Ascentis Level 2 and 3 Awards in

Speech and Language Support for 0-3s

Specification

Ofqual Number:
Level 2 Award: 601/8923/X
Level 3 Award: 601/8925/3

Ofqual Start Date: 01/09/2016
Ofqual Review Date: 31/07/2020
Ofqual Certification Review Date: 31/07/2021

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

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ASCENTIS LEVEL 2 AND 3 AWARDS IN SPEECH AND LANGUAGE SUPPORT FOR 0-3s

Introduction

The Ascentis qualifications in Speech and Language Support provide the practical skills and underpinning knowledge to enable those working with children and young people to develop the speech, language and communication (SLC) skills of all in their care, but particularly those with difficulties in these areas.

These specialist units are available so that learners can develop their skills with a specific age group e.g. 0-3s, 3-5s, 5-11s and 11-16s or those with specific needs e.g. severe and complex communication needs or autism spectrum disorder.

Aims

The Ascentis Level 2 and 3 Awards in Speech and Language Support for 0-3s aim to:

- Build practitioners confidence and skills to support the communication and language development of ALL children aged 0-3 years but especially those with speech and language difficulties.
- Provide early-years settings with a highly skilled workforce to help narrow the gap and improve the life chances of young children.

This qualification is also suitable for those working with children learning English as an additional language and other special educational needs.

Target Group

This qualification is aimed at individuals aged 16-18 and 19+ working in early years settings.

The Level 2 qualification is suited to learners who have previously achieved other qualifications at Level 2 e.g. GCSEs although this is not a prerequisite.

The Level 3 qualification would be best suited to learners who have previously achieved other qualifications at Level 3 and above such as A Levels although this is not a prerequisite.

Learners need to be able to observe and communicate with children and young people to provide practical evidence for their portfolio.

Ofqual Qualification Number Level 2: **601/8923/X**
Ofqual Qualification Number Level 3: 601/8925/3

Rationale for the Rules of Combination

To achieve the **Level 2 Award in Speech and Language Support for 0-3s** learners must achieve the 9 credit unit

To achieve the **Level 3 Award in Speech and Language Support for 0-3s** learners must achieve the 9 credit unit

Rules of Combination

Ascentis Level 2 Award in Speech and Language Support for 0-3s				
The learner must achieve 9 credits from Mandatory Group A				
Title	Level	Credit Value	GLH	Unit reference
Speech and Language Support for 0-3s	L2	9	20	F/508/5179

Ascentis Level 3 Award in Speech and Language Support for 0-3s				
The learner must achieve 9 credits from Mandatory Group A				
Title	Level	Credit Value	GLH	Unit reference
Speech and Language Support for 0-3s	L3	9	20	T/508/5180

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for the Level 2 Award in Speech and Language Support for 0-3s is 20.
The recommended guided learning hours for the Level 3 Award in Speech and Language Support for 0-3s is 20.

Total Qualification Time

The total qualification time for the Level 2 Award in Speech and Language Support for 0-3s is 85.
The total qualification time for the Level 3 Award in Speech and Language Support for 0-3s is 90.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for these qualifications.

Age Range of Qualification

This qualification is suitable for learners aged 16-18 and 19+

Opportunities for Progression

Learners may gain more than one of the qualifications in this suite to enable them to support children of a range of ages and special needs. They may progress onto further related qualifications. In addition, possession of one or more qualifications from within this suite can lead to greater responsibility in current job roles, more senior job roles, and can enhance career prospects

Mapping/Relationship to National Occupational Standards

This qualification is not mapped to National Occupational Standards.

Resources to support the Delivery of the Qualification

No resources have been produced to support the delivery of this qualification.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition[1]*. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

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[1] The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record

- Questions and discussions

- Photographs

- Video

- Worksheets

- Tape recordings

- Self-assessments

- Workbook activities

- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will normally be visited twice a year for external verification; although more frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centre's management of the regulated provision

- The levels of resources to support the delivery of the qualification, including both physical resources and staffing

- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements

- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification

- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Staff development, including guidance and support for assessors and internal quality assurance staff can be requested either as part of an external verification visit or as a bespoke session for centres. Please contact the Ascentis Quality Assurance team for further details qualityassurance@ascentis.co.uk.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should hold a subject related qualification at a minimum of the level above in the area in which they are making assessment decisions / delivering the qualification or recent, extensive and relevant experience in the sector in which the qualification resides. Advice can be sought from the Ascentis office about relevant qualifications and appropriate levels of experience.

Assessors should also be qualified to make assessment decisions. Relevant qualifications include:

- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Legacy qualifications such as A1, A2, D23, D33

Legacy qualifications remain valid providing the assessor has up to date experience of assessing and has undertaken relevant annual Continuing Professional Development.

Those delivering the qualification should preferably hold a recognised teaching qualification such as the Level 4 Certificate in Education and Training, Level 5 Diploma in Education and Training or a PGCE.

Internal Quality Assurers (IQA) need to meet the requirements for assessors as specified above and have knowledge and experience of the internal assurance process. Training is available from Ascentis for anyone new to this role. Contact the Ascentis office for further details.

The requirements above apply from the 1st January 2017.

UNIT SPECIFICATIONS

Unit Title: Speech and Language Support for 0-3s
Unit Reference Number: F/508/5179

Credit Value of Unit: 9   **GLH of Unit: 20**   **Level of Unit: 2**

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Know how to monitor the development of speech, language and communication skills of under three year olds	1.1 Identify the strengths and weaknesses in the speech, language, and communication skills of a child under three years old
	1.2 Identify changes in the speech, language, and communication skills of a child under three years old over a period of 8-12 weeks
2 Be able to modify adult-child interaction to promote the communication skills of under threes	2.1 Assess own interaction with a child aged under three
	2.2 Identify how one change in adult-child interaction can have an effect on a child's communication
3 Know how non-verbal communication affects the learning of three to five year olds	3.1 List four examples of non-verbal communication
	3.2 Describe how changes in the use of non-verbal communication affect the communication of a child under three
4 Be able to support language and communication development of under threes through play	4.1 Identify a child's level of play and language
	4.2 Identify the next play steps which can support language and communication development of a child under three
5 Be able to make an early years setting more communication friendly	5.1 Identify how communication friendly an early years setting currently is
	5.2 Identify two actions to make an early years setting more communication friendly
	5.3 Describe how to implement two changes to make an early years setting more communication friendly
6 Know about practical strategies which can improve the understanding of spoken language in children under three years old	6.1 Describe how one strategy can help a child under three to understand spoken language
7 Be able to plan activities which promote vocabulary development in children under three years old	7.1 Plan an activity which aims to promote the vocabulary development of a child under three
8 Know how to differentiate questions and comments with children under three years old	8.1 Give a range of examples of differentiated questions and comments which support language and communication development of under threes
9 Know how to apply strategies to promote the use of expressive language in children under three	9.1 Describe how to use one strategy to improve the expressive language skills of a child under three years old
	9.2 Give six examples of Modelling to encourage expressive language development.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
10 Know how to use books to promote the development of speech, language and pre-literacy skills in under threes	10.1 Describe how to use a book to improve the speech language and pre-literacy skills of a child under three
11 Be able to improve how a setting works with families	11.1 Identify a source of information which can be used to provide information about speech, language and communication to families
	11.2 Identify one change which could be made to improve how a setting works with families

Indicative Content
Under 3 year olds should be those with whom the learner is working in their own setting 8.1 The range of examples arise from a conversational situation and should cover at least: two children and 20 examples of a child's self-expression and 20 responses from the adult for each child

Assessment Method

This unit is assessed through a portfolio of evidence

Equivalences

This unit is equivalent to F/505/5762 - Speech and Language Support for Under 5s: From Theory into Practice

UNIT SPECIFICATIONS

Unit Title: Speech and Language Support for 0-3s
Unit Reference Number: T/508/5180

Credit Value of Unit: 9　　　　　**GLH of Unit: 20**　　　　　**Level of Unit: 3**

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1　Understand how to monitor the development of speech, language and communication skills of under three year olds	1.1　Identify the strengths and weaknesses in the speech, language, and communication skills of a child under three years old
	1.2　Describe changes in the speech, language, and communication skills of a child under three years old over a period of 8-12 weeks
	1.1　Describe the strategies used which have resulted in changes in the speech, language, and communication skills of a child under three years old
2　Be able to modify adult-child interaction to promote the communication skills of under threes	2.1　Assess own interaction with a child aged under three
	2.2　Describe how one change in adult-child interaction can have an effect on a child's communication
	2.3　Evaluate the effectiveness of one change made to improve the communication skills of a child under three years old
3　Understand how non-verbal communication affects the learning of under threes	3.1　List four examples of non-verbal communication
	3.2　Explain how changes in the use of non-verbal communication affect the communication of a child under three
	3.3　Explain the importance of understanding non-verbal communication when communicating with under threes
4　Be able to support language and communication development of under threes through play	4.1　Identify a child's level of play and language
	4.2　Plan three play opportunities which support a child's language and communication development
	4.3　Explain how a play opportunity can be used to encourage the speech and language development of a child under three
5　Be able to make an early years setting more communication friendly	5.1　Identify how communication friendly an early years setting currently is
	5.2　Identify two actions to make an early years setting more communication friendly
	5.3　Implement two changes to make an early years setting more communication friendly
	5.4　Evaluate the effectiveness of two changes made to make an early years setting more communication friendly

6	Understand practical strategies which can improve the understanding of spoken language in children under three years old	6.1 Explain how one strategy can help a child under three to understand spoken language
		6.2 Evaluate the effectiveness of one strategy used to improve the understanding of spoken language of a child under three years old
7	Be able to plan activities which promote vocabulary development in children under three years old	7.1 Plan two activities which aim to promote the vocabulary development of under threes
		7.2 Evaluate the effectiveness of two activities which aim to promote the vocabulary development of under threes
8	Understand how to differentiate questions and comments with children under three years old	8.1 Give a range of examples of differentiated questions and comments which support language and communication development of children under three
		8.2 Explain how to use one model of differentiated questioning to support the receptive language skills of under threes
9	Understand how to apply strategies to promote the use of expressive language in children under three	9.1 Explain how to use one strategy to improve the expressive language skills of a child under three years old
		9.2 Evaluate the effectiveness of one strategy used to improve the expressive language of a child under three
		9.3 Give six examples of Modelling to encourage expressive language development.
10	Understand how to use books and rhymes to improve the development of speech, language, and pre-literacy skills in children under three	10.1 Explain how to use books and rhymes to improve the development of speech, language, and pre-literacy skills of a child under three years old
		10.2 Evaluate the effectiveness of sharing books and rhymes to promote the development of speech, language and pre-literacy skills of a child under three years old
11	Understand how to improve how a setting works with families	11.1 Explain how to enable parents and carers to access information about speech, language and communication to families
		11.2 Plan an activity which can be shared with families to help support the development of a child under three
		11.3 Explain how to share information with parents about how one activity is implemented in the home of a child under three years old

Indicative Content

Under 3 year olds should be those with whom the learner is working in their own setting

1.1 The number of strengths and weaknesses which can be identified will be dependent upon the child the learner is working with

8.1 The range of examples should arise from a conversational situation and should cover at least: four children with 20 examples of a child's self-expression, 20 responses from the adult for each of two children and five questions for each of another two children

9.3 The examples should arise from the learners own observations in the setting in which they work

Assessment Method
This unit is assessed through a portfolio of evidence

Equivalences
This unit is equivalent to H/506/1408 - Speech and Language Support for Under 5s: From Theory into Practice

Summary Record of Achievement

Level 2 Award in Speech and Language Support for 0-3s

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Speech and Language Support for 0-3s	2	9			

Learner Name _____

Minimum Credit Value of Qualification   9

Minimum Credit Value at Level being Claimed _____

Level Claimed _____

Total Credit Value at Level being claimed _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement

Level 3 Award in Speech and Language Support for 0-3s

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Speech and Language Support for 0-3s	3	9			

Learner Name _____

Minimum Credit Value of Qualification   9

Minimum Credit Value at Level being Claimed _____

Level Claimed _____

Total Credit Value at Level being claimed _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet
F/508/5179 Speech and Language Support for 0-3s (Level 2)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify the strengths and weaknesses in the speech, language, and communication skills of a child under				
1.2 Identify changes in the speech, language, and communication skills of a child under three years old over a period of 8-12				
2.1 Assess own interaction with a child aged under three				
2.3 Identify how one change in adult-child interaction can have an effect on a child's communication				
3.1 List four examples of non-verbal communication				
3.2 Describe how changes in the use of non-verbal communication affect the communication of a child under three				
4.1 Identify a child's level of play and language				
4.2 Identify the next play steps which can support language and communication development of a child under three				
5.1 Identify how communication friendly an early years setting currently is				
5.2 Identify two actions to make an early years setting more communication friendly				
5.3 Describe how to implement two changes to make an early years setting more communication friendly				
6.1 Describe how one strategy can help a child under three to understand spoken language				
7.1 Plan an activity which aims to promote the vocabulary development of a child under three				
8.1 Give a range of examples of differentiated questions and comments which support language and communication development of under threes				
9.1 Describe how to use one strategy to improve the expressive language skills of a child under three years old				
9.2 Give six examples of Modelling to encourage expressive language development.				
10.1 Describe how to use a book to improve the speech language and pre-literacy skills of a child under three				

11.1 Identify a source of information which can be used to provide information about speech, language and communication to families				
11.2 Identify one change which could be made to improve how a setting works with families				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____

Date _____

Assessor Signature _____

Date _____

Internal Verifier (if sampled) _____

 Date _____

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify the strengths and weaknesses in the speech, language, and communication skills of a child under three years old				
1.2 Describe changes in the speech, language, and communication skills of a child under three years old over a period of 8-12 weeks				
1.3 Describe the strategies used which have resulted in changes in the speech, language, and communication skills of a child under three years old				
2.1 Assess own interaction with a child aged under three				
2.2 Describe how one change in adult-child interaction can have an effect on a child's communication				
2.3 Evaluate the effectiveness of one change made to improve the communication skills of a child under three years old				
3.1 List four examples of non-verbal communication				
3.2 Explain how changes in the use of non-verbal communication affect the communication of a child under three				
3.3 Explain the importance of understanding non-verbal communication when communicating with under threes				
4.1 Identify a child's level of play and language				
4.2 Plan three play opportunities which support a child's language and communication development				
4.3 Explain how a play opportunity can be used to encourage the speech and language development of a child under three				
5.1 Identify how communication friendly an early years setting currently is				
5.2 Identify two actions to make an early years setting more communication friendly				
5.3 Implement two changes to make an early years setting more communication friendly				
5.4 Evaluate the effectiveness of two changes made to make an early years setting more communication friendly				
6.1 Explain how one strategy can help a child under three to understand spoken language				
6.2 Evaluate the effectiveness of one strategy used to improve the understanding of spoken language of a child under three years old				
7.1 Plan two activities which aim to promote the vocabulary development of under threes				

7.2	Evaluate the effectiveness of two activities which aim to promote the vocabulary development of under threes				
8.1	Give a range of examples of differentiated questions and comments which support language and communication development of children under three				
8.2	Explain how to use one model of differentiated questioning to support the receptive language skills of under threes				
9.1	Explain how to use one strategy to improve the expressive language skills of a child under three years old				
9.2	Evaluate the effectiveness of one strategy used to improve the expressive language of a child under three				
9.3	Give six examples of Modelling to encourage expressive language development.				
10.1	Explain how to use books and rhymes to improve the development of speech, language, and pre-literacy skills of a child under three years old				
10.2	Evaluate the effectiveness of sharing books and rhymes to promote the development of speech, language and pre-literacy skills of a child under three years old				
11.1	Explain how to enable parents and carers to access information about speech, language and communication to families				
11.2	Plan an activity which can be shared with families to help support the development of a child under three				
11.3	Explain how to share information with parents about how one activity is implemented in the home of a child under three years old				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____

Date _____

Assessor Signature _____

Date _____

Internal Verifier (if sampled) _____

Date_____