

NCFE

CACHE

Qualification Specification

**NCFE CACHE Level 3 Award in Supporting
Children and Young People's Speech, Language
and Communication
QN: 600/4257/6**

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Summary of changes

This document summarises the changes to this qualification specification since Issue 5 December 2017.

Version	Publication Date	Summary of amendments
v6.0	December 2017	<p>Changes have to been made to units L/601/2861 (CYPOP 15), Y/601/2877 (CYPOP 21) and M/601/2884 (CYPOP 22). References to “children” have been replaced with “children and young people”.</p> <p>In addition, following a review by CACHE and The Communication Trust, any reference to Behavioural, Social and Emotional Difficulties (BESD) has been updated to align with the updated SEND category: Social, Emotional and Mental Health Needs (SEMH). As BESD and SEMH are not interchangeable terms the wording has been carefully considered and adjusted to reflect this.</p>
v7.0	August 2018	<p>Updates websites section Added Equal opportunities and Diversity, access and inclusion sections.</p>
v7.1	April 2019	Safeguarding guidance added.
v7.2	February 2020	Resources section added.
v8.0	October 2021	<p>Two units have been removed and replaced (changes are minor amends to do with terminology only):</p> <p>Unit Y/601/2877 (CYPOP 21): Work with parents, families and carers to support their children’s speech, language and communication development has been replaced with D/617/9970: Work with parents, families and carers to support their children and young people’s speech, language and communication development.</p> <p>M/601/2884 (CYPOP 22): Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties has been replaced with K/617/9969: Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs.</p>
v8.1	November 2021	<p>Unit K/617/9969: Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs has been updated to indicate that it is a knowledge only unit (no content has changed).</p>

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be ‘banked’. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

Our public website address is: www.ncfe.org.uk. The website contains information about all our qualifications, which contains:

- Key Facts
- Qualification Specifications
- other support materials.

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.ncfe.org.uk.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 3 Award in Supporting Children and Young People's Speech, Language and Communication		
Qualification number	600/4257/6		
Aim/Objective	<p>This qualification is designed for those who work with children and young people. It provides a professional development opportunity and aims to develop the appropriate knowledge and skills to enable learners to:</p> <ul style="list-style-type: none"> • understand the importance of speech, language and communication • identify the signs of those children who are experiencing difficulties • promote speech, language and communication development • explore ways to support children and young people who have speech, language and communication needs (SLCN). <p>This award provides opportunities for specialist learning for practitioners working in a wide range of occupational settings including:</p> <ul style="list-style-type: none"> • children and young people's • early years • health and social care • playwork • youth work • educational. <p>Continuing Professional Development Continuing professional development in speech language and communication can lead to an increase in confidence. It can also improve practice and achieve better outcomes for children and young people.</p>		
Purpose Ofqual code and description (where applicable)	E. Updating and continuing professional development (CPD) E3. Develop knowledge and/or skills relevant to a particular specialisation within an occupation or set of occupations		
Total qualification time (hours)	90		
Guided learning hours	68		
Credit value	9	Minimum credits at/above Level	9
Minimum age of learner	16		
Age ranges covered by the qualification	0–19		
Real work environment (RWE) requirement/recommendation	Learners will need to be working, volunteering or on practical placement to be able to show competence in both knowledge and skills.		

Rules of Combination	Learners must achieve a minimum of 9 credits. 6 credits must come from the mandatory units in Group A and a minimum of 3 credits must come from the optional units in Group B.
Progression	Learners may progress to a number of our qualifications, including: the Level 3 Award, Certificate and Diploma in Child Care and Education (Early Years Educator), Level 3 Diploma for the Children and Young People’s Workforce and the Level 3 Diploma in Health and Social Care.
Recommended assessment methods	<p>All units are internally assessed.</p> <p>Assessment enables the learner’s workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:</p> <ul style="list-style-type: none"> • inference of knowledge from direct observation of practice • witness evidence when directed by the sector skills assessment strategy • professional discussion • reflection on own practice in real work situations • written assignments • learner’s own plans and written records • task set by us for knowledge learning outcomes only * <p>The qualification will be graded Achieved or Not Yet Achieved and all the assessment criteria of the chosen units must be achieved in order to obtain Achieved overall.</p> <p>* NB: assessment tasks are provided for Tutors’ convenience. They are not mandatory.</p>
Additional assessment requirements	All units must be assessed in line with the Skills for Care and Development Assessment Strategy.
Grading system	Achieved/Not Yet Achieved
How long will it take to complete?	Learners can usually complete the Award in 6 months.
Entry requirements/ recommendations	Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 600/4257/6.

Qualification support

This qualification is supported by Skills for Care.

Introduction to this qualification

Speech, language and communication skills are essential for the development of a child’s learning and their social and emotional wellbeing. They also play a vital role in developing skills for life and work. It is important that the entire children’s workforce understand what typical speech, language and communication development looks like for the age group that they are working with.

This qualification is for those who work with children and young people. It provides a professional development opportunity and aims to develop the appropriate knowledge and skills to enable learners to:

- understand the importance of speech, language and communication
- identify the signs of those children who are experiencing difficulties
- promote speech, language and communication development
- explore ways to support children and young people who have speech, language and communication needs (SLCN).

We are pleased to say that this qualification has gained the support of **The Communication Trust** who highlight the importance of speech, language and communication across the children and young people’s workforce and to enable practitioners to access the best training and expertise to support the communication needs of all children, and also **ICAN** who are the children’s communication charity that supports children with speech, language and communication difficulties.

Resources are available to support this qualification in the following locations:

Resource	www
Learner materials	www.thecommunicationtrust.org.uk
Tutor materials	www.thecommunicationtrust.org.uk
Research materials	www.ican.org.uk
Competency Framework	Speech, Language and Communication Framework

Rules of combination

Learners must achieve a minimum of 9 credits. 6 credits must come from the mandatory units in Group A and a minimum of 3 credits must come from the optional units in Group B.

Progression

This award provides opportunities for specialist learning for practitioners working in a wide range of occupational settings including:

- children and young people's
- early years
- health and social care
- playwork
- youth work
- educational.

Learners may progress to a number of our qualifications, including: the Level 3 Award, Certificate and Diploma in Child Care and Education (Early Years Educator), Level 3 Diploma for the Children and Young People's Workforce and the Level 3 Diploma in Health and Social Care.

This qualification also affords opportunity for further development.

Continuing Professional Development

Continuing professional development in speech language and communication can lead to an increase in confidence. It can also improve practice and achieve better outcomes for children and young people.

Assessment of skills

Skills based assessment criteria are identifiable throughout the units as the learning outcomes begin with 'Be able to ...' Evidence for these skills can be collated from the learner's day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.


Section 3: Units

This section includes assessment tasks for Tutors' convenience. They are not mandatory.

Unit achievement log**Mandatory units**

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
A/601/2872	CYPOP 20	Support speech, language and communication development	Knowledge / Skills	3	3	20	
L/601/2889	CYPOP 24	Support children and young people's speech, language and communication skills	Knowledge / Skills	3	3	25	

Optional units

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
J/601/2888	CYPOP 23	Support the speech, language and communication development of children who are learning more than one language	Knowledge / Skills	3	3	26	
L/601/2861	CYPOP 15	Support positive practice with children and young people with speech, language and communication needs	Knowledge / Skills	3	4	28	
 K/617/9969	N/A	Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs	Knowledge	3	3	25	
D/617/9970	N/A	Work with parents, families and carers to support their children and young people's speech, language and communication development	Knowledge / Skills	3	3	23	

Unit layout

For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Organisation unit reference number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task (set by us)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

**Explanation of terms used at Level 3:
(not all verbs are used in this qualification)**

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.

Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

CYPOP 20: Support speech, language and communication development

Unit reference	A/601/2872	Level	3
Credit value	3	Unit guided learning hours	20
Unit aim	The unit aims to provide a basis for understanding the typical development of speech, language and communication in children and young people and the importance for a child or young person's overall development.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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Skills based assessment criteria are identifiable throughout the units as the learning outcomes begin with 'Be able to ...' Evidence for these skills can be collated from the learner's day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.

1. Understand the importance of speech, language and communication for children and young people's overall development.	1.1. Explain each of the terms: <ul style="list-style-type: none"> • speech • language • communication • speech, language and communication needs. 		
	1.2. Explain how speech, language and communication skills support the following areas in children and young people's development: <ul style="list-style-type: none"> • learning • emotional • behaviour • social. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Describe the potential impact of speech, language and communication needs on the overall development of a child or young person both currently and long term.		
	1.4. Explain the factors that increase the risk of children and young people having speech language and communication needs.		
2. Understand typical speech, language and communication development in children and young people.	2.1. Summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language: <ul style="list-style-type: none"> • 0-5 years old • 5-11 • 11-16 • 16-25. 		
	2.2. Explain how children and young people develop their speech, language and communication and identify how this applies to children who are learning more than one language.		
	2.3. Explain how speech, language and communication work together to enable effective interaction.		
	2.4. Explain the different ways in which a child or young person may not follow typical speech language and development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to identify typical speech, language and communication development of children and young people.	3.1. Observe and report examples of a child or young person using their communication skills in different contexts.		
	3.2. Plan and carry out an observation of a child or young person using their communication skills in different contexts.		
	3.3. Report on planned observations highlighting normal variations in the typical speech, language and communication development of children and young people.		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: CYPOP 20
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	There are links to some of the competencies from CCLD NOS Unit 301 and 303 SLC Framework.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	Assessment of learning outcome 3 should relate to real work activities. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance – provided by the sector	Factors may include: <ul style="list-style-type: none"> • limited or poor quality support for speech, language and communication development • hearing difficulties • social disadvantage • physical difficulties such as cerebral palsy • other syndromes, conditions or areas of need such as autism, attention deficit disorder • trauma/abuse • family history of SLCN • learning difficulties.
Unit assessment guidance provided by us	Skills based assessment criteria are identifiable throughout the units as the learning outcomes begin with 'Be able to ...' Evidence for these skills can be collated from the learner's day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.

Assessment task – CYPOP 20 Support speech, language and communication development

When working with supporting the development of children and young people with speech, language and communication needs, it is important to understand the issues involved. Produce a resource folder in two sections:

Section 1 - The importance of speech language and communication for the individual's overall development

Section 2 - Typical speech language and communication development

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

Section 1 - The importance of speech language and communication for the individual's overall development

The evidence in your resources must show that you can:

- explain each of the terms:
 - speech
 - language
 - communication
 - speech language and communication needs
- explain how speech, language and communication skills support the following areas in children and young people's development:
 - learning
 - emotional
 - behaviour
 - social
- describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both currently and long term
- explain the factors that increase the risk of children and young people having speech language and communication needs.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

Section 2 - Typical speech language and communication development

The evidence in your resources must show that you can:

- summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language:
 - 0-5 years old
 - 5-11
 - 11-16
 - 16-25
- explain how children and young people develop their speech, language and communication and identify how this applies to children who are learning more than one language
- explain how speech, language and communication work together to enable effective interaction
- explain the different ways in which a child or young person may not follow typical speech language and development.

CYPOP 24: Support children and young people's speech, language and communication skills

Unit reference	L/601/2889	Level	3
Credit value	3	Unit guided learning hours	25
Unit aim	This unit explores the ways in which those working with children and young people can support the development of speech, language and communication skills. The unit also looks at how to recognise, and access specialist support, for those children and young people who may have speech, language and communication needs.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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Skills based assessment criteria are identifiable throughout the units as the learning outcomes begin with 'Be able to ...' Evidence for these skills can be collated from the learner's day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.

1. Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people.	1.1. Explain the ways in which adults can effectively support and extend the speech, language and communication development for each of the following age groups: <ul style="list-style-type: none"> • 0-5 • 5-11 • 11-16 • 16-25. 		
	1.2. Evaluate relevant positive effects of adult support for children, young people and their families.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to provide support for the speech, language and communication development of children and young people.	2.1. Demonstrate methods of providing support taking into account the: <ul style="list-style-type: none"> • specific needs • abilities • home language • interests of children and young people in their setting. 		
	2.2. Initiate and implement planning for speech, language and communication support to children and young people in work setting.		
	2.3. Gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting.		
3. Understand how environments support speech, language and communication.	3.1. Explain the importance of the environment in supporting speech, language and communication development.		
	3.2. Review relevant evidence about the key factors that provide a supportive speech, language and communication environment.		
	3.3. Apply research evidence to planning an environment that supports speech, language and communication.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs.	4.1. Identify the range of speech, language and communication needs that children and young people may have.		
	4.2. Identify the indicators which may suggest that a child or young person has speech, language and communication needs.		
	4.3. Explain the processes and procedures to follow in order to raise any concerns and access additional, specialist support.		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: CYPOP 24
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	<p>There are links to some of the competencies from CCLD NOS L3 301</p> <p>SLC Framework</p>
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	<p>Learning outcomes 2 and 4 should be assessed in relation to real work activities.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit assessment guidance – provided by the sector	<p>Ways in which adults can support may include:</p> <ul style="list-style-type: none"> • the words and levels of language and questions adults use with children and young people • conversations / interactions with children and young people • information and activities used • work with parents / carers. <p>Positive effects may include improved:</p> <ul style="list-style-type: none"> • speech, language and communication skills • social interaction • behaviour • emotional development / self-confidence. <p>Methods may include:</p> <ul style="list-style-type: none"> • adapting own language • scaffolding the child's language • giving CYP the time and opportunity to communicate • facilitating communication between CYP with each other • learning through play • working with parents, carers and families. <p>Planning may include:</p> <ul style="list-style-type: none"> • the physical environment • staff roles and responsibilities • training needs and opportunities • views of the children and young people • involvement of parents and families. <p>Range may include:</p> <ul style="list-style-type: none"> • whether speech, language and communication are

	<p>the primary need or part of another disability or need</p> <ul style="list-style-type: none"> • whether SLCN are short term or persistent • the level of need a child or young person may have • whether a child or young person has needs in one, more or all areas of speech, language and communication • whether the needs relate to delayed or disordered speech, language and communication development. <p>Indicators may include:</p> <ul style="list-style-type: none"> • limited speech, language and communication skills • poor behaviour • poor literacy skills • limited social / play / interaction skills • isolation from peer group • low confidence / self-esteem. <p>Processes and procedures may include:</p> <ul style="list-style-type: none"> • raising initial concern within the setting • discussion with parents /carers / young person • period of observation / monitoring / support • consent for referral • onward referral to specialists, e.g. Speech and Language Therapist • procedures for collaborative working with specialists.
<p>Unit assessment guidance - provided by us</p>	<p>Skills based assessment criteria are identifiable throughout the units as the learning outcomes begin with ‘Be able to ...’ Evidence for these skills can be collated from the learner’s day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.</p> <p>Learning outcome 1, assessment criterion 1.1 – The age groups can be substituted for:</p> <ul style="list-style-type: none"> • birth -5 • 6-11 • 12-16 • 17-25.

Assessment task - CYPOP 24 Support children and young people's speech, language and communication skills

Task 1 links to learning outcomes 1 and 3, assessment criteria 1.1, 1.2, 3.1, 3.2, and 3.3.

In your work role where you are supporting children and young people's speech language and communication skills you are asked to prepare for supervision with your line manager. You have been asked to take notes to the meeting which show that you can:

- explain the **ways** in which adults can effectively support and extend the speech, language and communication development for each of the following age groups:
 - 0-5
 - 5-11
 - 11-16
 - 16-25
- evaluate relevant positive effects of adult support for children, young people and their families
- explain the importance of the environment in supporting speech, language and communication development
- review relevant evidence about the key factors that provide a supportive speech, language and communication environment
- apply research evidence to planning an environment that supports speech, language and communication.

CYPOP 23: Support the speech, language and communication development of children who are learning more than one language

Unit reference	J/601/2888	Level	3
Credit value	3	Unit guided learning hours	26
Unit aim	This unit is designed to explore the ways in which speech, language and communication skills are influenced when children and young people are learning more than one language. The unit addresses the cultural issues around the assessment and approaches to speech, language and communication development for children and young people learning more than one language.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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Skills based assessment criteria are identifiable throughout the units as the learning outcomes begin with 'Be able to ...' Evidence for these skills can be collated from the learner's day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.

1. Understand the speech, language and communication assessment process for children and young people who are learning more than one language.	1.1. Explain how to identify which languages are used by children and young people in the work setting.		
	1.2. Explain how to collect information on a child or young person's use of their languages at home and in the work setting.		
	1.3. Explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Explain how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs.		
2. Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language.	2.1. Explain what is meant by bilingualism.		
	2.2. Explain the advantages of bilingualism.		
	2.3. Define culture and identify how to integrate different cultures within own work setting.		
	2.4. Explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language.		
	2.5. Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English.		
3. Be able to work with parents of children and young people whose home language is not English.	3.1. Provide appropriate advice to parents on supporting their child or young person's speech, language and communication development.		
	3.2. Demonstrate approaches to supporting parents in promoting their child or young person's speech, language and communication development.		
	3.3. Explain how language and resources can be adapted to enable close work with parents whose home language is not English.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English.	4.1. Explain the different ways in which professionals can work together in the interests of children and young people.		
	4.2. Explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language.		
	4.3. Identify and describe when and how to contact and work with relevant agencies and services.		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: CYPOP 23
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	This unit has links to some of the competencies in CCLD NOS 334 and 347.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	<p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcome 3 should be assessed in relation to real work activities.</p>
Unit assessment guidance - provided by us	Skills based assessment criteria are identifiable throughout the units as the learning outcomes begin with 'Be able to ...' Evidence for these skills can be collated from the learner's day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.

Assessment task – CYPOP 23 Support the speech, language and communication development of children who are learning more than one language.

In your work role in supporting children and young people whose home language is not English, produce a resource folder in three sections:

Section 1: Assessment process

Section 2: Cultural issues

Section 3: Working with others

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

Section 1: Assessment process

This section will show that you can:

- explain how to identify which languages are used by children and young people in the work setting
- explain how to collect information on a child or young person's use of their languages at home and in the work setting
- explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English
- explain how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

Section 2: Cultural issues

This section will show that you can:

- explain what is meant by bilingualism
- explain the advantages of bilingualism
- define culture and identify how to integrate different cultures within own work setting
- explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language
- explain how resources can be adapted to meet the support needs of children and young people whose home language is not English.

Task 3 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

Section 3: Working with others.

This section will show that you can:

- explain the different ways in which professionals can work together in the interests of children and young people
- explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language
- identify and describe when and how to contact and work with relevant agencies and services.

CYPOP 15: Support positive practice with children and young people with speech, language and communication needs

Unit reference	L/601/2861	Level	3
Credit value	4	Unit guided learning hours	28
Unit aim	The unit aims to ensure that practitioners work with children and young people at the centre of their practice and base their work on the strengths of the children and young people rather than their difficulties.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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Skills based assessment criteria are identifiable throughout the units as the learning outcomes begin with 'Be able to ...' Evidence for these skills can be collated from the learner's day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.

1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs.	1.1. Explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies .		
	1.2. Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties.		
	1.3. Provide examples of how current research evidence supports positive practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people.	2.1. Identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs.		
	2.2. Explain the process of how supportive strategies are selected and implemented to support children and young people's speech language and communication needs.		
	2.3. Explain own role in the process of how targets are set, monitored and evaluated along with specialist.		
	2.4. Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs.		
3. Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs.	3.1. Review and identify the particular issues and implications of own work setting for children and young people's speech, language and communication.		
	3.2. Demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people's speech, language and communication.		
	3.3. Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand how to work with others to support the social, emotional and cognitive needs of children and young people.	4.1. Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people.		
	4.2. Explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication.		
	4.3. Review and report on the roles of other professionals in supporting children and young people and explain how to access additional support.		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: CYPOP 15
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	<p>There are links to some of the competencies from CCLD Units 302, 306, 308, 312</p> <p>Speech, Language and Communication Framework: Universal: Strand C Enhanced: Strand C</p>
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	<p>Learning outcome 3 must be assessed in relation to a real work situation.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit assessment guidance – provided by the sector	<p>Positive strategies may include:</p> <ul style="list-style-type: none"> • adapting adult language • adapting the environment to support communication • modelling and expanding the child or young person's language • demonstrating specific communication behaviours • facilitating communication between children and young people • providing time and supported opportunities to communicate • supporting and developing confidence and self-esteem. <p>Resources and tasks may include:</p> <ul style="list-style-type: none"> • everyday activities within the work setting • specific resources or activities within, for example a curriculum • daily routines within the setting • published resources; written information.
Unit assessment guidance - provided by us	<p>Skills based assessment criteria are identifiable throughout the units as the learning outcomes begin with 'Be able to ...' Evidence for these skills can be collated from the learner's day to day practice. They may include reflective accounts, observations of children and young people, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.</p>

Assessment task – CYPOP 15 Support positive practice with children and young people with speech, language and communication needs

Produce notes which could be used for a presentation to colleagues on supporting positive practice with children and young people with speech language and communication needs.

Present your notes in three sections:

Section 1 - The concept of positive practice

Section 2 - Working alongside specialists

Section 3 - Supporting social, emotional and cognitive needs of children and young people

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Section 1 - The concept of positive practice

These notes must show that you can:

- explain how to recognise and build on the strengths of a child or young person by giving different examples of **positive strategies**
- compare the differences between strategies based on children and young people's strengths and abilities and those based around the individual's difficulties
- provide examples of how current research evidence supports positive practice.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

Section 2 - Working alongside specialists

These notes must show that you can:

- identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs
- explain the process of how supportive strategies are selected and implemented to support children and young people's speech, language and communication needs
- explain own role in the process of how targets are set, monitored and evaluated along with specialist
- compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs.

Task 3 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

Section 3 - Supporting social emotional and cognitive needs of children and young people

These notes must show that you can:

- explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
- explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication
- review and report on the roles of other professionals in supporting children and young people and explain how to access additional support.

K/617/9969: Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs



Unit reference	K/617/9969	Level	3
Credit value	3	Unit guided learning hours	25
Unit aim	This unit explores the way in which, social, emotional and mental health difficulties are linked with speech, language and communication and provides effective ways to support the speech, language and communication development of children and young people with social, emotional and mental health difficulties.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the links between language, behaviour, emotional and social development and mental health.	1.1. Explain why behaviour can be seen as a means of communication.		
	1.2. Explain, with examples, how speech, language and communication needs may affect behaviour, emotional and social development and mental wellbeing in children and young people.		
	1.3. Review and report on relevant research about the incidence of speech, language and communication needs and social, emotional and mental health difficulties in children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Describe the range of behavioural , emotional, social and mental health needs that children and young people may experience and how they can affect speech, language and communication development.		
2. Understand how to support positive speech, language and communication development for children and young people with social, emotional and mental health needs.	2.1. Identify key barriers to social and emotional development and mental wellbeing that are experienced by children and young people with speech, language and communication needs.		
	2.2. Explain effective strategies to overcome barriers to support the speech, language and development of children and young people with social, emotional and mental health needs.		
	2.3. Explain how adapting adult language and interactions can support a child or young person's behaviour, emotional, social skills development and mental wellbeing, as well as support their communication development.		
	2.4. Explain how positive changes to the communication environment can support communication development for children and young people with social, emotional and mental health needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how to adapt strategies and approaches to support social, emotional and mental health to meet speech, language and communication needs.	3.1. Identify and explain current evidence-based approaches to understanding children and young people's behaviour.		
	3.2. Explain how setting-wide strategies to promote positive social, emotional and mental health can be adapted to support children and young people with speech, language and communication needs.		
	3.3. Explain, how individual strategies to promote positive behaviour and social, emotional and mental health can be adapted to support children and young people with speech, language and communication needs.		
4. Know how to work with others in order to support the speech, language and communication development of children and young people with social, emotional and mental health needs.	4.1. Explain ways to work with parents/carers and families in supporting children and young people's speech, language and communication needs that also promote positive behaviour		
	4.2. Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and social, emotional and mental health needs of children and young people.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: K/617/9969

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

SCDCCLD0408

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

Behaviour may include:

- withdrawn or isolated
- disruptive and disturbing
- hyperactive and lacking concentration
- immature social skills
- challenging behaviours arising from other complex special needs
- emotional disorders
- conduct disorders/hyperkinetic disorders
- anxiety
- self-harm
- school phobia
- depression.

Positive changes may include:

- increased accessibility of the language used in behaviour management techniques
- ensuring children and young people understand verbal and written information
- clear visual support
- making rules, routines and boundaries clear, explicit and understandable
- decreasing visual and auditory distractions
- increased staff awareness and skills
- ensuring approaches which support children to ask for clarification.

Assessment task – K/617/9969 Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs

Your local authority is planning to provide information for parents and adults who work with children and young people on the links between social, emotional and mental health and speech, language and communication development, and ways that children and young people can be supported. Produce information which includes the following:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- an explanation of why behaviour can be seen as a means of communication
- an explanation, with examples, of how children and young people's speech, language and communication needs may affect behaviour, social and emotional development and mental wellbeing
- a review and report on relevant research about the incidence of speech, language and communication needs and social, emotional and mental health difficulties in children and young people
- a description of the range of social, emotional and mental health difficulties that children and young people may experience and how they can affect speech, language and communication development

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

- an identification of key barriers to social and emotional development and mental wellbeing that are experienced by children and young people with speech, language and communication needs
- an explanation of effective strategies to overcome barriers to support the speech language and communication development of children and young people with social, emotional and mental health needs
- an explanation of how adapting adult language and interactions can support a child's behaviour, emotional wellbeing and social skills as well as support their communication development
- an explanation of how positive changes to the communication environment can support communication development for children and young people with social, emotional and mental health needs

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- an identification and an explanation of current evidence-based approaches to understanding children and young people's behaviour
- an explanation of how setting-wide strategies to promote positive behaviour, emotional and social development and mental wellbeing can be adapted to support children and young people with speech, language and communication needs
- an explanation, using examples, of how individual strategies to promote positive behaviour, emotional and social development and mental wellbeing can be adapted to support children and young people with speech, language and communication needs

Task 4 links to learning outcome 4, assessment criteria 4.1 and 4.2.

- an explanation of ways to work with parents/carers and families in supporting children and young people with speech, language and communication needs, that also promote positive behaviour
- an explanation of the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour, emotional and social development and mental health needs of children and young people.

D/617/9970: Work with parents, families and carers to support their children and young people's speech, language and communication development

Unit reference	D/617/9970	Level	3
Credit value	3	Unit guided learning hours	23
Unit aim	To develop the ability of those working with children and young people to work in partnership with parents, families and carers to support their child or young person's speech, language and communication development.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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Skills based assessment criteria are identifiable throughout the units as the learning outcomes begin with 'Be able to ...' Evidence for these skills can be collated from the learner's day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.

1. Understand the importance of parental support for the development of speech, language and communication.	1.1. Outline the nature of the parent/child or young person relationship at key stages of a child's or young person's life in relation to speech, language and communication.		
	1.2. Explain the influences of different parenting styles on speech, language and communication development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Explain how supporting effective speech, language and communication between parents/carers and children or young people could influence their relationship and overall development at home		
2. Be able to work in partnership with parents, families and carers to support their child or young person's speech, language and communication development	2.1. Explain issues and challenges for parents, families and carers which may influence how they support their child or young person's speech, language and communication development		
	2.2. Support parents, families and carers to understand their valuable role in supporting their child or young person's speech, language and communication development		
	2.3. Explain a range of ways to work with parents, families and carers to support their child or young person's speech, language and communication development		
	2.4. Demonstrate ways of developing and maintaining parents, families and carers confidence in supporting their child or young person's speech, language and communication development		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to support parents, families and carers to use activities and approaches to support their child or young person's speech, language and communication development	3.1. Provide parents, families and carers with appropriate advice and sources of information to support their child or young person's speech, language and communication development		
	3.2. Explain ways to support parents, families and carers in how to use activities and approaches to support their child or young person's speech, language and communication development		
	3.3. Evaluate the ways in which own role can be effective in supporting parents, families and carers to support their child or young person's speech, language and communication development		
4. Understand the importance of working in partnership with parents, families or carers of children or young people with speech, language and communication needs (SLCN) and relevant professional agencies	4.1. Explain why it is important to be able to work in partnership with parents, families and carers of children or young people with SLCN		
	4.2. Identify useful sources of information and relevant organisations and services to support parents, families or carers of children or young people who have SLCN		
	4.3. Explain the importance of partnership working across professionals, agencies and parents, families or carers when supporting children or young people with SLCN		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: D/617/9970

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

SCDCCLD0409, SCDCCLD0405

Guidance for developing assessment arrangements for the unit:

Additional unit assessment requirements provided with the unit

Learning outcomes 2 and 3 must be assessed in real work situations.

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment task - D/617/9970 Work with parents, families and carers to support their children and young people's speech, language and communication development

In your work role where you are working with parents, families and carers to support their child/children/young people's speech language and communication development, prepare a briefing document which includes the following two sections:

Section 1: The importance of parental support

Section 2: The importance of partnership working

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Section 1: The importance of parental support

This section must include:

- an outline of the nature of the parent/child/young person relationship at key stages of a child or young person's life in relation to speech, language and communication
- an explanation of the influences of different parenting styles on speech, language and communication development
- an explanation of how supporting effective speech, language and communication between parents/carers and children, or young people, could influence their relationship and overall development at home.

Task 2 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

Section 2: The importance of partnership working

This section must include:

- an explanation of why it is important to be able to work in partnership with parents, families or carers of children and young people with speech, language and communication needs
- identification of the useful sources of information and relevant organisations and services to support parents, families or carers of children and young people who have speech, language and communication needs
- an explanation of the importance of partnership working across professionals, agencies and parents, families or carers when supporting children and young people with speech, language and communication needs.

Section 4: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an Assessor to observe the learner's performance.

** **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on our secure website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on our secure website, some of which may assist with the delivery of this qualification.

- Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our secure website.

Resources

The resources and materials used in the delivery of this qualification, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit:

www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations.

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