![OCR - Oxford Cambridge and RSA]

Unit Title:	**Support gifted and talented learners**
OCR Unit No:	18
Sector Unit No:	TDA 3.16
Level:	3
Credit value:	4
Guided learning hours:	21
Unit accreditation number:	R/601/7723

Unit purpose and aim

This unit provides the knowledge, understanding and skills to support gifted and talented learners. It requires demonstration of competence in supporting planning and delivery of learning programmes and activities to meet the personalised learning needs of learners. It also involves supporting learners to evaluate their learning strategies and achievements and plan future learning, and signposting learners to other opportunities for developing their particular gifts or talents.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification

1. Understand the needs of gifted and talented learners	1.1 Explain the particular gifts or talents of learners in the setting
	
	1.2 Analyse the additional learning needs of **gifted** and **talented learners** in the setting
	
	1.3 Identify sources of support for gifted and talented pupils:
	
	   a) within the setting
	
	   b) outside of the setting
		Centres must ensure that all assessment criteria are met.
		
		Gifted learners: learners who have exceptional academic abilities
		
		Talented learners: learners who have exceptional abilities in art and design, music, PE or in sports or performing arts such as dance and drama

2. Be able to contribute to planning learning programmes for gifted and talented learners	2.1 Use knowledge of the learners and curriculum to contribute to planning learning programmes to meet the personalised learning needs of gifted	**Others:** people within and outside the setting who can help in identifying gifted and talented learners and acceleration, extension and enrichment activities

		and talented learners	appropriate to their needs and abilities, eg:
	2.2	Work with **others** to identify **acceleration**, **extension** and **enrichment** activities to meet the needs of gifted and talented learners in the setting	• learners and their families • subject specialists in the setting • subject specialists from the next stage of education eg. secondary or FE/HE • local business people • undergraduate and postgraduate students

	2.3	Develop learning activities based on the planned learning objectives to:
		
		  a) add breadth and depth
		
		  b) accelerate the pace of learning
		
		  c) develop higher order learning skills
		
		  d) promote independent learning
		
		  e) support reflection and self-evaluation
		
		  f) maintain learners' motivation and interest
			Acceleration is provided by extending the 'pitch' of learning objectives to those expected of older learners or introducing objectives from later years.
			
			Extension involves working in greater depth, with increasing complexity, subtlety or abstraction.
			
			Enrichment is about applying skills and understanding to a wider range of problems, including unfamiliar contexts, and bringing together different strands of the subject or curriculum area.

	2.4	Select and prepare **learning resources** relevant to:
		
		  a) the learners' needs, interests and abilities
		
		  b) the enriched teaching and learning objectives
			Learning resources:
			
			materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning

3. Be able to support learning activities for	3.1	Demonstrate a range of **strategies for**	**Strategies for ensuring the active participation of**

gifted and talented learners	**ensuring the active participation of gifted and talented learners** in learning activities	**gifted and talented learners** in learning activities, eg:
	3.2 Work in partnership with learners to support the learning process	• providing information, guidance and support
	3.3 Support learners in evaluating the extent to which the learning activities enabled them to meet their learning objectives	• using challenging questions to extend learners' thinking and engagement with the learning process
	3.4 Support learners to evaluate their learning strategies and achievements and plan future learning	• providing opportunities for learners to negotiate learning objectives
	3.5 Provide information to learners about **other opportunities for developing their particular gifts or talents**	• encouraging learners to make decisions about the methods they will use to achieve learning objectives
		• encouraging learners to collaborate in achieving learning objectives
		• encouraging learners to reflect on what they have achieved and what they could do next
		Other opportunities for developing particular gifts or talents eg:
		• extra-curricular activities provided by the setting
		• community-based activities
		• local, regional and national clubs and interest groups

Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Details of relationship between the unit and national occupational standards

STL34 Support gifted and talented pupils

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .