



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

Specification

**Ofqual Number:** 600/8251/3

Ofqual Start Date: 01/03/2013

Ofqual Review Date: 31/07/2019

Ofqual Certification Review Date: 31/07/2020

## ABOUT ASCENTIS

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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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# ASCENTIS LEVEL 3 AWARD IN SUPPORTING CHILDREN AND YOUNG PEOPLE'S SPEECH, LANGUAGE AND COMMUNICATION

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## Introduction

The Ascentis Level 3 Award in Supporting Children and Young People's Speech, Language and Communication is designed for learners who are working in a wide range of early year's settings including teaching assistants and support staff. It is also relevant to those who are involved in working in roles that come into contact with children and young people on a regular basis, for example in play work, youth justice, and youth work in the private, voluntary and public sectors.

## Aims

This qualification aims to develop the appropriate knowledge and skills to enable learners to:

- Understand the importance of speech, language and communication (SLCN) skills for children and young people.
- Understand what constitutes typical speech and language development in children and young people.
- Know how to recognise the signs that a child is experiencing difficulties.
- Promote speech, language and communication development with all age groups.
- Understand and explore a range of ways that children and young people who have speech, language and communication needs (SLCN) can be supported.

## Target Group

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

**Ofqual Qualification Number:** 600/8251/3

## Rules of Combination

<b>600/8251/3 Ascentis Level 3 Award in Supporting Children and Young People's Speech, Language and Communication</b>				
Learners must achieve 9 credits in total. 6 credits must come from the mandatory group and 3 credits must come from the optional group				
<b>Unit Group M (Mandatory): Learners must achieve all 6 credits from this group</b>				
Title	Level	Credit Value	GLH	Unit ref
Support Speech, Language and Communication Development	3	3	20	A/601/2872
Support Children and Young People's Speech, Language and Communication Skills	3	3	25	L/601/2889
<b>Unit Group O (Optional): Learners must achieve at least 3 credits from this group</b>				
Title	Level	Credit Value	GLH	Unit ref
Support The Speech, Language and Communication Development of Children who are Learning More Than One Language	3	3	26	J/601/2888
Support Positive Practice with Children and Young People with Speech, Language and Communication Needs	3	4	28	L/601/2861
Understand the Speech, Language and Communication Needs of Children and Young People with Social, Emotional and Mental Health difficulties	3	3	25	M/601/2884
Work With Parents, Families and Carers to Support their Children's Speech, Language and Communication Development	3	3	23	Y/601/2877

Unit certification is available for all units.

### Recommended Guided Learning Hours

The recommended guided learning hours for Level 3 Award in Supporting children and Young People's Speech, Language and communication is 68.

### Total Qualification Time

The total qualification time for Level 3 Award in Supporting children and Young People's Speech, Language and communication is 68.

### 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 roles, more senior job roles, and will enhance career prospects.

## 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](http://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](http://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](http://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*<sup>1</sup>. 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](http://www.ascentis.co.uk) or through contacting the Ascentis office.

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<sup>1</sup> 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

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### 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](http://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](mailto: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 1<sup>st</sup> January 2017.



## UNIT GROUP M (MANDATORY)

### UNIT SPECIFICATIONS

**Unit Title:** Support speech, language and communication development.

**Unit Reference Number:** A/601/2872

**Credit Value of Unit:** 3

**GLH of Unit:** 20

**Level of Unit:** 3

#### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>1. Understand the importance of speech, language and communication for children's overall development</p>	<p>1.1. Explain each of the terms:</p> <ul style="list-style-type: none"> <li>- Speech</li> <li>- Language</li> <li>- Communication</li> <li>- Speech language and communication needs</li> </ul>
	<p>1.2. Explain how speech, language and communication skills support the following areas in children and young people's development:</p> <ul style="list-style-type: none"> <li>- Learning</li> <li>- Emotional</li> <li>- Behaviour</li> <li>- Social</li> </ul>
	<p>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</p>
	<p>1.4. Explain the factors that increase the risk of children and young people having speech language and communication needs</p>
<p>2. Understand typical speech, language and communication development in children and young people</p>	<p>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:</p> <ul style="list-style-type: none"> <li>- 0-5 years old</li> <li>- 5-11</li> <li>- 11-16</li> </ul>
	<p>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</p>
	<p>2.3. Explain how speech, language and communication work together to enable effective interaction</p>
	<p>2.4. Explain the different ways in which a child or young person may not follow typical speech language and development</p>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
3. Be able to identify typical speech, language and communication development of children and young people	3.1. Observe and report examples of a child or young person using their communication skills in different contexts
	3.2. Plan and carry out an observation of a child or young person using their communication skills in different contexts
	3.3. Report on planned observations highlighting normal variations in the typical speech, language and communication development of children or young people

### Assessment Method

Assessment of learning outcome 3 should relate to real work activities  
 This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles

### Equivalences

N/A

## UNIT SPECIFICATIONS

**Unit Title:** Support children and young people's speech, language and communication skills.  
**Unit Reference Number:** L/601/2889

**Credit Value of Unit:** 3

**GLH of Unit:** 25

**Level of Unit:** 3

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people	1.1. Explain the ways in which adults can effectively support and extend the speech, language and communication development for each of the following age groups - 0-5 - 5-11 - 11-16 - 16-25
	1.2. Evaluate relevant positive effects of adult support for children, young people and their families
2. Be able to provide support for the speech, language and communication development of children and young people	2.1. Demonstrate methods of providing support taking into account the - specific needs - abilities - home language - interests of children and young people in their setting
	2.2. Initiate and implement planning for speech, language and communication support to children and young people in work setting
	2.3. Gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting
3. Understand how environments support speech, language and communication	3.1. Explain the importance of the environment in supporting speech, language and communication development
	3.2. Review relevant evidence about the key factors that provide a supportive speech, language and communication environment
	3.3. Apply research evidence to planning an environment that supports speech, language and communication
4. Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs	4.1. Identify the range of speech language and communication needs that children and young people may have
	4.2. Identify the indicators which may suggest that a child or young person has speech, language and communication needs
	4.3. Explain the processes and procedures to follow in order to raise any concerns and access additional, specialist support

**Assessment Method**

Learning outcome 4 should be assessed in relation to real work activities.  
This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

**Equivalences**

N/A

## Unit Group O (Optional)

### UNIT SPECIFICATIONS

**Unit Title:** Support the speech, language and communication development of children who are learning more than one language.

**Unit Reference Number:** J/601/2888

**Credit Value of Unit:** 3

**GLH of Unit:** 26

**Level of Unit:** 3

#### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the speech, language and communication assessment process for children and young people who are learning more than one language	1.1. Explain how to identify which languages are used by children and young people in the work setting 1.2. Explain how to collect information on a child or young person's use of their languages at home and in the work setting 1.3. Explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English 1.4. Explain how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs.
2. Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language	2.1. Explain what is meant by bilingualism 2.2. Explain the advantages of bilingualism 2.3. Define culture and identify how to integrate different cultures within own work setting 2.4. Explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language 2.5. Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English
3. Be able to work with parents of children and young people whose home language is not English	3.1. Provide appropriate advice to parents on supporting their child'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 Outcomes	Assessment Criteria
The learner will:	The learner can:
4. Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English	4.1. Explain the different ways in which professionals can work together in the interests of children and young people
	4.2. Explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language
	4.3. Identify and describe when and how to contact and work with relevant agencies and services

### Assessment Method

Learning outcome 3 should be assessed in relation to real work activities.

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

### Equivalences

N/A

## UNIT SPECIFICATIONS

**Unit Title:** Support positive practice with children and young people with speech, language and communication needs.

**Unit Reference Number:** L/601/2861

**Credit Value of Unit:** 4

**GLH of Unit:** 28

**Level of Unit:** 3

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs	1.1. Explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies
	1.2. Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties
	1.3. Provide examples of how current research evidence supports positive practice
2. Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people	2.1. Identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs
	2.2. Explain the process of how supportive strategies are selected and implemented to support children and young people's speech language and communication needs
	2.3. Explain own role in the process of how targets are set, monitored and evaluated along with specialist
	2.4. Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs
3. Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs	3.1. Review and identify the particular issues and implications of own work setting for children and young people's speech, language and communication
	3.2. Demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people's speech, language and communication
	3.3. Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice
4. Understand how to work with others to support the social, emotional and cognitive needs of children and young people	4.1. Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	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

### Assessment Method

Learning Outcome 3 must be assessed in relation to a real work situation  
 This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles

### Equivalences

N/A



## UNIT SPECIFICATIONS

**Unit Title:** Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties.

**Unit Reference Number:** M/601/2884

**Credit Value of Unit:** 3

**GLH of Unit:** 25

**Level of Unit:** 3

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the links between language, behaviour, emotional and social development and mental health difficulties.	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 and mental wellbeing children and young people.
	1.3. Review and report on relevant research about the incidence of speech, language and communication needs and social, emotional and mental health difficulties in children and young people.
	1.4. Describe the range of behavioural, emotional, social and mental health needs that children and young people may experience and how they can affect speech, language and communication development.
2. Understand how to support positive speech, language and communication development for children and young people with social, emotional and mental health needs.	2.1. Identify key barriers to social, emotional development and mental wellbeing that are experienced by children and young people with speech, language and communication needs.
	2.2. Explain effective strategies to overcome barriers to support the speech language and development of children and young people with social, emotional and mental health needs.
	2.3. Explain how adapting adult language and interactions can support a child's behaviour, emotional and social development and mental wellbeing, as well as support their communication development.
	2.4. Explain how positive changes to the communication environment can support communication development for children and young people with social, emotional and mental health difficulties.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>3. Understand how to adapt strategies and approaches to support behaviour, social and emotional development and mental wellbeing to meet speech, language and communication needs.</p>	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, emotional and social development and mental wellbeing 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, emotional and social development and mental wellbeing can be adapted to support children and young people with speech, language and communication needs.
<p>4. Know how to work with others in order to support the speech, language and communication development of children and young people with social, emotional and mental health needs.</p>	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, emotional and social development and mental health needs of children and young people.

### Assessment Method

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

### Equivalences

N/A

## UNIT SPECIFICATIONS

**Unit Title:** Work with parents, families and carers to support their children’s speech, language and communication development.

**Unit Reference Number:** Y/601/2877

**Credit Value of Unit:** 3

**GLH of Unit:** 23

**Level of Unit:** 3

### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of parental support for the development of speech, language and communication	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
2. Be able to work in partnership with parents to support their child’s speech, language and communication development	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 on how to develop and maintain a parent’s confidence in supporting their child’s speech, language and communication development
3. Be able to support parents to use activities and approaches to support their child’s speech, language and communication development	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 Outcomes	Assessment Criteria
The learner will:	The learner can:
4. Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies	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

### Assessment Method

Learning outcome 2 and part of learning outcome 3 must be assessed in real work situations. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

### Equivalences

N/A

## Summary Record of Achievement

## 600/8251/3 Ascentis Level 3 Award in Supporting Children and Young People's Speech, Language and Communication

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Support Speech, Language and Communication Development	3	3			
Support Children and Young People's Speech, Language and Communication Skills	3	3			

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) \_\_\_\_\_

## Tracking Sheet

A/601/2872

Support speech, language and communication development.

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain each of the terms:				
- 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:				
- 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				
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:				
- 0-5 years old				
- 5-11				
- 11-16				
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				

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				

**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 \_\_\_\_\_

## APPENDIX 2

### Tracking Sheet

**L/601/2889**

Support children and young people's speech, language and communication skills.

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
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 - 0-5 - 5-11 - 11-16 - 16-25				
1.2. Evaluate relevant positive effects of adult support for children, young people and their families				
2.1 Demonstrate methods of providing support taking into account the - specific needs - abilities - home language - interests of children and young people in their setting				
2.2. Initiate and implement planning for speech, language and communication support to children and young people in work setting				
2.3. Gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting				
3.1 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				
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				

**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 \_\_\_\_\_

If you require Tracking Sheets for the Optional Groups please contact [development@ascentis.co.uk](mailto:development@ascentis.co.uk)