annoys me as its not helping me to get in the RAF.

Mentor – Ok, well can you promise me to try that between now and our next session and I can speak to your teachers about where you may be behind and how we can help you to catch up. Can we agree to that and we'll stop there and look at the RAF careers page for the rest of our session?

Tanveer – Yes ok. What if they say I am too far behind to catch up?

Mentor – I can assure you they won't do that Tanveer, your teachers and all staff at the school want you to do well and achieve your qualifications. We will do all we can to support you to do this, do you understand?

Tanveer – Maybe.

Mentor – What we must do though is work on improving your attendance as they can then see that you do want to try and catch up. Can you help me do this with you?

Tanveer – Yes ok, but I know that I want to be in the RAF and I just don't see how the schoolwork is helping me to do that.

Mentor – Ok, we'll look at this now but before we do is there anything else you want to talk about? I really want to help you and I can do a better job of that if you tell me everything.

Tanveer remains quiet.

Mentor – Ok, well you can tell me anything and I will work with you to help, let's have a look at this website shall we.

Tanveer seems very engaged.

Mentor – Tanveer have you written down the information from the website? How do you feel now we have looked at that?

Tanveer – I feel pleased that you have looked with me and listened to me, no one has done that before.

Mentor – That's really great, and I am pleased you feel that way. I understand it must be hard to feel like people don't understand what you are trying to say, do you think you could go through the website with your mum and dad in the way we just did?

Tanveer – Yes, I do but I still think they will say I have to get my exams.

Mentor – Exams are very important, and school teaches you much more than just preparation for exams you know, it helps you to develop social skills and to learn to mix with lots of different people, that's important in all walks of life.

Tanveer – Yes.

Mentor – I think you might find that having your exam results can speed up your progress in the RAF, maybe we could look into that in the next session, what do you think?

Tanveer – Ok.

Mentor – Great, I will make a note of that, so we don't forget. That's all of our time for today, so can we make a deal that you will show your mum and dad that webpage?

Tanveer – Yes, I will, thank you.

Mentor – No problem at all, is there anything else you want to talk about?

Tanveer – No, thank you.

Mentor – Thank you Tanveer. I think this was a good session, I am looking forward to next week.

Tanveer – Yes me too, see you then.

Mentor session 3 – Marco

Mentor – Hello Marco, good to see you, please come in and sit down.

Marco – Hi, how are you.

Mentor – I am very well thanks, how have you been since our last meeting?

Marco – Things are much the same really, my placement is still ok but I still feel like others are doing better than me.

Mentor – Ok Marco, in our last meeting you mentioned that you needed some more help in your work placement, and you would think about asking the coordinator for help?

Marco pauses to think about the last session.

Marco – Oh yes, well I didn't really see them this week as they are very busy, and we had a big order in this week, so I didn't want to bother him.

Mentor – Marco you know they have a role to support you in your placement and will make time to help you no matter how busy they are?

Marco – Hmm I guess so.

Mentor – If in fact if they are busy it is sometimes more difficult for them to notice that you need help?

Marco – Hmm maybe.

Mentor – How about your colleagues, do they seem to be ok or need help?

Marco – I think so, but they spend more time in work than me so I guess they can speak together more.

Mentor – Marco, how would you feel if you seen someone else struggling and they felt they couldn't ask for help because everyone was too busy?

Marco – I would tell them they must be strong and ask for help before it is too late.

Mentor – Too late for what?

Marco – Before things get out of hand and they fall too far behind or even make mistakes if they don't know how to do something.

Mentor – That would be very good advice from you Marco as a colleague and friend to the other person, it is important to have support from others, would you agree?

Marco – Yes, I think so.

Mentor – So you mentioned you would advise your colleague to be strong and ask for help, how might they do this?

Marco – They could ask for a meeting with the coordinator, just them. If they can't get hold of them to ask, they could send them an email.

Mentor – That is a great idea and shows that your colleague really wants to try and improve things.

Marco – Do you think I could do that; send an email I mean to ask for a meeting? I am not sure what I would write without sounding silly.

Mentor – I think that is a great idea, I can help you if you like?

Marco hesitates to think.

Marco – Er ok when could you help me?

Mentor – We could do it right now, we could draft the email and you don't need to send it if you don't want to.

Marco – Ok.

Mentor – Perfect I will get some note paper.

Mentor – Ok the first thing you could do is write down on this note paper all of the issues you have that are making you feel uncomfortable.

Marco – Ok I can try.

Marco – They are:

1. *He can't perform a particular task as he has only been shown once a while ago and keeps getting it wrong.*
2. *He thinks he doesn't fit in and is not sure what he is doing right.*
3. *He is not sure how the next few weeks he has left will help with his career.*

Mentor – I am so happy that you have had the courage to tell me these Marco, I think we can work together quickly to improve things and to make you feel happier.

Marco stays silent.

Mentor – Ok so let's deal with these one by one, the first thing we need to do is request a meeting with the coordinator so they are aware that you need some more help. Maybe you could let them know when you are back in and say you are happy to meet at any time. This way if they are busy then should be able to find time for a short meeting.

Marco – Ok, I am next in on Monday.

Mentor – Perfect start Marco. Ok the second issue I can help you with, with your permission I would like to arrange a progress meeting with you, myself, the work placement coordinator and your course leader, in the meeting we can use your current grades and predicted assessment grades to see how you are doing and what you still have left to do on the course. This should give you a clear idea of how you are doing.

Marco – I would like that as I am not really sure if I passed my last assignment and how many I have left to do. I also want to improve one of my pass grades too if I can.

Mentor – Ok these areas can be discussed at the meeting, I have made a note of these things too, so we don't forget to highlight these areas at the meeting. I will need to see when we are available, but I will aim to arrange this meeting as soon as possible Marco.

Marco – Ok thank you.

Mentor – Ok Marco the last issue on your notes is about your future career, I can also help with this and arrange a careers interview for you? I can come with you if you like.

Marco – Who would the interview be with?

Mentor – Do you know the student services department by the reception area?

Marco – Yes I do know it, I have been there at induction when I started.

Mentor – Oh good, well in there they have staff who specialise in careers advice and guidance and can help you with all kinds of things, such as identifying what career path you might be suited to? There is no pressure, and I can come with you if you like?

Marco – Erm ok can I think about it as I have done a lot today.

Mentor – Of course no problem at all, we can talk about this at our next session.

Marco – I think I might also ask my coordinator at our meeting too about different job roles I could do?

Mentor – That is an excellent idea Marco, that shows you are confident and that you are thinking about your future, your coordinator will like that.

Marco – Do you think he will?

Mentor – Yes absolutely, you have made lots of progress today and have been really honest and brave to face some of the issues you are finding hard.

Marco – I feel like I am actually doing something about these issues now.

Mentor – This is fantastic to hear, ok we just have a few minutes left of our meeting Marco; I would like to say well done again on the progress you have made today.

Marco smiles and seems reassured.

Mentor – Is there anything else you would like to talk to me about today?

Marco – I am just thinking about the meeting I have asked for with the coordinator on Monday.

Mentor – Oh yes.

Marco – Yes, I am not sure what to ask.

Mentor – Well maybe use the technique we tried today, you could write down some notes of the things you want to say?

Marco – Yes, I think that might work.

Mentor – I think so to, try to be specific and maybe just select 2 or 3 questions. Remember I am around all week if you want to talk about anything.

Assignment 2b: reflective journal

Assignment

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 assignment, 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)

Student evidence

Mentee	Ayesha
Date	Session 1
Reflections on mentoring session	<p>This was the first mentor session with Ayesha. Ayesha moved to the school in January following a house move with her family.</p> <p>I know from her teachers and previous academic records that she has been struggling with her class work recently and her old school taught different content. Due to the move, Ayesha is also experiencing low confidence in her ability to catch up, as well as feeling socially excluded.</p> <p>I wanted to make sure the first meeting with Ayesha was quite informal and to make her feel welcome. I asked her teaching assistant to bring her to the first session as I know they are working closely and well together. I asked the teaching assistant beforehand to leave the mentoring session if they felt Ayesha was comfortable being with just me as her mentor. This went to plan, and I am happy I chose this approach so she would feel comfortable from the start, as she was with someone she knew. To meet another new person (myself the mentor) could be quite stressful and overwhelming, so I chose this approach to meet Ayesha's needs.</p> <p>I also wanted to make Ayesha feel welcome and to clearly explain the purpose of the mentor sessions, the last thing I wanted to do was add any more pressure for her college adjustments and schedule. I think it is important to keep the first session quite light-hearted to get to know each other a little.</p> <p>One of the main focuses on the mentor sessions is to support Ayesha to catch up, I wanted to know more about Ayesha's thoughts on this and this seemed to make her feel listened to. This was effective as she was proactive to ask question and to identity her own achievements at her last school. This is important when someone is experiencing low self-esteem and low confidence.</p> <p>Finally, I wanted to make sure that I checked my intentions with Ayesha to make sure she feels fully included in all of my plans. I did this by telling her my ideas and why these should help. I also checked her understanding and asked if she agreed and confirmed, she gave me permission to progress. This seemed to work very well as she became more talkative and open as the session progressed. There was a definite improvement to her mood and body language from when she arrived nervous with her teaching assistant to when she left. This was a good session that should help her feel more positive for the next session.</p> <p>Some key techniques I will use with Ayesha are Kolb's experiential learning as I think she lacks confidence rather than knowledge and this approach will allow her to use her knowledge and reflect on how much she actually knows. I think this will grow her self-confidence. I also think collaborative learning will help Ayesha to make friends and feel more included in her class. These are things I plan to pursue at the next session.</p>

Mentee	Tanveer
Date	Session 2
Reflections on mentoring session	<p>Tanveer's attendance at both maths and English started well, with his attendance at his core subjects being low, this was an area that was worth looking at further as these could be subjects that he finds easier or simply more enjoyable.</p> <p>I started the session by asking about Tanveer's week and how he is getting on in general. He had been off sick the whole week before and I used this discussion to start our conversation. I felt like he wanted to talk more about this, so I let him lead the start of the session with this aspect. I tried to prompt some information, such as if he is feeling better after his illness, as well as trying to allow him to be forthcoming.</p> <p>The session was very important and informative and Tanveer did open up quite a lot about his career aspirations and how frustrated he feels that he does not think people take this seriously enough. I think my approach of allowing Tanveer to lead the session was effective and what he needed today, I wanted to use this session to get as much information as I could and I was able to do this whilst he was leading the conversation, so I allowed him to continue.</p> <p>Tanveer has some concerns about being too behind to catch up on his learning and so I reassured him that he is capable providing he maintains his attendance in lessons. This is clearly a concern and I am worried this could become a further barrier to attendance, so I agreed to speak to his teachers immediately about catch up work, we need to tackle any learning loss quickly to limit the impact on Tanveer. I will speak to his teachers about some project-based learning which may allow him to catch up more quickly by doing one piece of work to hit a number of areas of the content.</p> <p>I also want Tanveer to engage in the process so I will arrange a meeting with some key teachers and focus on the Harry-Augstein and Thomas' theory of self-organised learning, this will allow Tanveer to identify areas he needs support with and feel ownership over his work.</p> <p>It is clear Tanveer knows his own mind and has firm plans so I think I need to allow him some control in how we proceed to keep him engaged.</p> <p>The RAF career page was a very positive activity and built a good rapport, Tanveer now knows I am genuinely interested in his wishes, the action we set around him showing his parents should help to improve the relationship and make Tanveer feel listened to.</p> <p>Next session we will look at how education can support his aspirations to try and drive further engagement.</p>

Mentee	Marco
Date	Session 3
Reflections on mentoring session	<p>Marco is a very able and pleasant student and generally seems upbeat in the mentoring sessions. Lately he has been experiencing difficulties with his work experience placement. Marco is finding it difficult to talk to people in his work experience setting and is nervous about his next placement. Therefore, I want to ensure issues he is facing at this time do not carry forward in future, as these may present further barriers for him.</p> <p>I wanted to try and help Marco identify his issues and encourage him to be more assertive to address these issues. Small steps are a good start with Marco as there are quite a few ongoing issues, so I wanted him to feel like he is achieving in small stages.</p> <p>Marco struggles with verbal face to face communication and is not ready to deal with this in his workplace. I suggest alternative approaches to request help, such as by email, and this seemed to work well, and Marco took a big step to write an email to ask for help in the session. He needed some guidance, but mostly did this by himself. He is able to do such things with ease, however it is logical techniques that he seems to need help with.</p> <p>Marco also responded well to my approach of thinking of his own problem from a different perspective, as if he could see someone else in his situation. As a naturally helpful and resourceful learner Marco quickly identified that he would advise them to seek help, he was also able to identify what could happen if they didn't ask for help. This was a useful activity as I was able to relate this to Marco's own experience and point out that he had also identified a solution to help his own situation.</p> <p>It was also positive to see Marco show signs of being more assertive in the session, again this has taken some time over the weeks, but this is improving in small stages.</p> <p>He was able to identify that he was not aware how his current course and placement fits into the bigger picture of his achievement and this was something that could be easily addressed with a meeting set up by myself. This approach of writing something down and addressing it quite quickly seemed to reassure Marco that his situation is not as bad as he may think.</p> <p>Finally, I offered a careers interview, this seemed to be something he is interested in but needs some more thought. Plus, he has come a long way to arrange a meeting on Monday, so this was best left as his priority. The careers interview will be something that I will arrange in the near future, but after he is feeling more secure in his work placement.</p>

Examiner commentary

The student has presented evidence that is clear, logical and provides a detailed and informative response to the demands of the brief.

The student makes excellent use of relevant knowledge and has demonstrated an excellent understanding of the practices of the role within the sector, in addition, demonstrating valid understanding of the different approaches to academic and pastoral strategies.

The student has made good use of their understanding of academic and pastoral strategies to select highly appropriate skills, techniques, and methods to apply for each mentee. The evidence shows that the student can make well-founded judgements and takes appropriate action to support mentees in both academic and pastoral provisions.

The student has demonstrated in-depth knowledge of relevant concepts and techniques reflected in the sector and has applied these across a range of scenarios as presented within the brief. They have also used their knowledge to analyse information provided about the mentees to find suitable solutions to the problems.

Mentor Sessions

The transcriptions of the mentor sessions demonstrate good control of the session, setting out goals, checking in with mentee to confirm understanding and clearly conclude by confirming progress, achievements, and next steps. The student has used well thought out use of questions and focused these with purpose and adapted these based on mentee responses. There is also a targeted and highly effective use of questioning or techniques.

The student demonstrates ongoing awareness of the scenario whilst adapting approaches to each mentee, they are able to identify and appropriately discuss wellbeing concerns with a focus upon action. There is good evidence of the mentor leading the mentee to identify solutions and strategies to overcome barriers.

There is good evidence that the student builds effective relationships with the mentee, getting them to open up. Questions are focused and used effectively to identify mentee's drivers, concerns or aspirations.

Reflective Journal

The journal entries show that the student reflects on the sessions and identifies progress in an accomplished manner. Reflections make clear reference to strategies and outcomes for the mentee as well as the detailing the mentors' own required actions.

The student makes clear references to practice and reflects on ways they control the session and supported mentee to openly discuss wellbeing concerns and their needs.

There are well thought out and focussed reflections to encourage mentee ownership and progress sensitively and appropriately.

The student builds effective relationships with mentee, demonstrating ongoing awareness of the reflection whilst adapting approach and looking at strategies. In addition, reflections clearly show relevance to mentee's drivers, concerns or aspirations.

The student leads mentee to identify solutions and clearly uses the answers and information from the session to support this.

Grade descriptors

The performance outcomes form the basis of the overall grading descriptors for pass and distinction grades.

These grading descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications and the threshold competence requirements of the role and have been validated with employers within the sector to describe achievement appropriate to the role.

Pass

The evidence is logical but displays baseline knowledge in response to the demands of the brief.

The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches.

The student makes acceptable use of facts/theories/approaches/concepts and attempts to demonstrate breadth and depth of knowledge and understanding.

The student is able to identify information from appropriate sources and makes use of appropriate information/appraises relevancy of information and can combine information to make decisions.

The student makes judgements/takes appropriate action/seek clarification with guidance and is able to make progress towards solving non-routine problems in real life situations.

The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies across different contexts.

The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning.

EYE only – demonstrates achievement of all EYE criteria.

Distinction

The evidence is precise, logical and provides a detailed and informative response to the demands of the brief.

The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives/approaches.

The student makes decisive use of facts/theories/approaches/concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills/techniques/methods.

The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information/appraises relevancy of information and can combine information to make coherent decisions.

The student makes well-founded judgements/takes appropriate action/seek clarification and guidance and is able to use that to reflect on real life situations in the sector.

The student demonstrates extensive knowledge of relevant concepts and techniques reflected in the sector, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems.

Document information

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Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published final version.		April 2021
v1.1	NCFE rebrand.		September 2021