



Oxford Cambridge and RSA

**Unit Title:**

OCR Unit No:

Sector Unit No:

Level:

Credit value:

Guided learning hours:

Unit accreditation number:

**Support learners with cognition and learning needs**

24

TDA 3.21

3

4

21

M/601/8121

**Unit purpose and aim**

This unit provides the understanding, knowledge and skills to support learners with cognition and learning needs. This involves understanding the special educational needs of learners; supporting them during learning activities; and helping them to develop effective learning strategies.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1. Understand the special educational needs of learners with cognition and learning needs	1.1 Explain how cognitive difficulties impact upon the development of language and communication, and vice versa, and how this affects learning  1.2 Explain the significant differences between global learning difficulties which can affect all aspects of learning, and specific learning difficulties or language impairment which can exist as an anomaly in the overall pattern of a learner's abilities  1.3 Explain the range of cognitive skills necessary for effective learning and the effects	Centres must ensure that all assessment criteria are met.  <b>Cognition and learning needs:</b> needs in relation to the skills required by effective learners, including: <ul style="list-style-type: none"> <li>• language, memory and reasoning skills</li> <li>• sequencing and organisational skills</li> <li>• an understanding of number</li> <li>• problem-solving and concept development skills</li> <li>• fine and gross motor skills</li> </ul> <b>Learners with cognition</b>

	<p>of single or multiple disabilities on functions such as perception, memory and information processing</p> <p>1.4 Explain the particular <b>cognition and learning needs</b> of learners in the setting and the implications of these for supporting different types of <b>learning activities</b></p> <p>1.5 Summarise the individual plans of <b>learners with cognition and learning needs</b> with whom they work</p>	<p><b>and learning needs</b> are those who demonstrate features of:</p> <ul style="list-style-type: none"> <li>• moderate, severe or profound learning difficulties</li> <li>• specific learning difficulties, eg. dyslexia, dyspraxia</li> <li>• autistic spectrum disorder</li> </ul> <p><b>Learning activities:</b> the planned learning tasks and activities for individual learners, groups of learners or the whole class</p>
<p>2. Be able to support learners with cognition and learning needs during learning activities</p>	<p>2.1 Explain the importance of active learning for learners with cognition and learning difficulties</p> <p>2.2 Select and modify <b>learning resources</b> to meet the needs of learners with cognition and learning needs</p> <p>2.3 Demonstrate a range of <b>strategies for supporting learners with cognition and learning needs to actively participate in learning activities</b></p> <p>2.4 Demonstrate ways of modifying learning activities to achieve incremental and lateral progression towards the intended learning outcomes for learners who are making extremely slow progress</p>	<p><b>Learning resources:</b> materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning</p> <p><b>Strategies for supporting learners with cognition and learning needs to actively participate in learning activities</b> eg:</p> <ul style="list-style-type: none"> <li>• providing levels of individual attention, reassurance and help with learning tasks as appropriate to the learner's needs</li> <li>• providing support as needed to enable the learner to follow instructions</li> <li>• giving positive</li> </ul>

		encouragement, feedback and praise to reinforce and sustain the learner's interest and efforts in the learning activities
3. Be able to support learners with cognition and learning needs to develop learning strategies	<p>3.1 Demonstrate a range of <b>strategies for supporting learners with cognition and learning needs to develop learning strategies</b></p> <p>3.2 Demonstrate ways of promoting learners' self-esteem, self-confidence and self-help skills</p> <p>3.3 Demonstrate ways of encouraging learners with cognition and learning needs to take responsibility for their own learning</p> <p>3.4 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning</p> <p>3.5 Support learners to review their learning strategies and plan how to improve them</p>	<p><b>Strategies for supporting learners with cognition and learning needs to develop learning strategies eg:</b></p> <ul style="list-style-type: none"> <li>• structuring the learning environment to facilitate the development of organisational and memory skills</li> <li>• sequencing and structuring learning experiences so the learner develops organisational, information-processing and problem-solving skills</li> <li>• using specific visual, auditory and tactile methods to help the learner understand the functional use of objects and gain information about the environment</li> <li>• providing information, advice and opportunities for the learner to choose and make decisions about his/her own learning</li> </ul>

## 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

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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 2.2, 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

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STL40 Support pupils with cognition and learning needs

**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).**

## Functional skills signposting

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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	
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## Additional information

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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](http://www.ocr.org.uk).