



T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Supporting and Mentoring Students in Educational Settings

Assignment 3 - Distinction

Guide standard exemplification materials

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

Internal reference: EAC-GSEM-23

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Assignment 3

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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.

In assignment 3, the student will be provided with 2 case studies for 2 different mentees. The student must refer to each case study and demonstrate how they would, in their role as a learning mentor, support the mentee with the most appropriate academic and/or pastoral strategies.

The student must submit a written response using both the case study information and the 3 guidance bullets provided for each case study.

The 2 written responses to both case studies must be 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.

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

Case study 1

Case study 1 – promoting motivation and aspirations of the mentee

Read the case study below.

Refer to the case study to demonstrate how you would, in your role as a learning mentor, support Robbie to develop a sense of aspiration and increase his motivation.

You should:

- identify the contributing factors affecting Robbie and analyse how planned activities and strategies may support his experience and his academic participation
- identify and justify ways to working that will effectively support Robbie to gain a benefit from the educational programme
- explain approaches you could use to support Robbie’s wellbeing and individual needs while considering any safeguarding concerns

Performance outcome 1: 5 marks
Performance outcome 2: 5 marks
Performance outcome 3: 25 marks
Performance outcome 4: 15 marks

[50 marks]

1 You are working in a FE College and have been asked to mentor a new student when you return from the Christmas break. Robbie (your mentee), who joined the college in September has had a difficult start to his course. Robbie is 16 and is resitting his English and Maths GCSEs alongside a technical level 2 qualification in computing. Due to a family bereavement, Robbie did not gain the GCSE qualifications he needed to get onto a level 3 qualification. Robbie aspires to be a computer game designer and wanted to pursue a level 3 qualification in this area.

Following the family bereavement and not getting onto the level 3 qualification, Robbie has been feeling very low. He has decided to attend college to resit his GCSEs as his friends have all moved onto the next stage in their education and he feels left behind and like he needs a new start. He has been referred to the learning mentor team due to a lack of self-esteem and self-motivation.

Robbie becomes easily annoyed by other students in the class and often leaves the class during lessons. Tutors are concerned about Robbie’s ability to manage his anger. Robbie feels he is unable to maintain friendships with other students in the class and that no one in the class understands how he is feeling. Robbie is facing consequences from staff almost every day for his behaviour, both within lessons and around the educational setting.

Robbie’s parents have been to college to discuss his progress and both are very concerned with supporting Robbie. His mother is concerned that he is not coping with the bereavement, he lost his grandfather and they had been very close. His parents try to talk to Robbie about his aspirations and future, but he shuts down and has started to say it is pointless having goals, he has also started spending a lot of time alone in his bedroom.

The following information demonstrates Robbie’s attainment between September and December:

Student	Robbie		
Age	16		
Study	GCSE English	GCSE maths	L2 computing
Attendance	92%	77%	95%
Entry performance	3	2	NA
Current performance	3	2	Pass
Expected performance	5	4	Merit

Student evidence

As Robbie's mentor I would firstly introduce myself and outline what he can expect from me, I would also set out some basic expectations that I would also expect from him. I would explain the role of the mentor and reassure him of confidently (within reason, for example, unless there is a safeguarding issue) and that the role is aimed to be supportive for both his academic achievement and pastoral development and wellbeing.

This first session would also be used check information I have received such as his academic achievement to date and what his intentions are after he has completed the level 2 programme. This approach will be used so there is a clear initial focus on the course being completed and allowing for a progression route to hopefully make him feel supported from the very start regarding his needs and aspirations. I would also use the first session to assess Robbie's personal situation with regard to his recent bereavement to assess how this may impact on future mentor sessions. The information from the first introductory session will be used to plan subsequent mentor sessions, these would also be discussed and agreed with Robbie so both of us have a clear understanding of our aims.

Based on the information I have received; I have identified the following contributing factors currently affecting Robbie. I will use these factors (as well as the information from the introductory meeting) to plan activities and strategies to support Robbie's experience at college and his academic achievement:

- I will need to support Robbie to develop his self-esteem and self-motivation
- I will need to explore why Robbie becomes easily annoyed by other students in the class and support him to stay in class for the whole lesson or provide an alternative solution to void him leaving college completely at that time
- I will need to liaise with all of Robbie's tutors about his behaviour in general and including his demonstration of anger and how this is expressed and triggered (triangulate with Robbie)
- support Robbie to make friends with other students and to understand how different people have different perspectives and may respond to one another's verbal and physical behaviours
- liaise with the programme leader regarding any informal and formal procedure that may be in place regarding staff and college as a whole to determine the level of risk/potential of being withdrawn from some subjects or the whole programme.
- liaise with Robbie's parents (with Robbie's permission) regarding his coping with recent bereavement and his academic achievement and progression
- discuss ways to improve communications between Robbie and his parents

Academic strategy

I will need to be cautious with this approach as Robbie may be currently experiencing negative feelings toward his course and possibly some tutors and fellow learners in his groups. He may also be feeling let down as he was not able to join his chosen level 3 programme and may feel that this was not his fault. Alongside feeling let down by the college he may also be feeling isolated at home as communications between him and his parents seem to have broken down, therefore he may not be able to talk honestly about his concerns regarding his current life in college. All of which will impact on his academic achievement.

I will work with Robbie to identify ways of working that he likes and finds comfortable, this will effectively support Robbie to gain benefit from his educational programme. This may involve liaising with his tutors to introduce some alternative ways of working or to put in place some contingency plans whilst new approaches are being implemented. For example, if he needs to leave the class because he senses he is becoming angry then this could be managed by him leaving quietly and working in a separate room, (this would be negotiated with tutors prior to lessons).

I will support Robbie to identify and 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. Any areas of challenge can be used

to plan a sequence of sessions to help Robbie gain more understanding. These could be with the tutor or facilitated in a different way for example with myself as his mentor.

I will also support Robbie to understand his preferred learning styles and use these to best reinforce the theory learnt in the classroom by providing opportunities to apply and test his understanding in everyday situations.

We can work together on effective communication skills, verbal and physical using realistic and relevant scenarios as discussion points. This will help Robbie to not only identify his own communication issues but also those of others who may also be misinterpreting him (for example his tutors and peers) or may be struggling themselves (for example his parents).

As Robbie will also need to resit his GCSE English qualification in order for him to progress to a level 3 programme, the importance of attendance will need to be explained. In addition, extra resources such as revision sessions on the VLE or mock tests will also be planned. As his mentor I can help with widening his vocabulary by improving his confidence in reading and writing in our mentor sessions.

I would also like to introduce a reward system with Robbie to support Robbie's motivation to stay on the programme of study by using appropriate reward systems, for example providing positive feedback in each mentor session from tutors or other college staff, I could also use personalised activities based on his interests. To do this I will need to understand Robbie's intrinsic and extrinsic motivations and so I will need to ensure I gather enough information about him to do this.

Pastoral strategy

I will need to be cautious with this approach as Robbie has suffered a recent bereavement from a family member with whom he was very close to and he may still be feeling quite sensitive and unpredictable based on the information I have received.

Initially, I will need to 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 within the college. These will be only implemented if Robbie feels he can cope with these. This initial informal discussion should help Robbie to understand the effects of the bereavement and if these are having impact on his own behaviour and wellbeing.

As his mentor I will need to recognise any causes of concern regarding Robbie's wellbeing and act appropriately, for example if he confided in me that he is experiencing harmful thoughts and emotions. In this situation I would use the college's referral processes to engage with specialist practitioners and/or the engagement of external agencies.

When appropriate and as early as possible, it will be useful to start to work with Robbie to identify how his behaviour may be affecting his learning. This may include work around how Robbie sees himself (self-concepts/self-image). This approach will help me support Robbie to increase motivation and improve his commitment to completing a learning programme successfully, however we may need to put in place small goals as these will be more achievable, rather than long term goals that he may feel overwhelmed with.

As the sessions progress, I will need to support Robbie to understand the triggers of his anger and how his anger can affect his friendships and relationships with those around him in college and at home. This will require additional support to develop resilience and we can practise these activities together. The aim of this approach is to enable Robbie to develop positive relationships with the aid of effective communication strategies.

Safeguarding considerations

Throughout the mentor sessions I will need to consider the safety of Robbie. I will explain the expectations from both parties and explain the mentor contract that we will both agree to.

I will also confirm that our discussion will take place in a confidential manner while maintaining professional boundaries and adhering to the mentoring contract.

My own records will need to be maintained to ensure Robbie's information is recorded accurately, is up-to-date and contains facts rather than opinions, it must also comply with data protection legislation.

As Robbie is under the age of 18, as his mentor I am fully aware of safeguarding concerns and indicators. I would use the college's referral processes to engage with specialist practitioners and/or the engagement of external agencies. I will follow the college's safeguarding policy at all times.

Case study 2

Case study 2 – supporting educational needs of the mentee

Read the case study below.

Refer to the case study to demonstrate how you would, in your role as a learning mentor, support Lydia to develop her studies and achieve higher grades.

In particular, you should:

- examine the roles of relevant education providers and/or workplace colleagues who could support Lydia to achieve higher grades
- evaluate strategies you could use to embed Lydia’s interests in learning activities and how setting targets can be used to help meet Lydia’s individual needs
- describe how you will record, store and share the information you gain during the mentoring sessions to safeguard Lydia and support her wellbeing

Performance outcome 2: 20 marks
Performance outcome 3: 10 marks
Performance outcome 4: 20 marks

[50 marks]

2

You are working in a specialist needs school and have been asked to mentor a student, Lydia (your mentee), who started her course 6 months ago. Lydia is 15 and transferred to the school as it was felt it could better meet her needs than her previous school.

You have been asked to support Lydia, who has been involved with the care system, on a 1:1 basis.

The reason for the support is to plan how to meet Lydia’s individual needs and help her to achieve higher grades.

Lydia’s teacher and carers have expressed concerns about the lack of progress she is making on her course. Her carers try to support her with homework and talk to her about her progress, but she becomes frustrated when she struggles with work. Lydia does not have a plan or aspirations for when she leaves education and her carers are worried about her wellbeing in the long-term.

Lydia has been diagnosed with ADHD which sometimes causes her to become anxious and frustrated and, although the setting has provided a teaching assistant in her classes, they all agreed that more support is required.

Lydia is very creative and undertakes a range of art and craft projects in her free time. Her teacher and carers would like to be informed about Lydia’s ongoing progress.

The following information details Lydia’s course and progress:

Name	Lydia		
Age	15		
Courses	Functional Skills L1 English	Functional Skills L1 Maths	L1/2 Technical Award in Graphic Design
Current performance	Fail	Fail	L1 Merit
Expected performance	Pass	Pass	L2 Pass

An extract from Lydia's EHCP is below:

Name	Lydia
Educational support needs	
Cognition and learning	<p>Strengths:</p> <p>Lydia is a visual learner and very creative</p> <p>When motivated and kept on task by using broken down clear instructions, Lydia can produce good work</p> <p>Special educational needs:</p> <p>Lydia finds it difficult to cope with the sensory environment in a school environment</p> <p>She requires sensory breaks to be able to cope better</p> <p>The diagnosis of ADHD makes concentration difficult</p> <p>She is not progressing due to anxiety about her concentration</p>
Outcomes by end of Key Stage 4	<p>Lydia will achieve level 1 English and maths and a level 2 qualification in graphic design</p> <p>Lydia will have a teaching assistant to support her with concentration and staying on task</p> <p>Lydia will have other support with developing interpersonal skills and independence</p> <p>Lydia will have support with raising her aspirations and planning for her future</p>

Student evidence

As Lydia's mentor I would firstly introduce myself and explain what she can expect from me, I would also set out some basic expectations that I would also expect from her, so we are clear from the outset. I would also explain the role of the mentor and reassure her of confidently (within reason, for example unless there is a safeguarding issue). I would explain the role is aimed to be supportive for her academic achievement with the main aim being to support the achievement of higher grades. However, as her mentor I will also support her general health and wellbeing.

Lydia is still quite new, having started her school 6 months ago, therefore I would need to assess where she is up to on her learning and if she is behind or on target to achieve the qualifications for her programme. As Lydia's teachers, teaching assistant and carers have expressed concerns about the lack of progress, she is making on her course I would need to explore this further in the initial mentor session to identify any barriers to her learning such as the level on content or teaching styles that may be challenging for her. Some further adaptations may need to be put in place to meet her additional learning needs, I will need to work with her ADHD diagnosis recommendations and information from her EHCP to ensure the school has implemented these effectively and that they are meeting Lydia's needs. There may also have been some changes to the diagnosis so additional assessments may be required to ensure her EHCP is fit for purpose.

It is reassuring that Lydia's carers can offer support with homework and talk to her about her progress, however she will need some help to ensure she asks for help when she needs it from her class tutors as her carers may only be able to support her with less specialised tasks. Lydia's carers have also informed me that she becomes frustrated when she struggles with work, so it is very important that I support Lydia to let other know if she is not able to undertake some tasks independently.

Lydia does not have a plan for when she leaves school, and this may be due to low aspirations or lack of knowledge with what she could progress to further such as another course or possible career pathways. With some further understanding of her options, I hope to inspire Lydia about her future to improve her motivation on her current course and want to achieve on her current course. This will also help to reassure her carers as they are worried about her wellbeing in the long term. It is very positive to know that both carers and teachers are highly interested in Lydia's progress and this shows that Lydia is making good efforts to improve and that she has a wide range of support in place.

Lydia is also very creative and undertakes a range of art and craft projects in her own time so this would be an ideal area to focus on for progression and career paths. Vygotsky's zone of proximal development will be a useful approach to use with Lydia as it will help me to identify what support she needs to grow more independent over time, this will also improve her confidence.

Safeguarding considerations

Throughout the mentor sessions I will need to consider the safety of Lydia. I will simply explain the expectations from both parties and explain the mentor contract that we will both agree to. I will also confirm that our discussions will take place in a confidential manner while maintaining professional boundaries and adhering to the mentoring contract. Lydia may need some additional support to understand this process from her teaching assistant who may need to be present for all or some of the mentor sessions.

My own records will need to be maintained to ensure Lydia's information is recorded accurately, is up-to-date and contains facts rather than opinions, it must also comply with data protection legislation.

As Lydia is under the age of 18 and has additional learning needs, as her mentor I am fully aware of safeguarding concerns and indicators. I would use the school's referral processes to engage with specialist practitioners and/or the engagement of external agencies. I will follow the schools' safeguarding policy at all times.

Roles of education providers and/or workplace colleagues who could support Lydia to achieve higher grades

As Lydia's mentor I am able to access a wide range of support from colleagues in the school to assist me in supporting improving Lydia's grades. The following are some key roles and areas I would liaise with:

- Class tutor to identify available sources of data that I can use to identify assessment grades and targets
- Lydia's teachers to help plan ways to improve her grades (using the assessment criteria/mark schemes)
- carers to discuss and implement a realistic homework plan
- discuss further assessment and referral procedures with SENCO department of the school
- find out about creative programmes/progression opportunities at the school and at other education providers
- discuss and create a plan with Lydia that details short and long term progress and identifies next steps
- arrange assessments for Lydia's language and communication needs and review the results to identify the impact of these on Lydia's progress
- arrange assessments for Lydia's literacy development and identify ways to improve her confidence in reading and writing (try to use creative, fun and visual methods)
- arrange assessments for Lydia's mathematical ability and review the results to identify the impact of these on Lydia's progress.
- review Lydia's education, health, and care plan (EHCP) to see if this is still fit for purpose
- schedule a multi-agency meeting to detail how the needs of the EHCP are going to be met or if any changes can be made to assist Lydia improving her grades
- teachers to identify ways to ensure Lydia is receiving the right amount and level of academic support and any reasonable adjustments that may be required for assessments

Strategies I could use to embed Lydia's interests in learning activities and how setting targets can be used to help meet Lydia's individual needs

As Lydia is a creative learner and enjoys practical activities in her own time, this would be an excellent area to focus on and try to embed this within her lessons. This will hopefully keep her motivated and find learning fun and more rewarding for subjects she may be struggling with. Some examples are as follows:

- create a creative and fun review system (for example a visual system or interactive system) to record Lydia's achievements and set new targets
- use a simple system for Lydia to access independently to help her overcome the challenges she is facing (for example a progress diary or daily mobile application)
- discuss with Lydia her teacher and carers' concerns around a lack of progress and use some visual communication methods to allow Lydia to respond and make her own recommendations for solutions
- work with Lydia to find fun and creative ways she can identify individual needs and ways to meet them
- show Lydia (videos or other creative methods) some creative job roles that Lydia may be inspired by to support ways Lydia can make her own informed choices about her future
- arrange a tour of the art and design and media departments of the school to look how other learners are working on creative lessons
- arrange for a taster session at a college for a creative qualification such as art and design
- suggest visits to open days (with carers) at colleges that offer courses Lydia may be interested in after she finishes school.

Examiner commentary

Case study 1

The student has presented evidence that is precise, 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 in-depth understanding of role within the sector, in addition, they have demonstrated an excellent understanding of the different approaches to academic and pastoral strategies.

The student has made excellent use of their understanding of academic and pastoral strategies to analyse information and apply appropriate skills, techniques, and methods to the mentee. The evidence shows that the student can make well-founded judgements and takes appropriate action to support the mentee 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 for the mentee. They have also used their knowledge to analyse information provided about the mentee to find suitable solutions appropriate to their needs.

The response to the case study demonstrates highly considered ways to work effectively with the mentee to support them to gain benefit from their educational programme. They have also employed a highly effective range of strategies to advise, guide and supervise the mentee with excellent consideration of ways to communicate these appropriately with the mentee.

Evidence demonstrates an excellent ability to identify contributing factors to the mentee's behaviour and shows a thorough analysis of the impact of these factors. Their approach also shows a high level understanding of how planned activities inform strategies to support academic participation and progress. There is also valid understanding of how collaborative working as part of a multi-agency approach can meet the needs of the mentee.

The student has shown careful consideration of the potential wellbeing and safeguarding concerns and provided valid reasoning to safeguard the mentee's wellbeing. There is also a good awareness of the importance to follow the setting's regulations and policy.

Case study 2

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

The student makes good use of relevant knowledge and has demonstrated a good understanding of role within the sector, in addition, they have demonstrated an insightful understanding of the different approaches to academic strategy.

The student has made excellent use of their understanding of academic strategies to analyse information and apply appropriate skills, techniques, and methods to the mentee. The evidence shows that the student can make well-founded judgements and takes appropriate action to support the mentee in both academic and, where needed, pastoral provisions.

The student has demonstrated a good level of knowledge of relevant concepts and techniques reflected in the sector and has applied these across a range of scenarios as presented within the brief for the mentee. They have also used their knowledge to review information provided about the mentee to present suitable solutions appropriate to their needs.

The response to the case study demonstrates the student has developed the ability to effectively identify contributing factors to the mentee's situation and makes good analysis of the impact of these factors.

There is a good understanding of how reviewing planned activities informs strategies to support academic participation and progress. In addition, there is a good understanding of collaborative working as part of a multi-agency approach to meet the needs of the mentee.

The student has developed a good understanding of the required adaptations to activities, resources, and the environment to meet the individual needs of the mentee. They have also made good suggestions of ways to work with others to support the learning and development of the mentee.

The student has shown careful consideration of the potential wellbeing and safeguarding concerns and provided valid reasoning to safeguard the mentee's wellbeing. There is also a good awareness of the importance to follow the setting's regulations and policy.

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 these 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

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

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Owner: Head of Assessment Design

Change History Record

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