



T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Supporting and Mentoring Students in Educational Settings

Assignment 3 - Pass

Guide standard exemplification materials

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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 an 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 inability 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

I would use the first session with Robbie to introduce myself and explain my role and how we can work well together to improve his behaviour and keep up with his college work.

I would also find out how happy he is on the level 2 programme and ask why he thinks he was not able to join the level 3 course that he had originally chosen. I will use this approach to make him feel supported from the start of our meeting.

Based on the information I have, I have identified the following areas of priority to help Robbie:

- Robbie will need to build on his self-esteem and self-motivation
- he will need to work out why other students make him angry and want to leave class
- he will need to learn how to manage his anger management and how best to deal with this
- I will need to find out from his teachers where he is up to with any formal warnings that he may have been given to avoid him leaving the course
- I will need to meet with Robbie's parents to see how he is feeling with the recent bereavement
- I will also ask his parents if he is completing work at home and if they are helping him

Academic strategy

I will need to be careful with my communications with Robbie as he is still upset and may not want to turn up to the mentor sessions. We need to make sure we plan these to fit in with him and his needs.

We might also be able to have these sessions at his own home where he feels more comfortable. It might be good to also include his parents in 1 or 2 meetings so I can mediate their meetings.

I will need to meet with Robbie's teachers to plan extra catch-up sessions; some of these could be 1:1 away from other distractions and other students who might be making him upset or angry.

I will support Robbie to find out if he is finding the pace or subjects of his lessons too hard; this may be one of the reasons he wants to leave classes or gets angry with others.

I will also support Robbie to understand his preferred learning styles and make sure his teachers are aware of these.

I will ask Robbie how I can support him to engage with his GCSE resits and will ask him to find out from his teachers how he can ensure he is making good progress.

It would be good to introduce a reward system with Robbie to support Robbie's motivation to stay on the programme of study, for example, allowing some free time at the end of the mentor session.

Pastoral strategy

I will need to be careful with this approach as Robbie is still upset over a recent bereavement.

I could help Robbie by providing resources to help deal with grieving, such as information from specialists and an appointment with the college counsellor.

As his mentor, I will need to make sure Robbie is OK personally and not showing any cause for concern that he may harm himself or others. I would need to report these to his course leader if anything was spoken about. I would also need to tell Robbie I would have to report it.

Robbie might work well with others in a small group to help motivate him, especially if he can see others doing well. We could then set some short-term targets to improve his motivation and stay for the full duration of classes.

Safeguarding

My own records will need to be maintained to ensure Robbie's information is recorded accurately and is in line with GDPR.

As Robbie is under the age of 18, 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 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 She requires sensory breaks to be able to cope better The diagnosis of ADHD makes concentration difficult 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 Lydia will have a teaching assistant to support her with concentration and staying on task Lydia will have other support with developing interpersonal skills and independence Lydia will have support with raising her aspirations and planning for her future</p>

Student evidence

Lydia is quite new to her school as she only started 6 months ago, so she still may feel unsettled. Lydia also has a diagnosis of ADHD which makes concentration difficult and can cause her to feel sensory overload in some environments. I will need to have an awareness of this when working with her.

Lydia also lives in care so I will need to be sensitive to this information with Lydia and others.

The main reason for the mentor sessions is to improve Lydia's grades so I will need as much information and statistics as I can find to ensure I understand the smaller and bigger picture of Lydia's assessment and target qualifications, so I can also share this with her in a simple way she can understand.

I will need to make sure her EHCP is still working and ask Lydia her thoughts on all aspects.

It is good news that Lydia's carers and teachers can offer support and want to help her progress, as altogether we can best support improving Lydia's grades.

It is also important to set some tasks for her to undertake on her own to help her be an independent learner. I will need to think about how these tasks can be appropriate to her learning needs in relation to her ADHD.

Lydia is very creative so this would be a very good place to start with careers information.

Safeguarding considerations

In all mentor sessions, I will need to consider the safety of Lydia. I will simply explain the mentoring contract to her. As she is under 18 and vulnerable, I will always follow the school's safeguarding policy.

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

As a mentor, I can use the expertise from many colleagues.

The following are some key areas to access to help me support Lydia improve her grades:

- assessment data that Lydia can use to identify current grades and targets
- carers to discuss a homework plan
- meet with the SENCO department
- ask Lydia to do some research about careers in the creative industries
- arrange for some assessments in communication skills
- arrange assessments for Lydia's maths skills
- schedule a meeting with teachers, mentor and carers to discuss how the needs of the EHCP are going to be met
- ask teachers to make sure lessons include fun and visual methods for Lydia

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 person and a visual learner, she likes to undertake creative activities in her own time, this would be a good area to try and include more of in her main course. These could be maths and English lessons that include visual references to make her learning not just fun but more engaging.

Some examples are as follows:

- ask teachers to make sure lessons include fun and visual methods for Lydia
- ask Lydia what her interests are outside of school and why she likes these activities
- work with Lydia to find fun and creative ways she can identify her own problems/challenges and ways to meet them
- ask Lydia to look for job roles that might include her interests
- ask Lydia to visit the art and design department of the school to see what courses they have

Examiner commentary

Case study 1

The student has presented evidence that is logical; however, this is mostly demonstrating baseline knowledge in response to the demands of the brief.

The student makes some use of relevant knowledge and understanding of how this informs practices of the role and demonstrates a mostly baseline understanding of academic and pastoral approaches.

The student makes acceptable use of their understanding of academic and pastoral strategies and attempts to demonstrate breadth and depth of knowledge and understanding.

The student has been able to identify key information from the case study to make appropriate recommendations for the mentee.

The student can make basic judgements and is able to make progress towards solving non-routine problems in real life situations.

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

Evidence demonstrates a limited ability to identify contributing factors to the mentee's behaviour and shows a basic understanding of the impact of these factors. Their approach also shows mostly limited understanding of how planned activities inform strategies to support academic participation and progress. There is some valid understanding of how collaborative working as part of a multi-agency approach can meet the needs of the mentee; however, this is also quite limited.

The student has shown some careful yet basic consideration of the potential wellbeing and safeguarding concerns; however, reasoning to safeguard the mentee's wellbeing is sufficient.

Case study 2

The student has presented evidence that is logical; however, this is mostly demonstrating baseline knowledge in response to the demands of the brief.

The student makes some use of relevant knowledge and understanding of how this informs practices of the role and demonstrates a mostly baseline understanding of academic and pastoral approaches.

The student makes acceptable use of their understanding of academic and pastoral strategies and attempts to demonstrate breadth and depth of knowledge and understanding.

The student has been able to identify key information from the case study to make appropriate recommendations for the mentee.

The student can make basic judgements and is able to make progress towards solving non-routine problems in real life situations.

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

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

The student has attempted to show understanding of the required adaptations to activities, resources, and the environment to meet the individual needs of the mentee. They have also made some valid yet basic suggestions of ways to work with others to support the learning and development of the mentee.

The student has shown limited consideration of the potential wellbeing and safeguarding concerns and provided valid reasoning to safeguard the mentee's wellbeing.

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
<p>The evidence is logical but displays baseline knowledge in response to the demands of the brief.</p> <p>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.</p> <p>The student makes acceptable use of facts/theories/approaches/concepts and attempts to demonstrate breadth and depth of knowledge and understanding.</p> <p>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.</p> <p>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.</p> <p>The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally applies these across different contexts.</p> <p>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.</p> <p>EYE only – demonstrates achievement of all EYE criteria.</p>
Distinction
<p>The evidence is precise, logical and provides a detailed and informative response to the demands of the brief.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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