Level 3 Award in Supporting Children and Young People's Speech, Language and Communication (4337)

Exemplar assignment

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Contents

1 About this document

This document contains the guidance centres will require to set an assignment for the knowledge unit within the following qualification.

Level 3 Award in Supporting Children and Young People's Speech, Language and Communication (4337)

This document includes:
- the assignment for candidates undertaking the above qualification
- guidance for centres on evidence requirements
- candidate assessment record documentation that can be used for the assignment.

This guide contains the Level 3 assignment as follows:

Assessments	Unit Title	Method
Assignment 304	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties (CYPOP 22)	Externally set assignment, locally marked and externally verified.

2 Guidance for assessors

Introduction

The assignment for the following unit is optional, and is provided as exemplar for centres to use to evidence the knowledge required for the unit.

Centres must be clear that it remains the assessor's responsibility to ensure that sufficient, valid evidence is recorded for each candidate to justify the achievement of each unit.

Assignments are set by City & Guilds and are administered by the centre when the candidate is ready. They are then marked internally, by the centre, using the information provided, and the results recorded on the documents provided by City & Guilds. Assignments, as with all evidence for the achievement of a unit, are subject to internal and external verification.

The tasks in the assignment are not designed as closed-book tests. Within the overall time constraints set by the centre, they may be completed away from the centre, in the candidate's own time and at their own pace.

Candidates are required to submit evidence by using reports, information sheets, guides etc, however, this is only a guide and candidates should not be penalised for providing evidence in an alternative form.

Assignment marking and grading

There are no marking or grading criteria for the tasks in this assignment. Assessors are required to use their professional judgement to assess when there is sufficient evidence to show that a candidate has met the assessment criteria in the unit and can be said to have achieved the learning outcomes. This evidence will be externally verified by City & Guilds.

Evidence submitted by the candidate for the assignment should be clearly marked with task number and should be signed and dated by the candidate. This will provide a clear audit trail for marking and will fulfil authenticity requirements.

Feedback between the assessor and the candidate should also be documented and form part of the audit trail. Documentation has been included for this purpose. This will include any feedback or suggestions that result in the generation of additional evidence to meet the task requirements. Candidates must be made aware that the level of support they seek in order to achieve will be considered as part of the grading process and may affect their overall grade.

An assignment feedback and results form (the Candidate Assessment Record) is included in this document to record support and guidance given.

Candidates who fail a task can repeat the task at the centre's discretion.

Candidate Assessment Record, assignment feedback and result sheet (see page 19)
This form is used to record the results of each assignment and feedback to the candidate. It can be used to record an action plan for and results of all allowable assignment submission. Internal Verifiers should sign this form on completion of each unit regardless of whether it has been sampled in their file/portfolio.

Preparation for the assignment

In preparation for the assignment and its tasks tutors will need to ensure, through resources, materials and delivery of lessons, that the candidate has the correct knowledge and understanding of the areas covered in this unit as follows:

a)   A clear understanding of the links between language, behaviour, emotional and social development difficulties
b)   A clear understanding of how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties
c)   A clear understanding of how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs.
d)   Knowledge of how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs.

Introducing the assignment to the candidates

To ensure fair access to all candidates they must receive a copy of the assignment, the individual tasks and a copy of the candidate assignment guidance prior to undertaking the assignment.

It is beneficial to ensure that prior to generating evidence for any task within the assignment the candidates have the opportunity to discuss requirements and familiarise themselves with the content of each task and the way the assignment is graded.

It is best practice to agree and record a deadline for submission of a task which will give the candidates a clear expectation of when their evidence needs to be completed. The timing of submission may be governed by assessment planning for other units within their qualification and to reflect the individual needs of candidates. The timing of submission for the assignment should always be in negotiation with assessor/ tutor/ candidate. Any timing agreements should be clearly recorded for candidates to refer to at a later date.

Authenticity

Centres are reminded to check for authenticity of work where candidates may be using texts and the Internet to complete tasks. Direct cut and paste of correctly selected material can be considered identification of fact, and assessors must use their judgement as to whether sufficient understanding has been shown through the use of such materials.

Feedback

Assessors are expected to provide feedback on completed assignments. Although some feedback may be given verbally, assessors should complete the feedback sheet for each candidate, showing the key information given to the candidate. This will also serve as an action plan for candidates who are unsuccessful in an assignment and need to do further work before taking the assignment again. A pro forma for feedback, the Candidate Assessment Record form is included in this document.

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place.

Verification of assignments

If a candidate's work is selected for verification, samples of work must be made available to the appointed External Verifier. The External Verifier will ensure that:

- the Quality Assurance Co-ordinator is undertaking his/her responsibilities
- the Quality Assurance Co-ordinator is given prompt, accurate and constructive feedback on centre operations
- a report is written on centre activities for City & Guilds.

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds Qualifications*. This document also explains the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates' assessment records for three years after certification.

3 Introduction to the assignments – for candidates

Introduction

The assignment for this unit asks you to demonstrate your knowledge and understanding of the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties.

The assignment is designed to ensure that by completing **all** tasks, you will meet the learning outcomes for this unit.

Assignment Overview

The tasks A-D have been set out against each of the four learning outcomes and assessment criteria for this unit.
Learning Outcome 1: Task A
Learning Outcome 2: Task A
Learning Outcome 3: Task B
Learning Outcome 4: Task C **and** D

All tasks clearly identify the knowledge and understanding linked to the relevant learning outcome.

Assignment evidence requirements

Proforma charts have been included for some of the tasks – please use for clarity wherever possible.

Presentation of work for the assignment

It is important that you present your work in a clear and logical sequence and that when you complete the work for a task you sign and date that evidence before submitting it to your assessor / tutor.

Marking and grading of assignment work

It is best practice that you discuss and agree timing for submission of a task with your assessor / tutor at the start of the assignment and the timing requirements are clearly recorded for you to refer to at a later date.

You will receive feedback from your assessor / tutor on submission of evidence and their guidance will clarify any additional work needed to fully meet the requirements of the task.

An overall assignment marking and grading sheet is included for each assignment with an assignment feedback form to record support and guidance given to you by your assessor / tutor. The unit will only be complete when you have achieved the assignment with a pass for **all** tasks.

Timings

There is no particular time limit set for the completion of tasks within an assignment. However, your tutor will guide you on the maximum time you should allow to complete all of the required assignments within the time available for the course.

The timescale for the completion of assignments will be negotiated between you and your tutor. However, the results of your failure to submit on time, without a valid reason, are that you may fail the assignment.

When completing the research and report type of tasks, you may discuss your work with your tutor to get feedback on whether the accuracy and amount of work you have done are sufficient, but do not forget that you will also need to meet the centre's timescales for submitting your work.

Presentation of work

Presentation of work must be neat and appropriate for the task. You should prepare a front cover for each assignment and a contents page to present your work in a clear and logical sequence. Label each task so that it is easy to find.

You are encouraged to word process your assignments as this looks professional, but this may not be essential and you should check with your tutor if you are not able to.

When completing the research and report type of tasks you may wish to refer to books, information given to you by your tutor or you may wish to research the Internet. If you do this, remember to include a reference to show where the information came from. You must also provide the answers in your own words – your assessor knows the way you normally express yourself so they will be able to tell if you have simply downloaded material or copied it directly from a textbook. You may also want to include relevant charts, pictures and leaflets you have collected. Use colours, symbols and diagrams wherever you think they will help to illustrate your answers.

Your tutor/ assessor will guide you if there is any part of the assignment that you do not understand.

4 Unit assignment

The assignment for the Level 3 unit for this qualification is on the following pages.

Candidates may present the content of their work in any appropriate format as discussed in advance with their tutor/ assessor.

Tasks C and D require answers to be presented in a table or grid which is provided. Candidates may use this or may wish to create their own table/grid. Tables/grids created by candidates must contain the same information as the tables/grids provided by City & Guilds in the assignment.

Candidates are encouraged to use ICT or other relevant skills where appropriate to the task.

Candidates are assessed on the content and quality of their work, not its presentation. All work submitted by each candidate must be recorded in a suitable manner and available for authentication and sampling.

Assignment 304 Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties

Assignment overview

Introduction

This assignment is intended to provide evidence of a candidate's knowledge and understanding about the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties. By completing **all** tasks within the assignment, the candidate will provide evidence that meets the Learning Outcomes and assessment criteria of Unit 304, Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties.

Tasks

There are **four** tasks for this assignment.

A   Briefing notes/Report/Presentation for new workers
B   Leaflet/Report
C   Table
D   Table

Assignment coverage

Task	Evidence required	Learning outcomes covered
A	Briefing notes/Report/Presentation for new workers	1. Understand the links between language, behaviour, emotional and social development difficulties
		2. Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties
B	Leaflet/Report	3. Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs
C	Table	4. Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs
D	Table	4. Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs

Assignment 304 Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties

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Task A   Briefing notes/Report/Presentation for new workers

Candidates will produce briefing notes or a report for an induction presentation aimed at new workers in a children and young person's setting. The presentation needs to cover the following sections.

Section 1 – Introduction
To highlight why it is important for anyone working with children and young people to understand the links between behavioural, social and emotional development to speech, language and communication. To include an overview of the links between language, behaviour, emotional and social difficulties and how the worker can support positive speech, language and communication development. (Refs. 1.1, 1.2, 1.3)

Section 2
An explanation of why behaviour can be seen as a means of communication (Ref. 1.1)
o   A description of the **range** of behavioural, emotional and social difficulties that children and young people may experience (Refs. 1.2, 1.4)
o   how these difficulties can affect speech, language and communication development (Ref. 1.4)

Section 3
An explanation of how speech, language and communication needs may affect behavioural, emotional and social development in children and young people. Give **two** examples of different aspects of speech, language and communication needs and how they might impact on a child's:
o   behaviour
o   emotional development
o   development and use of social skills.
(Ref. 1.2)

Section 4
A review and report on a piece of relevant research about the issues linked to incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people. (Ref. 1.3)

Section 5
An identification of a minimum of **three** key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs. (Ref. 2.1)

Task A continues on next page

Section 6

An explanation of a range of strategies that could be used to overcome these barriers. Including explanations of:

o   how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their communication development (Ref. 2.2)

o   how **positive changes** to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties. (Refs. 2.3, 2.4)

Assignment 304 Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties

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Task B   Leaflet/Report

Candidates will write a leaflet/report for staff that explains how strategies and approaches to behavioural, emotional and social development can be adapted to meet speech, language and communication needs.

The leaflet/report should include the following.

- o An explanation of a minimum of **two** best practice strategies (evidence based) used to promote positive behaviour within a setting (Ref. 3.1)
- o An explanation of how staff could adapt these strategies to support children and young people with speech, language and communication needs (Ref. 3.2, 3.3)
- o Give **one** example of how one of these strategies would work in practice (Ref. 3.2, 3.3)
- o A brief summary statement which gives indicators of how to recognise whether speech, language and communication needs have been met (Ref. 3.3)

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Task C   Table

Candidates will complete the following table, giving **three** examples and explanations of how to work with parents and families in supporting children and young people's speech, language and communication needs. (Ref. 4.1)

Example	Area of support required	Explanations with examples of ways of working with parents/families	How will this promote positive behaviour?
1			
2			
3			

Assignment 304   Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties

Task D   Table

Candidates will complete the following table identifying a minimum of **three** other professionals and describe their roles. They may be involved in joint or integrated working, to promote positive behaviour and emotional and social development needs of children and young people. (Ref. 4.2)

Other professionals involved in joint or integrated working	Their role in promoting positive behaviour and emotional and social development needs of children and young people.
1	
2	
3	

Candidate assessment record
Assignment feedback and result sheet

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Unit number and title		**Assignment 304**	**Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties**
Candidate name			Enrolment number
Assessor/ Tutor name			Centre number
Dates assignment submitted	1st		
	2nd		

Tasks	1st Submission outcome	Resubmission outcome	IV Signature if sampled
A	Pass / refer	Pass / fail	
B	Pass / refer	Pass / fail	
C	Pass / refer	Pass / fail	
D	Pass / refer	Pass / fail	

Assessor/ Tutor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/ Tutor feedback to candidate on outcome of resubmission

Date of final assessment decision

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency

Assessor/ Tutor signature		Date	

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature		Date	
Internal verifier signature		Date	

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