

Level 3 Award in Supporting Children and Young People's Speech, Language and Communication (4337-03)

October 2011
Version 1.3 (February 2012)



Qualification at a glance

Subject area	Speech, Language and Communication for Children and Young People
City & Guilds number	4337
Age group approved	All
Entry requirements	No specified requirements
Assessment	Please see the individual units for information
Fast track	Available
Support materials	Centre handbook
Registration and certification	See City & Guilds website for details

Title and level	City & Guilds number	Accreditation number
Level 3 Award in Supporting Children and Young People's Speech, Language and Communication	4337-03	600/3011/2

Version and date	Change detail	Section
1.1 Oct 2011	Update fast track information	Approval
1.2 November	Assessment guidance for unit 304	Units
1.3 Feb 2012	Updated approval information	Approval



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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This award has been designed for candidates working as early years practitioners, teaching assistants and support staff in a variety of childcare settings, as well as candidates working in health, social care, playwork, youth justice, youth work and support work settings. They might also be employed in the voluntary sector.
What does the qualification cover?	The award is for anyone working with children and young people to enable them to: <ul style="list-style-type: none">• Understand the importance of communication• Know the pattern of typical communication development• Support the communication development of all children• Recognise non typical communication development• Recognise and gain support for children and young people with speech, language and communication needs (SLCN)• Identify how speech, language and communication needs (SLCN) link to various impairments and to social deprivation as well as behaviour difficulties.
Is the qualification part of a framework or initiative?	The publication of the government's Green Paper on Special Education Needs ¹ makes specific reference to the importance of early intervention for speech and language, noting that this is a key problem area where children's needs go overlooked. It recognises that the number of pupils with speech, language and communication needs has increased by 58% in recent years and also notes that too many children are still falling through the net and starting school without the necessary skills or behaviours for more formal learning (particularly in speech, language and communication) because of a failure to spot or address a developmental problem. The importance of good communication for attainment and long term opportunities including employability is now well evidenced and recognised.

¹ Department for Education *Support and Aspiration: A new approach to special educational needs and disability*, (2011)

Who did we develop the qualification with?

This qualification was developed in conjunction with The Communication Trust representing a coalition of 42 organisations. For further information please go to www.thecommunicationstrust.org.uk

What opportunities for progression are there?

This Award provides opportunities for specialist learning for individuals working in a wide range of occupations in children, health and social care, playwork and youth work settings.

Structure

To achieve the **Level 3 Award in Supporting Children and Young People's Speech, Language and Communication**, learners must achieve **6** credits from two mandatory units plus a minimum of **3** credits from the optional units available.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
A/601/2872	300	Support speech, language and communication development	3
L/601/2889	301	Support children and young people's speech, language and communication skills	3
Optional			
J/601/2888	302	Support the speech, language and communication development of children who are learning more than one language	3
L/601/2861	303	Support positive practice with children and young people with speech, language and communication needs	4
M/601/2884	304	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	3
Y/601/2877	305	Work with parents, families and carers to support their children's speech, language and communication development	3



2 Centre requirements

Approval

If your centre is approved to offer the following qualifications:

- 4227-01 Level 2 Certificate for the Children and Young People's Workforce (England)
- 4227-03 Level 3 Diploma for the Children and Young People's Workforce: Early Learning and Childcare Pathway (England)
- 4227-04 Level 3 Diploma for the Children and Young People's Workforce: Social Care Pathway (England)
- 4227-05 Level 3 Diploma for the Children and Young People's Workforce: Learning and Development Support Services (LDSS) Pathway (England)
- 4227-07 Level 5 Diploma in Leadership for Children's Care, Learning and Development (Wales & Northern Ireland)
- 4227-08 Level 5 Diploma in Leadership for Children's Care, Learning and Development (Wales & Northern Ireland)

You will be given automatic approval for the new Level 3 Award in Supporting Children and Young People's Speech, Language and Communication.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

It is envisaged that as part of the assessment for this qualification, candidates will have access to a work setting/placement with children and young people.

Age restrictions

There is no age restriction for this qualification unless this is a legal requirement of the process or the environment.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Learner materials	www.thecommunicationtrust.org.uk
Teacher/tutor materials	www.thecommunicationtrust.org.uk
Taster materials	www.thecommunicationtrust.org.uk www.cityandguilds.com

This qualification is supported by:

The Communication Trust

Supporting free materials and advice

T: +44 (0)207 843 2517

E: enquiries@thecommunicationtrust.org.uk

Centre information

Centre staffing

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

In particular, staff should consider the skills and knowledge related to the national occupational standards. The relationships to the NOS for Children's Care, Learning and Development can be found in each unit. When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

City & Guilds recommends when designing and delivering the course, that centres should consider links to the National Occupational Standards, functional skills and other related qualifications.

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: **www.cityandguilds.com/eportfolios**.



4 Assessment

The majority of assessment for this qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

There will be a combination of assessment methods for this qualification which meets the requirements of the combined competence and knowledge units. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

This qualification is internally assessed and externally verified. Independence of assessment is achieved via robust external and internal verification processes, supported by City & Guilds reporting systems, which identifies areas of risk for each centre.

Candidates must have a completed portfolio of evidence for each unit.

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

Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

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

Simulation may only be utilised as an assessment method for competence based Learning Outcomes where this is specified in the assessment requirements of the unit'.

Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based Learning Outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Internal quality assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Definitions

Occupationally competent

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

Qualified to make quality assurance decisions

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

Expert witness

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise.

- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

The prime source of evidence for competency based Learning Outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely expert witnesses may provide testimony for the occupationally specific units.

Competence evidence requirements

Detailed additional guidance is provided on a unit basis for the use of these and all other acceptable performance assessment methods.

The use of experts, able to contribute to candidate's assessment, will be of considerable assistance to centres in providing candidates with access to those who can testify to their competence in the workplace. It may also ensure that children's/young people's privacy and confidentiality are not infringed.

The qualified and occupationally competent assessor or coordinating assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in candidates' portfolios. Centre staff should guide candidates to ensure excessive evidence gathering is avoided.

Competence based assessment must include direct observation by an Assessor or Expert Witness Testimony as the main source of evidence. Simulation is not allowed unless stated in a unit. Evidence of candidate performance will be derived from assessor observation and/or testimony from an expert witness of the candidate carrying out real work activities in the workplace, except for the knowledge units, where assessor observation is not required. The qualified and occupationally competent assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in candidates' portfolios. Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy of children, young people and their families must be upheld.

Knowledge evidence requirements

Candidates must be able to apply the specified knowledge and understanding to their work practice and therefore most usually knowledge and understanding will be apparent in candidates' performance evidence. If the assessor cannot positively infer the knowledge and understanding from candidates' work practice they should question the candidate or, if appropriate, use professional discussion to elicit the required knowledge.

Assessors must retain records of questions and answers or the focus and outcomes of professional discussion. Professional discussion, where used, must be conducted by candidates' assessors and is most appropriately used in the qualification to elicit underpinning knowledge to explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in

candidates' assessment plans and thereby agreed in advance with candidates.

The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions. Its value at level 3 is limited given that observation is the major assessment requirement. It would however be appropriate for use at level 4.

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

Unit number	Unit title	Assessment method
300	Support speech, language and communication development	Portfolio
301	Support children and young people's speech, language and communication skills	Portfolio
302	Support the speech, language and communication development of children who are learning more than one language	Portfolio
303	Support positive practice with children and young people with speech, language and communication needs	Portfolio
304	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	Portfolio
305	Work with parents, families and carers to support their children's speech, language and communication development	Portfolio



5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance
- information on assessment

Summary of units

Unit number	Unit title	Credits	QCF unit number (UAN)
300	Support speech, language and communication development	3	A/601/2872
301	Support children and young people's speech, language and communication skills	3	L/601/2889
302	Support the speech, language and communication development of children who are learning more than one language	3	J/601/2888
303	Support positive practice with children and young people with speech, language and communication needs	4	L/601/2861
304	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	3	M/601/2884
305	Work with parents, families and carers to support their children's speech, language and communication development	3	Y/601/2877

Unit 300

Support speech, language and communication development (CY POP 20)

UAN:	A/601/2872
Level:	Level 3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to: <ul style="list-style-type: none">• Some of the competencies from CCLD NOS Unit 301 and 303• SLC Framework
Endorsement by a sector or regulatory body:	This unit is endorsed by the Communication Trust and Skills for Care and Development.
Aim:	This 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.

Learning outcome	The learner will:
1. Understand the importance of speech, language and communication for children's overall development	
Assessment criteria	
The learner can:	
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	
1.3 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	
1.4 Explain the factors that increase the risk of children and young people having speech language and communication needs.	

Learning outcome	The learner will:
2. Understand typical speech, language and communication development in children and young people	
Assessment criteria	
The learner can:	
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 years old • 11 – 16 years old 	
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 outcome	The learner will:
3. Be able to identify typical speech, language and communication development of children and young people	
Assessment criteria	
The learner can:	
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 or young people.	

Additional guidance
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 Speech, Language and Communication Needs (SLCN) • Learning difficulties

Assessment of Learning outcome 3 should relate to real work activities. Simulation is not allowed

Unit 301

Support children and young people's speech, language and communication skills (CY POP 24)

UAN:	L/601/2889
Level:	Level 3
Credit value:	3
GLH:	25
Relationship to NOS:	This unit is linked to: <ul style="list-style-type: none">• Some of the competencies from CCLD NOS L3 301• SLC Framework
Endorsement by a sector or regulatory body:	This unit is endorsed by the Communication Trust and Skills for Care and Development.
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.

Learning outcome	The learner will:
1. Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people	
Assessment criteria	
The learner can:	
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 outcome	The learner will:
2. Be able to provide support for the speech, language and communication development of children and young people	
Assessment criteria	
The learner can:	
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.	

Learning outcome	The learner will:
3. Understand how environments support speech, language and communication	
Assessment criteria	
The learner can:	
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 outcome	The learner will:
4. Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs	
Assessment criteria	
The learner can:	
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.	

Additional guidance

Ways in which adults can effectively support may include:

- 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

Positive effects may include:

- Improved speech, language and communication skills
- Improved social interaction
- Improved behaviour
- Improved emotional development/self confidence

Methods may include:

- Adapting own language
- Scaffolding the child's language
- Giving children and young people the time and opportunity to communicate
- Facilitating communication between children and young people with each other
- Learning through play
- Working with parents, carers and families

Planning may include:

- The physical environment
- Staff roles and responsibilities
- Training needs and opportunities
- Views of the children and young people
- Involvement of parents and families

Range of speech language and communication needs may include:

- Whether speech, language and communication are the primary need or part of another disability or need
- Whether speech, language and communication needs are short term or persistent
- The level of need a child may have
- Whether a child 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

Indicators may include:

- Limited speech, language and communication skills
- Poor behaviour
- Poor literacy skills

- Limited social/play/interaction skills
- Isolation from peer group
- Low confidence/self esteem

Processes and procedures may include:

- Raising initial concern within the setting
- Discussion with parents/carers/young person
- Period of observation/monitoring/support
- Consent for referral
- Onward referral to specialists, eg Speech and Language Therapist
- Procedures for collaborative working with specialists

Learning outcome 4 should be assessed in relation to real work activities. Simulation is not allowed.

Unit 302

Support the speech, language and communication development of children who are learning more than one language (CY POP 23)

UAN:	J/601/2888
Level:	Level 3
Credit value:	3
GLH:	26
Relationship to NOS:	This unit is linked to: <ul style="list-style-type: none">• Some of the competencies in CCLD NOS Units 334 and 347
Endorsement by a sector or regulatory body:	This unit is endorsed by the Communication Trust and Skills for Care and Development.
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.

Learning outcome	The learner will:
1. Understand the speech, language and communication assessment process for children and young people who are learning more than one language	
Assessment criteria	
The learner can:	
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	
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.	

Learning outcome	The learner will:
	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
Assessment criteria	
The learner can:	
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.	

Learning outcome	The learner will:
	3. Be able to work with parents of children and young people whose home language is not English
Assessment criteria	
The learner can:	
3.1 Provide appropriate advice to parents on supporting their child's speech, language and communication development	
3.2 Demonstrate approaches to support parents in promoting their child'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 outcome	The learner will:
	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
Assessment criteria	
The learner can:	
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.	

Learning outcome 3 should be assessed in relation to real work activities. Simulation is not allowed.

Unit 303

Support positive practice with children and young people with speech, language and communication needs (CY POP 15)

UAN:	L/601/2861
Level:	Level 3
Credit value:	4
GLH:	28
Relationship to NOS:	This unit is linked to: <ul style="list-style-type: none">• Some of the competencies from CCLD Units 302, 306, 308, 312.• Speech, Language and Communication Framework: Universal: Strand C; Enhanced: Strand C
Endorsement by a sector or regulatory body:	This unit is endorsed by the Communication Trust and Skills for Care and Development.
Aim:	This unit aims to ensure that practitioners work with children and young people at the centre of their practice and that they base their work on the strengths of the children and young people rather than their difficulties.

Learning outcome	The learner will:
1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs	
Assessment criteria	
The learner can:	
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 outcome	The learner will:
2.	Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people
Assessment criteria	
The learner can:	
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.	

Learning outcome	The learner will:
3.	Be able to place children and young people at the centre of professional practice when working with children and young with speech, language and communication needs
Assessment criteria	
The learner can:	
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 outcome	The learner will:
4.	Understand how to work with others to support the social, emotional and cognitive needs of children and young people
Assessment criteria	
The learner can:	
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.	

Additional guidance

Positive strategies may include:

- 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

Resources and tasks may include:

- Everyday activities within the work setting
- Specific resources or activities within, for example a curriculum
- Daily routines within the setting
- Published resources; written information

Learning outcome 3 must be assessed in relation to a real work situation. Simulation is not allowed.

Unit 304

Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties (CY POP 22)

UAN:	M/601/2884
Level:	Level 3
Credit value:	3
GLH:	25
Relationship to NOS:	This unit is linked to: <ul style="list-style-type: none">• Speech, language and communication framework• Enhanced: Strand D.• Some links to competencies from CCLD NOS unit 337
Endorsement by a sector or regulatory body:	This unit is endorsed by the Communication Trust and Skills for Care and Development.
Aim:	This unit explores the way in which behaviour, social and emotional difficulties are linked with speech, language and communication and explores effective ways to support the speech, language and communication development of children and young people with behaviour, emotional and social difficulties.

Learning outcome	The learner will:
1. Understand the links between language, behaviour, emotional and social development difficulties	
Assessment criteria	
The learner can:	
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 behavioural, emotional and social development in children and young people	
1.3 Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people	
1.4 Describe the range of behavioural, emotional and social difficulties that children and young people may experience and how they can affect speech, language and communication development.	

Learning outcome	The learner will:
2.	Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties
Assessment criteria	
The learner can:	
2.1 Identify key barriers to behavioural, social and emotional development 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 behavioural, emotional and social difficulties	
2.3 Explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, 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 behavioural, emotional and social difficulties.	

Learning outcome	The learner will:
3.	Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs
Assessment criteria	
The learner can:	
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 behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs	
3.3 Explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs.	

Learning outcome	The learner will:
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
Assessment criteria	
The learner can:	
4.1 Explain ways to work with parents and families in supporting children and young people's speech, language and communication needs that also promotes positive behaviour	
4.2 Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people.	

Additional guidance

Range of behavioural, emotional and social difficulties may include:

- being withdrawn or isolated
- being disruptive and disturbing
- being hyperactive and lacking concentration
- having immature social skills
- challenging behaviours arising from other complex special needs
- having emotional disorders
- having 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

Additional Assessment Guidance

Centres are free to produce their own assignment or use the exemplar assignment for this unit. If this is done the assignment

- must demonstrate achievement of all the assessment criteria in the unit
- must be verified as suitable for purpose with the centre's EV prior to use
- must be completed and assessed within the candidate's period of registration.

Unit 305

Work with parents, families and carers to support their children's speech, language and communication development (CY POP 21)

UAN:	Y/601/2877
Level:	Level 3
Credit value:	3
GLH:	23
Relationship to NOS:	This unit is linked to: <ul style="list-style-type: none">• Speech, Language and communication framework:<ul style="list-style-type: none">• Universal: G1, G2• Enhanced: C2, E4, G1, G2, G3, G4
Endorsement by a sector or regulatory body:	This unit is endorsed by the Communication Trust and Skills for Care and Development.
Aim:	This unit aims to develop the ability of those working with children and young people to work in partnership with parents to support their child's speech, language and communication development.

Learning outcome	The learner will:
1. Understand the importance of parental support for the development of speech, language and communication	
Assessment criteria	
The learner can:	
1.1 Outline the nature of the parent/child relationship at key stages of a child's life in relation to speech, language and communication	
1.2 Explain the influences of different parenting styles on speech, language and communication development	
1.3 Explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home.	

Learning outcome	The learner will:
	2. Be able to work in partnership with parents to support their child's speech, language and communication development
Assessment criteria	
The learner can:	
2.1 Explain issues and challenges for parents which may influence how they support their child's speech, language and communication development	
2.2 Support parents to understand their valuable role in supporting their child's speech, language and communication development	
2.3 Explain a range of ways to work with parents to support their child's speech, language and communication development	
2.4 Demonstrate ways of how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development.	

Learning outcome	The learner will:
	3. Be able to support parents to use activities and approaches to support their child's speech, language and communication development
Assessment criteria	
The learner can:	
3.1 Provide parents with appropriate advice and sources of information to support their child's speech, language and communication development	
3.2 Explain ways to support parents in how to use activities and approaches to support their child's speech, language and communication development	
3.3 Evaluate the ways in which own role can be effective in supporting parents to support their children's speech, language and communication development.	

Learning outcome	The learner will:
	4. Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies
Assessment criteria	
The learner can:	
4.1 Explain why it is important to be able to work in partnership with parents of children with SLCN	
4.2 Identify useful sources of information and relevant organisations and services to support parents of children who have SLCN	
4.3 Explain the importance of partnership working across professionals, agencies and parents when supporting children with SLCN.	

Learning outcome 2 and Learning outcome 3: Assessment criteria 3.1 and 3.3 must be assessed in real work situations. Simulation is not allowed.



Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com

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