

 

2023

Chris Ford

The College Merthyr Tydfil

1/1/2023

More Able and Talented Strategy

 

**Strategy Diagram (To be developed)**

|  |  |  |
| --- | --- | --- |
| **Identify, Track and Monitor** | **Support** | **Challenge** |
| **To identify MAT learners in a timely manner and inform them** | **To support MAT learners through an extensive curriculum offer, pastoral provision and high quality teaching & learning** | **To challenge MAT learners through a bespoke tutorial and enrichment programme including the Seren Hub for eligible learners and Skills Competitions for vocational learners** |
| To establish clear divisional criteria and a MAT dashboard for both A-Level and Vocational learners to assist effective tracking and monitoring | We will work closely with exceptionally able learners to ensure that learning opportunities are tailored to their needs, interests and aspirations taking account of their linguistic background and strengths | Increase opportunities and participation in internal skills competitions and increase the number of learners competing in Wales Skills, UK Skills and World Skills Competitions |
| To increase the percentage of A-Level learners achieving grades A\*/A at A-Level and receiving offers from Oxbridge and Sutton 30/Russell Group universities | We will encourage and support learners with exceptional abilities to achieve their potential, and raise their awareness of the opportunities and challenges they will encounter | We will work to develop a collaborative approach to delivery of a range of enrichment and super-curricular activities providing practical, academic, creative, sporting and leadership experiences |
| To increase the percentage of vocational learners achieving Distinction\*/Distinction grades and securing advanced/higher apprenticeships or receiving undergraduate university offers | To develop a range of teaching and learning strategies that extend and support learners’ development | We will work with partners, including active participation in the Seren Hub, to ensure that relevant and challenging progression pathways are available for high achieving learners in their chosen subject or industry |
| **NACE Challenge Award** | **NACE Challenge Award** | **NACE Challenge Award** |

**Introduction**

At the College Merthyr Tydfil we believe in creating an inclusive learning community that celebrates the uniqueness of all students. The College will promote stimulating and challenging experiences through a broad and balanced curriculum that also offers quality learning activities that focus on the particular needs and talents of the learners. This will be supplemented by a bespoke tutorial and enrichment programme that offers MAT learners the opportunity to engage with a range of talks, workshops and competitions that extends their learning beyond the classroom. We are also committed to identifying and meeting the needs of these learners as early as possible in order to enable them to achieve the best possible outcomes.

**Aims and Objectives**

1. **To identify MAT learners in a timely manner and track and monitor their progress at regular intervals in the academic year**

* To establish clear divisional criteria and a MAT dashboard for both A-Level and Vocational learners to assist effective tracking and monitoring
* To increase the percentage of A-Level learners achieving grades A\*/A at A-Level and receiving offers from Oxbridge and Sutton 30/Russell Group universities
* To increase the percentage of vocational learners achieving Distinction\*/Distinction grades and securing advanced/higher apprenticeships or receiving undergraduate university offers

1. **To support MAT learners through an extensive curriculum offer, pastoral provision and high quality teaching & learning**

* We will work closely with exceptionally able learners to ensure that learning opportunities are tailored to their needs, interests and aspirations taking account of their linguistic background and strengths
* We will encourage and support learners with exceptional abilities to achieve their potential, and raise their awareness of the opportunities and challenges they will encounter
* To develop a range of Teaching and Learning strategies that extend and support learners’ development

1. **To challenge MAT learners through a bespoke tutorial and enrichment programme including the Seren Hub for eligible learners and Skills Competitions for vocational learners**

* Increase opportunities and participation in internal skills competitions and increase the number of learners competing in Wales Skills, UK Skills and World Skills Competitions
* We will work to develop a collaborative approach to delivery of a range of enrichment and super-curricular activities providing practical, academic, creative, sporting and leadership experiences
* We will work with partners, including active participation in the Seren Hub, to ensure that relevant and challenging progression pathways are available for high achieving learners in their chosen subject or industry

1. **To achieve the NACE Challenge Award in recognition of our commitment to MAT learners**

**These Aims and Objectives should allow us to answer the following questions;**

* Who are the more able learners in your college and how well are they achieving?
* Are they sufficiently challenged? How do you know?
* How consistent is the quality of challenge across your college?
* Do all teachers know what challenge looks like and how to plan for it?
* Do learners know what challenge feels like and how to respond to it?
* How can you improve the level of challenge and work together to raise the bar so all learners have high ambitions and achieve excellence?
* How can you create a college culture where it is “cool to be clever”?

**Identify, Track and Monitor**

**How do we define a MAT Learner?**

*‘Learners who demonstrate, or have the potential to demonstrate, exceptional ability and/or talent, in one or more aspects of their learning.’*

MAT learners will be motivated by achievement in the same way as any learner but their successes should be recognised and celebrated, not taken for granted or hidden for fear of upsetting others. We should also consider how to enable learners to take risks, make mistakes and learn from their failures in a safe environment.

* More able learners demonstrate a high academic ability in one or more academic discipline and would often require differentiated tasks and opportunities to learn through challenges
* Most Able top 2% of learners
* Learners may be more able and/or talented in diverse fields (academic, creative, sporting, entrepreneurial, social, leadership)

**How do we identify a MAT learner?**

More Able learners can initially be identified based on school referral and engagement in college outreach events such as Year 9 MAT workshops. Predominantly, these learners will be identified by their GCSE results. Those who achieve 7A\*-A grades are considered to be More Able whether they are on A-Level programmes or Vocational programmes. More Able A-Level learners will be assigned a bespoke tutorial group and will generally be studying four A-Level subjects. There should be an opportunity for More Able learners to be identified at a later stage and not solely based on their GCSE profiles.

More Talented learners may not be as easy to identify and we need to find ways of assessing learners’ potential. Divisional teams should develop their own criteria to consistently identify high potential learners in their areas. This can be done on a termly basis with the list of MAT learners in vocational areas gradually increasing. Internal skills competitions and an approved list of divisional MAT criteria will support this process.

We are committed to identifying learners in response to this policy’s definition on more able and talented, which will enable us to accurately identify the diverse range of abilities. This will be achieved by using a variety of strategies as part of the identification process. It is not intended to define a learner as more able and talented based on the results of a single strategy, but rather, from a combination of any of the following:

* Secondary School Referral
* GCSE Average Point Score
* ALPS predictive data
* Staff referral based on subject specific criteria i.e Grade 8 music qualification, representing county in sport etc

**What does a MAT learner look like?**

Every learner is different. However, there are some common attributes of MAT learners which are listed below, and which may be helpful in considering whether a learner has the potential to perform at an outstanding level in any discipline (or in many). Learners and their parents should be informed if they have been identified as MAT.

MAT learners may…

* Be very fluent and articulate
* Prefer verbal or practical work to writing
* Read quickly and retain information well
* Show curiosity, ask searching questions and undertake independent research
* Be unconventional and resist pressure to conform
* Prefer new ideas and challenges to practising skills they have already mastered
* Become bored and impatient, especially when dealing with repetitive tasks or with topics which don’t inspire their passion
* Be good at problem solving, seeing the connections between ideas, and grasping underlying principles with minimal explanation
* Be quick to see similarities and differences, and to identify general principles from specific examples
* Jump stages in learning, and may become frustrated at having to go back to fill in the gaps in a more linear fashion
* Not have English or Welsh as their first language for example, ESOL (English for Speakers of Other Languages) learners, which could frustrate their attempts to communicate and be understood
* Become deeply absorbed in subjects which interest them, but may also take on too much or find it difficult to ‘let go’ of a piece of work and move on
* Have a strong sense of justice and be sensitive to other peoples’ feelings and motivations
* Set very high standards for themselves and others, and become frustrated at falling short
* Show an unusual degree of interest in more ‘adult’ topics such as current affairs, and be strongly critical of institutions and the status quo
* Have an original and sophisticated sense of humour, to the point of getting carried away with a joke
* Appreciate wordplay, satire and irony, ‘read between the lines’ and be quick to appreciate hidden meanings
* Want to debate underlying reasons and influences, rather than accepting rules or authority at face value

**Vocational Giftedness**

Annie Haight is one of very few academics to have studied the attributes of ‘vocational giftedness’ to any extent. Her review of studies of talented vocational learners and entrepreneurs showed that they tend to be characterised by:

* high levels of motivation and persistence
* marked preferences for applied, practical and collaborative types of learning
* a notable degree of ‘creative-productive’ talent, sometimes at the expense of ‘schoolhouse giftedness’ [traditional academic ability]

**How do we track and monitor MAT learners?**

* A MAT Dashboard to be established for A-Level and Vocational learners
* The More able and Talented dashboard should be monitored and reviewed regularly by the co-ordinators
* The co-ordinator should liaise regularly with the Director with responsibility for More Able and Talented learners
* MAT learners monitored in Quality Boards and Quality Weeks
* Tutors should monitor and track the performance of learners against their targets, providing support as and when required to ensure that the students fulfil their true potential
* Learners should be made aware of predictive data (where relevant) so that they can be instrumental in setting their own learning targets via ON TRACK (ILP)
* Regular tutor reviews of MAT learners to identify under-achievement
* Regular feedback from MAT learners on their experience
* Regular contact with the parents of MAT learners where appropriate
* A database of MAT alumni to be established to support current MAT learners with application processes to Oxbridge and Sutton trust universities

**Outcome Indicators**

* What is the percentage of A-Level learners identified and recorded as MAT?
* What is the percentage of Vocational learners identified and recorded as MAT?
* Attainment of outstanding grades (A\*, A, Distinction\* and equivalent)
* Value added scores
* Achievements in skills competitions
* Achievements in other competitions (sports, arts, debating, enterprise)
* Percentage of learners progressing to ‘Sutton Trust 30’ universities
* Percentage of learners progressing to Higher Apprenticeships or to selective industry recruitment schemes
* Learner feedback on enrichment activities
* MAT learner satisfaction levels

**Support**

**Teaching and Learning Strategies**

* MAT learners have opportunities to work together on specific tasks or projects, and to provide peer support and peer assessment for one another
* Teachers use formative assessment, informed by active observation of their learners, to vary learning activities and to plan progression for all learners, including the exceptionally able
* Individual learning plans are used to set challenging targets for learners and as the basis for regular progress reviews, with extensive input from the learner and opportunities for self-assessment
* Learning is differentiated to ensure that all learners are challenged and encouraged taking into consideration the language of communication
* Detailed feedback enables learners to improve their work (even if they are already performing at a very high level), and gives them specific guidance on how to achieve their target grades or other outcomes
* MAT individuals need to be enabled and encouraged to work independently and to direct their own learning, but with appropriate ‘scaffolding’ to ensure that they make progress and do not become isolated or disengaged.
* High order questioning that promotes the skills of Critical Thinking, Analysis, Synthesis and Evaluation.
* Extension activities that deepen thinking by exploring problem-solving and decision-making skills.
* Encouraging identified learners to share their expertise and skills supporting others within and outside the classroom environment as peer mentors/support.
* It is important to note that what works for MAT learners works for all learners.

**The Best FE MAT Practitioners …**

* Have high expectations of their learners.
* Contextualise learning to ‘real world’ situations and are able to show that they can still ‘do’ as well as teach.
* Are confident enough to take risks, make mistakes, and recognise that in some cases they may not know as much as the learner.
* Are open to challenge and debate, making constructive use of MAT learners’ curiosity and their tendency to question the status quo.
* Create a positive ethos in which achievement is accepted and acknowledged.
* Are willing to listen as well as talk.
* Strike the right balance between developing MAT individuals as autonomous learners, and giving them support and challenge when needed.
* Recognise the topics that inspire learners’ passions, and give them opportunities to explore these areas in depth through extension activities and independent study, including digital learning.
* Are committed to continually developing and extending their own knowledge
* Utilise their networks, including MAT specialists, support staff, student services, mentors and parents/carers, to ensure a fully rounded learning experience.
* Engage with staff development to enhance their skills and awareness.

**Fostering Exceptional Ability in Vocational Subjects**

* Develop inclusive criteria for identifying ability and talent across vocational and academic subjects, and ensure that staff are trained in their use.
* Professional conversations with employers and workplace practitioners about subject-specific standards of excellence.
* Contextualising learning to ‘real world’ situations, jobs and industries.
* Providing opportunities for learners to emulate excellence, through the use of real equipment and access to working practitioners.
* Developing habits of mind such as motivation, persistence and patience.
* Participating in competitions, and involvement with professional bodies, to energise learners to raise their game.
* ‘Keeping the door open’ between vocational and academic domains when demanding conceptual content is required (such as mathematics in engineering).
* Systematically record MAT learners and track their progress
* Use extension (deepening) activities to develop higher level skills
* Continue to expose learners to different models of success, prepare them for the world of work and support them in developing resilience
* Invest time in listening to learners and supporting them to make decisions about their future
* Utilise links with HE institutions and employers to plan individualised progression routes

**Challenge**

**Enrichment Opportunities**

* SEREN learners (6 A\*) to be supported by the Seren Network with a range of resources and experiences
* Annual Participation in the Brilliant Club and Scholars’ Programme
* Bespoke Tutorial programme
* 1:1 Support and guidance for Oxbridge, Medical and Veterinarian applicants
* Interview preparation including mock interviews
* Expert External Speakers
* Involvement in Wales Skills and UK Skills competitions
* Subject specific extension classes
* Information on placements and summer schools such as Nuffield Placements and the Cambridge Shadowing Scheme
* Visits to leading Universities including Oxford and Cambridge
* Higher Education conferences organised by Oxford and Cambridge university
* Participation in academic competitions eg. university essay competitions
* Attendance at public events eg. Cardiff Law School Lectures
* Supporting younger MAT learners through Year 9 MAT events
* Developing transition materials for Year 11 MAT learners
* Academic workshops including a Debating Society and Book Club
* Leadership workshops
* Sporting workshops
* Creative workshops
* Technological workshops
* Entrepreneurial workshops

**Roles and Responsibilities**

The College recognises that successful provision for more able and talented learners is dependent on partnership. We realise that all parties involved in this process have rights and responsibilities that need to be acknowledged and respected. These will include:

**Learners:**

* More Able and Talented learners will be asked to set their own rigorous learning targets using ON TRACK (ILP) and will be provided with differentiated work to meet these targets.
* Learners will be asked to engage with a range of opportunities available to them.

**Parents/Carers:**

* We want our parents/carers to be aware that we are committed to meeting the needs of all our learners
* Where appropriate, parents/carers of learners who are More Able and Talented will be made aware of this
* Parents/carers will be kept informed of their son/daughter’s progress

**More able and talented co-ordinators:**

* Establish a database/dashboard of More Able and Talented learners
* Liaise with tutors, course/personal tutors and Heads of Division
* Organise a programme of super-curricular activities on a cross college basis
* Support the College’s participation in the Seren Hub partnership and Brilliant Club
* Lead staff discussion and raise awareness through effective CPD provision

**Heads of Division:**

* The Head of Division will liaise with the More able and Talented Co-ordinator over the early identification of More Able and Talented learners in their division
* Each division will nominate a tutor with responsibility for More Able and Talented learners

**Tutors:**

* Tutors should discuss the planning for these groups of learners with the Co-ordinator so as to ensure that they meets their needs
* Tutors should use a variety of teaching strategies to meet the needs of More Able and Talented learners
* Tutors should engage with staff development opportunities to enhance the experience and progress of MAT learners

**Board of Directors:**

* The Board of Directors will be responsible for ensuring that this strategy is fully implemented
* A Director has been given specific responsibility for learners who are More Able and Talented

**Partnership and Communication**

* All More Able and Talented learners will be entered on the College’s More Able and Talented database/dashboard
* The College will work closely with its ‘feeder schools’ to ensure the early identification of more able and talented learners so as to support their smooth transition from school to college
* The College prospectus and website will contain a section on the provision for More Able and Talented learners

**Organisation**

* Tutors and learners will share expectations for lessons
* Staff will make flexible and efficient use of resources within and across divisions
* Tutors will deploy appropriate teaching styles with learners and evaluate their outcomes
* Tutors will use their assessments to inform future planning
* There is a nominated tutor in each division with responsibility for More Able and Talented learners

**More Able and Talented Action Plan 2022/23**

| Related NACE Challenge Framework elements/criteria | Intended impact  of actions | Actions | Target (e.g. group etc) | Start date | End date | Monitoring  and review date | By whom | Achieved |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Element 1: Leadership** **and governance** | A more collaborative and coherent strategy that has the support of key stakeholders | Feedback to be obtained from learners and parents on MAT strategy | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Learning** | Focus group to be held with learners during QW2. |
|  | Cross-college strategy to reflect key actions and achievements within divisions | Divisions to complete a mini audit of MAT provision in their areas | Academic and Vocational | November 22 | February 23 | March 23 | **Heads of Division** |  |
|  | Assist effective tracking and monitoring and identify interventions | Student Records to develop a MAT dashboard for A-Level and vocational learners which is shared explicitly with staff | Academic and Vocational | November 22 | February 23 | March 23 | **Head of Student Records** | Dashboard is complete but some logistics to be resolved before sharing. |
| Element 2: Identification and transition | All staff are aware of what constitutes a vocational MAT learner within their divisions | To establish clear divisional criteria for vocational MAT learners to be identified and include within strategy | Vocational | November 22 | January 23 | March 23 | **MAT Co-ordinator (Vocational)** | Complete |
|  | Celebrate and acknowledge the success of learners | Learners and parents are contacted on conformation of being identified as MAT | Academic and Vocational | November 22 | January 23 | March 23 | **Director of Learning** | Complete |
|  | Raise aspirations and support current MAT learners with application processes to Oxbridge and Sutton trust universities | Develop database of MAT alumni | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Planning** | A list is in operation and divisions have invited some former learners in to speak to current learners. |
|  | To inform teaching staff about preferred strategies and any barriers to learning | Develop one page profiles as part of tutorial and share with staff | Academic | November 22 | February 23 | March 23 | **MAT Personal Tutor** |  |
| **Element 3: Curriculum, teaching and support** | To increase the percentage of learners achieving grades A\*/A at A-Level and Distinction\*/Distinction in Vocational programmes |  |  |  |  |  |  |  |
| 3a. Teaching, learning and assessment, enrichment resources and wider learning opportunities provide challenge for all, particularly more able learners. | Improve consistency of challenge within teaching sessions | Closely monitor levels of challenge in teaching sessions during learning walks and PMAR observations | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Learning and T&L Team** | 26 observations conducted as part of Learning Walk in QW 1. 21 planned for QW 2. |
|  | Improve consistency of challenge within planning | Ensure evidence of extension, stretch and challenge in schemes of learning | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Learning and T&L Team** | To be explored in QW 2. |
|  | Build MAT provision more explicitly into quality processes | MAT Work Scrutiny to check level of challenge, feedback and extension activities | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Learning and T&L Team** | To be explored in QW 2. |
|  | Improve consistency and quality of accessible resources | Review quality of learning resources, particularly online resources | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Learning and T&L Team** | To be explored in QW 2. |
| 3b. The curriculum offers breadth, depth and flexibility alongside organisational strategies and systems to meet the needs of more and exceptionally able learners. | Provide bespoke extra-curricular opportunities for Vocational MAT learners | Increase opportunities and participation in internal skills competitions as preparation for Wales Skills Competitions | Vocational | November 22 | February 23 | March 23 | **MAT Co-ordinator (Vocational)** | Complete. 62 learners registered to compete in 21 Wales Skills Competitions. |
|  | Provide bespoke extra-curricular opportunities for Academic MAT learners | Annual Participation in the Brilliant Club and Scholars’ Programme | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Learning** | Complete. 12 learners submitted their final assignments and are currently awaiting feedback. |
|  | Provide bespoke extra-curricular opportunities for all MAT learners | Introduce peer to peer coaching programme | Academic and Vocational | November 22 | January 23 | March 23 | **Director of Learning** | Complete. Facilitated by Dr Lesley Taylor. 28 learners attended and have set short-term targets for themselves. |
| 3c. Provision includes social and emotional support for more able learners and includes access to appropriate information, advice and guidance. | Provide excellent pastoral care | Bespoke tutorial groups for Academic MAT learners and excellent pastoral care for Vocational MAT learners | Academic and Vocational | September 22 | November 22 | December 22 | **Director of Learning** | Complete. One Seren tutorial group (Most Able) and one MAT group (More Able) at AS. One MAT group (More Able) and one Extended Project group (those who have dropped from 4 to 3 A-Levels) at A2. |
|  | To increase the number of learners applying to and receiving offers from Oxbridge and Sutton 30/Russell Group universities | Mock university interviews to be conducted by senior management or external guests to provide higher level of challenge for learners entering HE | Academic | November 22 | February 23 | March 22 | **MAT Co-ordinator (Academic)** | Complete. Twelve learners received one to one support for early entry interviews including Oxbridge and medicine. |
| **Element 4: Professional development** | Ensure all staff are aware of the MAT strategy and its purpose | More Able to be addressed more explicitly in staff induction | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Learning** |  |
|  | Increase knowledge and understanding of successful strategies and approaches | Tutors who teach a high volume of MAT learners to engage with specific action research via the PLDP process | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Learning** | Professional Learning sessions provided on Challenge to support staff and encourage them to research in more depth. |
| **Element 5: Communication and partnership** |  |  |  |  |  |  |  |  |
| 5a. The school listens to and takes account of the views of more able learners within a wider context of active learner involvement in the school. | To reassure MAT learners that their views are listened to and acted upon | MAT forums as part of QW 1 and 2 with a ‘You said, we did’ follow up | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Learning** | Complete. MAT forum took place in November as part of QW 1. Learners requested additional support with revision strategies and Positively You were engaged to deliver a two hour workshop for vocational and academic learners. |
|  | Increased confidence and sense of value | Develop new methods of celebration to encourage students not to hide their talents but be proud of them | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Learning and MAT Co-ordinators** | Ongoing. Learner achievement is promoted very well via social media. Case studies are compiled and shared on the college website and display screens. Prize giving events are increasing and there is work being done to collate excellent examples of learner work. |
| 5b. The school listens to and takes account of the views of parents and carers of more able learners, keeping them informed and encouraging them to take responsibility for supporting their child’s learning outside school. | Increased understanding and support for learners | Share More Able strategy with parents via website and invite feedback | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Learning** | Complete. Strategy overview is available on the college website and parents have been referred to it in identification letters. |
|  | Increased support for learners outside of college environment | Develop explicit guidance for parents on how to support MAT learners and attach to identification letter | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Learning** | Guidance being developed but not yet shared with parents. |
| 5c. The school works with partners and stakeholders, including other education providers, business and community partners, to enhance provision for more able learners. | Sharing good practice | Establish MAT as a regular agenda item in T&L network meetings | Academic and Vocational | November 22 | February 23 | March 23 | **Director of Learning** | This has been requested and will hopefully form part of the agenda for one of the meetings this academic year. |
| **Element 6: Monitoring and evaluation** | Increased understanding and accountability | Governors to provide explicit feedback on MAT strategy | Academic and Vocational | November 22 | February 23 | March 23 | Director of Learning | Director has contacted members of the board and feedback requested. |

**Appendix: Vocational MAT Criteria 2022/23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner name Date** | | | |
| **Generic and specific personal attributes of MAT learners** | | | |
|  | **A vocational MAT learner may………** | √ | **Notes (justification) if required** |
| **Generic abilities and capabilities identified early on or at interview.** | Demonstrate a passion for the subject during interview/discussions/tutorials |  |  |
| Have read about the vocation/subject/watched programmes/videos and gone above the curriculum related to their passion |  |  |
| Have participated in activities that gave them an insight/deep understanding into their chosen vocation |  |  |
| Have participated in activities that would require leadership roles |  |  |
| Have defined aspirations for the future |  |  |
| **Personal and specific attributes that are demonstrated by the learner** | Be exceptional at problem solving, seeing apparent connections between ideas with minimal explanations |  |  |
| Relate theory to practice (observational) |  |  |
| Show curiosity and asks critically, searching questions that analyse a topic (high order thinking skills) |  |  |
| Prefer new ideas and challenges to practising ones they have already mastered |  |  |
| When questioned provide unique responses, unlike those of other learners |  |  |
| Become bored and sometimes impatient and frustrated with the pace of learning opportunities | . |  |
| Jump stages in learning and/or reasoning |  |  |
| Show a strong work ethic and/or proactivity |  |  |
| Set very high standards for themselves and others, and becoming frustrated at falling short |  |  |
| Strive for continuous improvement |  |  |
| **Sector Specific – Hair and Beauty (Amend as Required)** | | | |
|  |  | √ | **Notes (justification) if required** |
|  | Demonstrates excellent knowledge of sector requirements |  |  |
|  | Demonstrates exceptional customer service and exceeded customer expectations by ‘going the extra mile’. |  |  |
|  | Demonstrates excellent practical skills in production of work to a very high standard sometime above and beyond what is expected. |  |  |
|  | Demonstrates excellence in teamwork, taking steps to ensure all members of the team are valued and supported. |  |  |
|  | Demonstrates high level of ability in production of excellent assignments in a short period of time. |  |  |
|  | Requests additional work |  |  |
|  | Outstanding placement reports. |  |  |
|  | Demonstrates commitment and enthusiasm towards every aspect of their study and work. |  |  |
|  | Demonstrates innovation and creativity whilst delivering an outstanding service/treatment. |  |  |
|  | Seeks extra curriculum activities related to course, e.g. competitions |  |  |
|  | Creativity and/or excellence exhibited related to art, music, sport, etc. |  |  |
|  | Demonstrated entrepreneurial and enterprise skills. |  |  |
|  | High standard of work evident in internal competitions. |  |  |