



Ascentis Level 2 and Level 3 Award in Speech and Language Support for 11-16s

Specification

Ofqual Number: **603/0311/6 Level 2 Award**
603/0312/8 Level 3 Award

Ofqual Start Date: 01/09/2016
Ofqual Review Date: 31/08/2020
Ofqual Certification Review Date: 31/08/2021

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 LEVEL 3 SPEECH AND LANGUAGE SUPPORT FOR 11-16s

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 11-16s aim to:

- Build practitioners' confidence and skills to support the communication and language development of ALL children aged 11-16 years but especially those with speech and language difficulties.
- Provide educational settings with a highly skilled workforce to help narrow the gap and improve the life chances of 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 secondary 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:

- Ascentis Level 2 Award In Speech and Language Support for 11-16s – 603/0311/6
- Ascentis Level 3 Award In Speech and Language Support for 11-16s – 603/0312/8

Rules of Combination

Ascentis Level 2 Award In Speech and Language Support for 11-16s				
Learners must achieve 9 credits from the single mandatory unit to achieve the qualification				
Learners must achieve 9 credits from the single mandatory unit to achieve the qualification				
Title	Level	Credit Value	GLH	Unit ref
Speech and Language Support for 11-16s	2	9	20	A/615/0511

Ascentis Level 3 Award In Speech and Language Support for 11-16s				
Learners must achieve 9 credits from the single mandatory unit to achieve the qualification				
Learners must achieve 9 credits from the single mandatory unit to achieve the qualification				
Title	Level	Credit Value	GLH	Unit ref
Speech and Language Support for 11-16s	3	9	20	F/615/0509

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Level 2 Award in Speech and Language Support for 11-16s is 20.

The recommended guided learning hours for Level 3 Award in Speech and Language Support for 11-16s is 20.

Total Qualification Time

The total qualification time for Level 2 Award in Speech and Language Support for 11-16s is 20.

The total qualification time for Level 3 Award in Speech and Language Support for 11-16s is 20.

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 this qualification.

Age Range of Qualification

This qualification is suitable for learners aged 16-18, 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 of the qualifications can lead to greater responsibility in current job and 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.

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 11-16s
Unit Reference Number: A/615/0511

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 Understand how the processes involved in communication are linked to language, learning, behaviour, and social and emotional development of eleven to sixteen year olds	1.1 Identify two strengths and two weaknesses in the speech, language, and communication skills of a eleven to sixteen year old
	1.2 Describe how the speech, language and communication skills of a eleven to sixteen year old has an impact on their learning, behaviour, social and emotional development
2 Be able to modify adult-student interaction to promote the communication skills of eleven to sixteens	2.1 Assess own interaction with a student aged eleven to sixteen
	2.2 Identify how one change in adult-student interaction can have an effect on a student's communication
3 Know about practical strategies which can improve the listening and attention skills of eleven to sixteen year olds	3.1 Describe how to use one strategy to improve the listening and attention skills of an eleven to sixteen year old
4 Know about practical strategies which can improve the memory and independent learning skills of eleven to sixteen year olds	4.1 Describe how to use four strategies to improve the memory and independent learning skills of an eleven to sixteen year old
5 Know about practical strategies which can improve the understanding of spoken language in eleven to sixteen year olds	5.1 Give a range of examples of differentiated questioning which enable eleven to sixteen year olds of varying abilities to understand spoken language
6 Know how to apply strategies to promote vocabulary development in eleven to sixteen year olds	6.1 Identify examples of core, describing and specialist words from an observed lesson
	6.2 Describe how to apply one strategy to promote the descriptive vocabulary development of an eleven to sixteen year old
	6.3 Describe how to apply one strategy to promote the specialist vocabulary development of an eleven to sixteen year old
7 Know how to apply strategies to promote the use of expressive language in eleven to sixteen year olds	7.1 Describe how to use one strategy to improve the expressive language skills of an eleven to sixteen year old
	7.2 Describe how difficulties with communication and other factors can cause difficulties with written expressive language skills

8 Know how to promote the social communication skills of eleven to sixteen year olds	8.1 Identify the social communication profile of a student aged eleven to sixteen
	8.2 Describe how to use one strategy to improve a eleven to sixteen year old's social communication skills
9 Know about the links between communication, pronunciation, phonological awareness, reading and spelling of eleven to sixteen year olds	9.1 Describe one strategy which can be used to improve the pronunciation of a student aged eleven to sixteen
	9.2 Describe how difficulties with communication and phonological awareness can cause difficulties with reading
	9.3 Describe how difficulties with communication and phonological awareness can cause difficulties with spelling

Indicative Content

Eleven to sixteen year olds should be those with whom the learner is working in their own setting

4.1 Two of these strategies should use visual tools

5.1 The range of examples should cover: twenty questions, two different situations, the receptive language skills of at least two different students

6.1 The examples should include at least 6 core, 6 describing and 4 specialist words

Assessment Method

This unit is assessed through a portfolio of evidence

Equivalences

This unit is equivalent to Y/505/5766

UNIT SPECIFICATIONS

Unit Title: Speech and Language Support for 11-16s

Unit Reference Number: F/615/0509

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 the processes involved in communication are linked to language, learning, behaviour, and social and emotional development of eleven to sixteen year olds	1.1 Identify two strengths and two weaknesses in the speech, language, and communication skills of an eleven to sixteen year old
	1.2 Explain how the speech, language and communication skills of an eleven to sixteen year old has an impact on their learning, behaviour, social and emotional development
2 Be able to modify adult-student interaction to promote the communication skills of eleven to sixteens	2.1 Assess own interaction with a student aged eleven to sixteen
	2.2 Explain how one change in adult-student interaction can have an effect on a student's communication
	2.3 Evaluate the effectiveness of one change made to improve the communication skills of an eleven to sixteen year old
3 Understand practical strategies which can improve the listening and attention skills of eleven to sixteen year olds	3.1 Explain how to use one strategy to improve the listening and attention skills of an eleven to sixteen year old.
	3.2 Evaluate the effectiveness of one strategy used to improve the listening and attention skills an eleven to sixteen year old.
4 Understand practical strategies which can improve the memory and independent learning skills of eleven to sixteen year olds	4.1 Explain how to use four strategies to improve the memory and independent learning skills of an eleven to sixteen year old.
	4.2 Evaluate the effectiveness of four strategies used to promote the memory and independent learning skills of an eleven to sixteen year old
5 Understand practical strategies which can improve the understanding of spoken language in eleven to sixteen year olds	5.1 Give a range of examples of differentiated language which enable eleven to sixteen year olds of varying abilities to understand spoken language
	5.2 Explain why differentiated questioning is relevant to the development of abstract language and verbal reasoning skills of eleven to sixteen year olds

6. Understand how to apply strategies to promote vocabulary development in eleven to sixteen year olds	6.1 Identify examples of core, describing and specialist words from an observed lesson
	6.2 Explain how to apply two strategies to promote the descriptive vocabulary development of an eleven to sixteen year old
	6.3 Compare the effectiveness of two strategies to promote the descriptive vocabulary development of an eleven to sixteen year old
	6.4 Explain how to apply one strategy to promote the specialist vocabulary development of an eleven to sixteen year old
	6.5 Evaluate the effectiveness of one strategy used to promote the specialist vocabulary development of an eleven to sixteen year old
7 Understand how to apply strategies to promote the use of expressive language in eleven to sixteen year olds	7.1 Explain how to use one strategy to improve an eleven to sixteen year old's expressive language
	7.2 Evaluate the effectiveness of one strategy used to improve an eleven to sixteen year old's expressive language
	7.3 Explain how difficulties with communication and other factors can cause difficulties with written expressive language skills
	7.4 Identify one strategy which could be used to support the writing skills of an eleven to sixteen year old
	7.5 Evaluate the effectiveness of one strategy used to support the writing skills of an eleven to sixteen year old
8 Know how to promote the social communication skills of eleven to sixteen year olds	8.1 Summarise the social communication profile of a student aged eleven to sixteen
	8.2 Explain how to use one strategy to improve an eleven to sixteen year old's social communication skills
	8.3 Evaluate the effectiveness of one strategy used to improve an eleven to sixteen year old's social communication skills
	8.4 Describe how to overcome a potential difficulty with implementing a strategy to improve an eleven to sixteen year old's social communication skills
9 Know about the links between communication, pronunciation, phonological awareness, reading and spelling of eleven to sixteen year olds	9.1 Explain one strategy which can be used to improve the pronunciation of a student aged eleven to sixteen
	9.2 Explain how difficulties with communication and phonological awareness can cause difficulties with reading
	9.3 Explain how difficulties with communication and phonological awareness can cause difficulties with spelling

Indicative Content

Eleven to sixteen year olds should be those with whom the learner is working in their own setting

4.1 Two of these strategies should use visual tools

5.1 The range of examples should cover: twenty questions, two different situations, the receptive language skills of at least two different students

6.1 The examples should include at least 6 core, 6 describing and 4 specialist words

Assessment Method

This unit is assessed through a portfolio of evidence

Equivalences

This unit is equivalent to Y/506/1406

Summary Record of Achievement
Ascentis Level 2 Award in Speech and Language Support for 11-16's

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Speech and Language Support for 11-16's	3	9			

Learner Name _____

Minimum Credit Value of Qualification 9

I confirm that the minimum number of credits 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

Ascentis Level 3 Award in Speech and Language Support for 11-16s

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Speech and Language Support for 11-16s	3	9			

Learner Name _____

Minimum Credit Value of Qualification 9

I confirm that the minimum number of credits 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) _____

APPENDIX 2

Tracking Sheet

A/615/0511

Speech and Language Support for 11-16s

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify two strengths and two weaknesses in the speech, language, and communication skills of a eleven to sixteen year old				
1.2 Describe how the speech, language and communication skills of a eleven to sixteen year old has an impact on their learning, behaviour, social and emotional development				
2.1 Assess own interaction with a student aged eleven to sixteen				
2.2 Identify how one change in adult-student interaction can have an effect on a student's communication				
3.1 Describe how to use one strategy to improve the listening and attention skills of an eleven to sixteen year old				
4.1 Describe how to use four strategies to improve the memory and independent learning skills of an eleven to sixteen year old				
5.1 Give a range of examples of differentiated questioning which enable eleven to sixteen year olds of varying abilities to understand spoken language				
6.1 Identify examples of core, describing and specialist words from an observed lesson				
6.2 Describe how to apply one strategy to promote the descriptive vocabulary development of an eleven to sixteen year old				
6.3 Describe how to apply one strategy to promote the specialist vocabulary development of an eleven to sixteen year old				
7.1 Describe how to use one strategy to improve the expressive language skills of an eleven to sixteen year old				
7.2 Describe how difficulties with communication and other factors can cause difficulties with written expressive language skills				

8.1 Identify the social communication profile of a student aged eleven to sixteen				
8.2 Describe how to use one strategy to improve a eleven to sixteen year old's social communication skills				
9.1 Describe one strategy which can be used to improve the pronunciation of a student aged eleven to sixteen				
9.2 Describe how difficulties with communication and phonological awareness can cause difficulties with reading				
9.3 Describe how difficulties with communication and phonological awareness can cause difficulties with spelling				

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 _____

Tracking Sheet

F/615/0509

Speech and Language Support for 11-16s

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify two strengths and two weaknesses in the speech, language, and communication skills of an eleven to sixteen year old				
1.2 Explain how the speech, language and communication skills of an eleven to sixteen year old has an impact on their learning, behaviour, social and emotional development				
2.1 Assess own interaction with a student aged eleven to sixteen				
2.2 Explain how one change in adult-student interaction can have an effect on a student's communication				
2.3 Evaluate the effectiveness of one change made to improve the communication skills of an eleven to sixteen year old				
3.1 Explain how to use one strategy to improve the listening and attention skills of an eleven to sixteen year old.				
3.2 Evaluate the effectiveness of one strategy used to improve the listening and attention skills an eleven to sixteen year old.				
4.1 Explain how to use four strategies to improve the memory and independent learning skills of an eleven to sixteen year old.				
4.2 Evaluate the effectiveness of four strategies used to promote the memory and independent learning skills of an eleven to sixteen year old				
5.1 Give a range of examples of differentiated language which enable eleven to sixteen year olds of varying abilities to understand spoken language				
5.2 Explain why differentiated questioning is relevant to the development of abstract language and verbal reasoning skills of eleven to sixteen year olds				
6.1 Identify examples of core, describing and specialist words from an observed lesson				
6.2 Explain how to apply two strategies to promote the descriptive vocabulary development of an eleven to sixteen year old				
6.3 Compare the effectiveness of two strategies to promote the descriptive vocabulary				

development of an eleven to sixteen year old				
6.4 Explain how to apply one strategy to promote the specialist vocabulary development of an eleven to sixteen year old				
6.5 Evaluate the effectiveness of one strategy used to promote the specialist vocabulary development of an eleven to sixteen year old				
7.1 Explain how to use one strategy to improve an eleven to sixteen year old's expressive language				
7.2 Evaluate the effectiveness of one strategy used to improve an eleven to sixteen year old's expressive language				
7.3 Explain how difficulties with communication and other factors can cause difficulties with written expressive language skills				
7.4 Identify one strategy which could be used to support the writing skills of an eleven to sixteen year old				
7.5 Evaluate the effectiveness of one strategy used to support the writing skills of an eleven to sixteen year old				
8.1 Summarise the social communication profile of a student aged eleven to sixteen				
8.2 Explain how to use one strategy to improve an eleven to sixteen year old's social communication skills				
8.3 Evaluate the effectiveness of one strategy used to improve an eleven to sixteen year old's social communication skills				
8.4 Describe how to overcome a potential difficulty with implementing a strategy to improve an eleven to sixteen year old's social communication skills				
9.1 Explain one strategy which can be used to improve the pronunciation of a student aged eleven to sixteen				
9.2 Explain how difficulties with communication and phonological awareness can cause difficulties with reading				
9.3 Explain how difficulties with communication and phonological awareness can cause difficulties with spelling				

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 _____