



Ascentis Level 4 Certificate in Creating Communication Friendly Settings

Specification

Ofqual Number: 601/7695/7

Ofqual Start Date: 01/10/2015

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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ASCENTIS LEVEL 4 CERTIFICATE IN CREATING COMMUNICATION FRIENDLY SETTINGS

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 4 Certificate in creating communication friendly settings aims to:

- Build practitioners confidence and skills to support the communication and language development of ALL children 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 young children.
- Make educational setting better at communicating with both children and their families

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 educational settings.

The Level 4 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:

- 601/7695/7 Ascentis Level 4 Certificate in Creating Communication Friendly Settings

Rules of Combination

601/7695/7 Ascentis Level 4 Certificate in Creating Communication Friendly Settings				
Learners must achieve 19 credits in total. 10 credits comes from the mandatory unit in group A plus any one unit from group B				
A(Mandatory unit) - This unit is mandatory - a total of 10 credits				
Title	Level	Credit Value	GLH	Unit ref
Creating Communication Friendly Settings	Level 4	10	60	L/507/8185
B(Optional units) - One unit is required from this group - a total of 9 credits				
Title	Level	Credit Value	GLH	Unit ref
Communication Support for Verbal Pupils with Autism Spectrum Disorder: From Theory into Practice	Level 3	9	50	A/507/7078
Speech and Language Support for 5-11s: From Theory into Practice	Level 3	9	63	D/506/1407
Speech and Language Support for Under 5s: From Theory into Practice	Level 3	9	63	H/506/1408
Communication Support for 0-25s with Severe and Complex Needs: From Theory into Practice	Level 3	9	63	K/506/1409
Speech and Language Support for 0-3s	Level 3	9	20	T/508/5180
Speech and Language Support for 3-5s	Level 3	9	20	L/508/4052
Speech and Language Support for 5-11s	Level 3	9	20	L/508/5170
Speech and Language Support for 11-16s	Level 3	9	20	F/605/0509

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Level 4 Certificate in Creating Communication Friendly Settings is 190.

Total Qualification Time

The total qualification time for Level 4 Certificate in Creating Communication Friendly Settings is 190.

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 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.

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.

GROUP A MANDATORY UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Creating Communication Friendly Settings

Unit Reference Number: L/507/8185

Credit Value of Unit: 10

GLH of Unit: 60

Level of Unit: 4

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to develop the theoretical knowledge and practical skills of education practitioners in the specific area of speech, language and communication (SLC)	1.1. Explain how taught strategies to support SLC have been modified and implemented to meet the specific ages and differing needs of the children/young people across a whole setting
2. Know how to evaluate the impact of training education practitioners in key aspects of SLC	2.1. Use and interpret a variety of methods to collect and collate data concerning the impact of training in the setting
	2.2. Analyse the data and draw conclusions on the implementation of SLC training
3. Be able to motivate and mentor a whole staff team to create a Communication Friendly Setting	3.1. Mentor staff to a sufficiently high level to enable a setting to submit an audit of the strategies used and changes in practice made to create a Communication Friendly Setting
	3.2. Reflect on the experience of mentoring staff to create a Communication Friendly Setting, suggesting significant developments for their practice

Assessment Method

N/A

Equivalences

N/A

GROUP B OPTIONAL UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Communication Support for Verbal Pupils with Autism Spectrum Disorder: From Theory into Practice

Unit Reference Number: A/507/7078

Credit Value of Unit: 9

GLH of Unit: 50

Level of Unit: 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the processes involved in communication and the links between language, learning, behaviour, and social and emotional development in pupils with Autism Spectrum Disorder (ASD)	1.1. Identify the processes involved in receptive and expressive language
	1.2. Identify the strengths and weaknesses of the speech, language and communication skills of a pupil with ASD
	1.3. Analyse the links between the language, learning, behaviour, and social and emotional development of a pupil with ASD
2. Understand the impact that sensory integration difficulties have on a pupil with ASD	2.1. Describe the seven sensory systems operating in the human body
	2.2. Complete a sensory processing checklist on a pupil with ASD
	2.3. Write a report that summarises the pupil's sensory development and the impact this has on the pupil's learning, interaction and behaviour
3. Understand the role of non-verbal communication in the learning of a pupil with and without ASD	3.1. Reflect on a learning situation with a pupil without ASD and describe the impact of non-verbal communication
	3.2. Discuss and evaluate the relative importance of non-verbal communication when communicating with a pupil with ASD
4. Know how to apply practical strategies to improve the listening and attention skills of pupils with ASD	4.1. Assess the level of attention skills of a pupil with ASD with whom they work
	4.2. Implement strategies to support a pupil with ASD to listen and attend to a learning activity
	4.3. Evaluate strategies to support the same pupil's ability to listen and attend to a learning activity
5. Know how physical and visual structures support the learning and communication of a pupil with ASD	5.1. Describe examples of physical and visual structure
	5.2. Explain how each structure supports a pupil with ASD
	5.3. Describe a situation where using physical structure would be beneficial
	5.4. Evaluate the effectiveness of applying physical structure
	5.5. Make examples of visual structure and describe how each was used

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	5.6. Evaluate the implementation of the visual structures
6. Know how to apply practical strategies to promote memory in pupils with ASD	6.1. Implement practical strategies to promote the memory skills of a pupil with ASD
	6.2. Evaluate the practical strategies used to promote memory skills
7. Know how to develop the language of emotions of a pupil with ASD through multi-sensory learning	7.1. Describe the implementation of a multi-sensory strategy to teach emotional language to a pupil with ASD
	7.2. Evaluate the multi-sensory strategy used to teach emotional language
	7.3. Describe how to generalise the learning of emotional language
	7.4. Explain why the generalising the learning of emotional language is important for a pupil with ASD
8. Understand how to promote the vocabulary development of pupils with ASD	8.1. Implement the use of strategies to promote vocabulary development of pupils with ASD
	8.2. Evaluate the use of the two multi-sensory strategies to promote vocabulary development of pupils with ASD
9. Know how to monitor and apply practical strategies to develop the receptive language skills of a pupil with ASD	9.1. Devise and implement an informal assessment of receptive language with a pupil with ASD
	9.2. Give examples of differentiated language which enables a pupil with ASD with whom they work to access the curriculum
	9.3. Discuss the relevance of the strategy for pupils with ASD
10. Be able to use appropriate styles of adult-child interaction to promote the communication skills of pupils with ASD	10.1. Reflect on and analyse their personal style of interaction with a pupil with ASD
	10.2. Plan and implement a change in adult-child interaction when supporting a pupil with ASD
	10.3. Evaluate the effect of changing one aspect of interaction when interacting with a pupil with ASD
	10.4. Describe a suitable interactive situation that could be used to develop social interaction skills in a pupil with ASD
	10.5. Apply a strategy to develop social interaction skills
	10.6. Evaluate the impact of changing the strategy
	10.7. Identify learning points relating to the introduction of this strategy and state the action to be taken
11. Understand Theory of Mind and how delayed development in this area affects a pupil with ASD	11.1. Define the term 'Theory of Mind'
	11.2. Give an example of how delayed development of Theory of Mind may affect a pupil with ASD
	11.3. Describe an observed episode of challenging behaviour and explain how Theory of Mind might account for the observed behaviour and interaction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
12. Be able to identify and promote the social communication skills of pupils with ASD	12.1. Identify the social communication skills of a pupil with ASD
	12.2. Write a report to summarising the social communication strengths and weaknesses of an pupil with ASD with whom they work
	12.3. Implement strategies to support the development of social skills in a pupil with ASD
	12.4. Evaluate the impact of the strategies on the pupil's social skills
13. Know how to adapt the communication environment to promote positive behaviour of a pupil with ASD	13.1. Use an appropriate method to record observations of behaviour of a pupil with ASD
	13.2. Reflect on the impact of communication difficulties on behaviour and propose alternative teaching methods to minimise behavioural challenges
14. Understand how practice has changed as a result of completing the course	14.1. Evaluate changes in personal practice as a result of gaining practical skills and knowledge
15. Know how to support verbal pupils with ASD to positively engage in learning activities	15.1. Devise a Communication Plan for a pupil with ASD to demonstrate knowledge gained throughout the course by identifying the pupil's strengths and weaknesses and selecting appropriate support strategies
	15.2. Describe three challenges to implementing the strategies

Assessment Method

A qualified speech and language therapist registered with the Health Professionals Council (HPC) must be involved in the assessment and delivery of this unit, and in the writing of course materials.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Speech and Language Support for 5-11s: From Theory into Practice

Unit Reference Number: D/506/1407

Credit Value of Unit: 9

GLH of Unit: 63

Level of Unit: 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the processes involved in communication and the link between language, learning, behaviour, and social and emotional development of 5-11 year olds.	1.1. Identify the processes involved in receptive and expressive language.
	1.2. Identify the strengths and weaknesses of the speech, language and communication skills of a child with whom they work.
	1.3. Analyse the links between the language, learning, behaviour, and social and emotional development of a child with whom they work.
2. Understand the role of non-verbal communication in the learning of 5-11 year olds.	2.1. Reflect on a learning situation they have been involved in with a child and analyse the aspects of non-verbal communication.
	2.2. Discuss the importance of non-verbal communication when communicating with a child with speech, language and communication difficulties.
3. Know how to apply practical strategies to improve the listening and attention skills of 5-11 year olds.	3.1. Assess the level of attention skills of a child with whom they work.
	3.2. Choose, implement and evaluate strategies to support the same child's ability to listen and attend to a learning activity.
4. Know how to apply practical strategies to promote independent learning in 5-11 year olds.	4.1. Choose, implement and evaluate practical strategies to promote the independent learning of a child with whom they work
5. Know how to monitor and apply practical strategies to develop the receptive language skills of 5-11 year olds.	5.1. Choose, implement and evaluate practical strategies to support and develop children's receptive language skills.
	5.2. Devise and implement two informal assessments using two different models of receptive language development with a young child or children with whom they work.
	5.3. Give examples of differentiated language which enables children of varying abilities to access the curriculum.
6. Understand how to promote the vocabulary development of 5-11 year olds through multi-sensory learning.	6.1. Devise, implement and evaluate the use of multi-sensory strategies to promote vocabulary development of children with whom they work.
7. Be able to use practical strategies to develop the expressive language skills of 5-11 year olds.	7.1. Choose, implement and evaluate practical strategies to support the expressive language skills of children with whom they work.
8. Be able to use appropriate styles of adult-child interaction to promote the	8.1. Reflect on and analyse their personal style of adult-child interaction.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
communication skills of 5-11 year olds.	8.2. Evaluate the effect of changing an aspect of their adult-child interaction when supporting a 5-11 year old child with whom they work.
9. Be able to identify and promote the social communication skills of 5-11 year olds.	9.1. Identify and summarise the social communication skills of a child with whom they work.
	9.2. Plan, implement and evaluate strategies to promote the social communication skills of a group of 5-11 year olds of varying abilities with whom they work.
10. Be able to apply theoretical knowledge to support children with articulation and phonological difficulties.	10.1. Explain how difficulties with speech processing and other factors can cause unclear speech.
	10.2. Explain how to support and develop the clarity of a child's speech.
11. Understand the link between speech and literacy skills in 5-11 year olds.	11.1. Explain how speech processing and communication skills are linked to literacy development of 5-11 year olds.
12. Know how to support a group of 5-11 year olds with a range of speech, language and communication needs to positively engage in learning activities.	12.1. Explain how practical skills and knowledge gained can be used to support a group of 5-11 year olds with a range of speech, language, communication and learning needs in a chosen situation.
13. Be able to evaluate changes in personal practice.	13.1. Identify and evaluate changes in personal practice as a result of gaining practical skills and knowledge.

Assessment Method

A qualified speech and language therapist registered with the Health Professions Council (HPC) must be involved in the assessment and delivery of this unit, and in the writing of course materials. Assessment must be carried out in accordance with Skills for Care and Development's QCF Assessment Principles. Details are in the Qualification Guide.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Speech and Language Support for Under 5s: From Theory into Practice

Unit Reference Number: H/506/1408

Credit Value of Unit: 9

GLH of Unit: 63

Level of Unit: 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the processes involved in communication and the link between language, learning, behaviour, and social and emotional development of under fives.	1.1. Identify the processes involved in receptive and expressive language.
	1.2. Identify the strengths and weaknesses of the speech, language, and communication skills of a child with whom they work.
	1.3. Analyse the link between the language, learning, behaviour, and social and emotional development of a child with whom they work.
2. Be able to use appropriate styles of adult-child interaction to promote the communication skills of under 5s.	2.1. Reflect and analyse their personal style of adult-child interaction.
	2.2. Evaluate the effect of changing an aspect of their adult-child interaction when supporting a young child with whom they work.
3. Understand the role of non-verbal communication in the learning of under-fives.	3.1. Reflect on a learning situation they have been involved in with a young child and analyse the aspects of non-verbal communication.
	3.2. Discuss the importance of non-verbal communication when communicating with a young child with speech, language and communication difficulties.
4. Know how to apply visual strategies to promote independent learning in under 5s.	4.1. Choose, apply and evaluate visual strategies to promote the independent learning of a child with whom they work
5. Understand the link between play, language and communication development of under 5s.	5.1. Observe a young child and identify the types of play particularly relevant to the development of language and communication.
	5.2. Explain and evaluate how the activities engaged in by the child in 5.1 were used to promote his/her language and communication skills.
6. Know how to apply practical strategies to improve the listening and attention skills of under-fives.	6.1. Assess the level of attention skills of a young child with whom they work.
	6.2. Choose, implement, and evaluate strategies to support the same young child's ability to attend to a learning activity.
7. Understand how to promote the vocabulary development of under 5s through multi-sensory learning.	7.1. Devise, implement, and evaluate the use of multi-sensory strategies to promote vocabulary development of young children with whom they work

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
8. Know how to monitor and apply practical strategies to develop the receptive language skills of under 5s.	8.1. Choose, implement, and evaluate practical strategies to support and develop young children's receptive language skills.
	8.2. Devise and implement informal assessments of two different models of receptive language development of young children with whom they work.
	8.3. Give examples of differentiated language which enables young children of varying abilities to understand spoken language and access the curriculum.
9. Be able to use practical strategies to develop the expressive language skills of under 5 year olds.	9.1. Choose, implement, and evaluate practical strategies to support the expressive language skills of young children with whom they work
10. Be able to identify and promote the social communication skills of under 5s.	10.1. Identify and summarise the social communication skills profile of a young child with whom they work.
	10.2. Plan, implement and evaluate strategies to promote the social communication skills of a group of under 5s of varying abilities with whom they work.
11. Be able to apply theoretical knowledge to support under 5s with the development of clear speech.	11.1. Explain how difficulties with speech processing and other factors can cause unclear speech.
	11.2. Describe how to support and develop the clarity of a young child's speech
12. Understand the link between speech, language and literacy skills and how to promote early phonological awareness when working with under 5s.	12.1. Demonstrate how speech processing and speech development are linked to literacy skills.
	12.2. Use and evaluate activities to promote the phonological awareness of under 5s.
13. Know how to support a group of under 5s with a range of speech, language and communication needs to positively engage in learning activities.	13.1. Explain how practical skills and knowledge can be used to support a group of under 5s with a range of speech, language, communication and learning needs in a chosen situation
14. Be able to evaluate changes in personal practice.	14.1. Identify and evaluate changes in personal practice as a result of gaining practical skills and knowledge

Assessment Method

A qualified speech and language therapist registered with the Health Professions Council (HPC) must be involved in the assessment and delivery of this unit, and in the writing of course materials.

Assessment must be carried out in accordance with Skills for Care and Development's QCF Assessment Principles. Details are in the Qualification Guide.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Communication Support for 0-25s with Severe and Complex Needs: From Theory into Practice
Unit Reference Number: K/506/1409

Credit Value of Unit: 9

GLH of Unit: 63

Level of Unit: 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify the stage of communication of individuals with severe and complex communication needs.	1.1. Identify the stage of communication development of an individual, justifying their decision with evidence.
2. Be able to use appropriate styles of interaction to promote the communication skills of individuals with severe and complex communication needs.	2.1. Reflect on and analyse their personal style of interaction when supporting an individual with severe and complex communication needs.
	2.2. Evaluate the effect of changing an aspect of interaction when supporting an individual with severe and complex communication needs.
3. Be able to record detailed observations of individuals at varying levels of communication.	3.1. Record, interpret and evaluate examples of the communication of individuals with severe and complex communication needs checking for consistent patterns in varied situations.
4. Know how to use appropriate strategies and activities to promote the communication skills of individuals with severe and complex communication needs.	4.1. Use and evaluate activities and strategies to support individuals with severe and complex communication needs of varying abilities.
5. Understand the meaning of key terms used within the field of severe communication difficulties.	5.1. Define and explain the importance of key terms used within the field of severe communication difficulties.
6. Be able to promote choice-making by individuals with severe and complex communication needs.	6.1. Analyse the level of choice-making skills of individuals with severe and complex communication needs.
	6.2. Plan and evaluate choice making opportunities for individuals with severe and complex communication needs.
7. Understand how play and/or exploring the environment is linked to the development of language and communication.	7.1. Identify and compare the levels of play or exploratory and communication skills of an individual with severe and complex needs, justifying their decision with evidence.
	7.2. Implement and evaluate activities to promote exploratory learning to support communication.
	7.3. Discuss the advantages and disadvantages of natural and structured contexts in promoting the communication skills of individuals with severe and complex communication needs.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
8. Be able to devise an accessible plan to promote the communication skills of individuals with severe and complex communication needs.	8.1. Plan strategies to support individuals with severe and complex communication needs, making the information easy to share with other carers.
9. Be able to evaluate changes in personal practice.	9.1. Identify and evaluate changes in personal practice as a result of gaining practical skills and knowledge.

Assessment Method

A qualified speech and language therapist registered with the Health Professions Council (HPC) must be involved in the assessment and delivery of this unit, and in the writing of course materials.

Assessment must be carried out in accordance with Skills for Care and Development's QCF Assessment Principles. Details are in the Qualification Guide on the website.

Equivalences

R/504/3387 Communication Support for 0-25s with Severe and Complex Needs: 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

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

UNIT SPECIFICATIONS

Unit Title: Speech and Language Support for 3-5s
Unit Reference Number: L/508/4052

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 three to five year olds	1.1 Identify two strengths and two weaknesses in the speech, language, and communication skills of a three to five year old. 1.2 Explain how the speech, language and communication skills of a three to five year old has an impact on their learning, behaviour, social and emotional development.
2 Be able to make an early years setting more communication friendly.	2.1 Identify how communication friendly an early years setting currently is. 2.2 Identify two actions to make an early years setting more communication friendly. 2.3 Implement two changes to make an early years setting more communication friendly. 2.4 Evaluate the effectiveness of two changes made to make an early years setting more communication friendly.
3 Be able to modify adult-child interaction to promote the communication skills of three to five year olds	3.1 Assess own interaction with a child aged three to five. 3.2 Explain how one change in adult-child interaction can have an effect on a child's communication. 3.3 Evaluate the effectiveness of one change made to improve the communication skills of a three to five year old.
4 Be able to improve how a setting works with families	4.1 Identify one change which could be made to improve how a setting works with families. 4.2 Implement one change to improve the way a setting works with families. 4.3 Evaluate the effectiveness of one change made to improve how a setting works with families.
5 Be able to support language and communication development of three to five year olds through play	5.1 Identify a child's level of play and language. 5.2 Plan three play opportunities which support a child's language and communication development. 5.3 Explain how a play opportunity can be used to encourage the speech and language development of a three to five year old.
6 Understand practical strategies which can improve the listening and attention skills of three to five year olds.	6.1 Explain how to use one strategy to improve the listening and attention skills a three to five year old. 6.2 Evaluate the effectiveness of one strategy used to improve the listening and attention skills a three to five year old.
7 Understand how non-verbal communication	7.1 List four examples of non-verbal

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
affects the learning of three to five year olds.	<p>communication.</p> <p>7.2 Explain how changes in the use of non-verbal communication affect the communication of a three to five year old.</p> <p>7.3 Explain the importance of using non-verbal communication when communicating with three to five year olds.</p>
8 Understand how to apply visual strategies to promote independent learning in three to five year olds	<p>8.1 Describe how to apply a visual strategy to promote the independent learning of a three to five year old.</p> <p>8.2 Evaluate the effectiveness of one visual strategy used to promote the independent learning of a three to five year old.</p>
9 Be able to plan activities which promote vocabulary development in three to five year olds	<p>9.1 Plan two activities which aim to promote the vocabulary development of a three to five year old.</p> <p>9.2 Evaluate the effectiveness of two activities which aim to promote the vocabulary development of a three to five year old.</p>
10 Understand practical strategies which can improve the understanding of spoken language in three to five year olds	<p>10.1 Explain how one strategy improved a three to five year old's understanding of spoken language.</p> <p>10.2 Give a range examples of differentiated language which enable three to five year olds of varying abilities to understand spoken language.</p> <p>10.3 Explain how to use two different models to support the receptive language skills of three to 5 year olds.</p>
11 Understand how to apply strategies to promote the use of expressive language in three to five year olds	<p>11.1 Explain how to use one strategy to improve a three to five year old's expressive language.</p> <p>11.2 Evaluate the effectiveness of one strategy used to improve a three to five year old's expressive language.</p> <p>11.3 Give six examples of modelling to encourage expressive language development.</p> <p>11.4 Explain how to use one strategy to improve a three to five year old's narrative skills.</p> <p>11.5 Evaluate the effectiveness of one strategy used to improve a three to five year old's Narrative skills.</p>
12 Understand how to improve the clarity of speech of three to five year olds	<p>12.1 Identify two strategies which can be used to support three to five year olds with unclear speech.</p> <p>12.2 Explain why one strategy would help a three to five year old with unclear speech</p> <p>12.3 Explain how difficulties with speech processing and other factors can cause unclear speech</p>
13 Understand how to improve the phonological awareness of three to five year olds	<p>13.1 Explain the link between speech processing, speech development and literacy skills in three to five year olds.</p> <p>13.2 Describe two different activities which would promote one aspect of</p>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	phonological awareness in three to five year olds. 13.3 Evaluate the effectiveness of two strategies used to promote one aspect of phonological awareness in three to five year olds.

<p>Three to five year olds should be those with whom the learner is working in their own setting</p> <p>10.2 The range of examples should cover: two different approaches, four different situations, and the receptive language skills of at least three different children</p> <p>11.3 The examples should arise from the learners own observations in the setting in which they work</p>

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 5’s: from Theory into Practice

UNIT SPECIFICATIONS

Unit Title: Speech and Language Support for 5-11s
Unit Reference Number: L/508/5170

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 five to eleven year olds	1.1 Identify two strengths and two weaknesses in the speech, language, and communication skills of a five to eleven year old 1.2 Explain how the speech, language and communication skills of a five to eleven year old has an impact on their learning, behaviour, social and emotional development
2 Understand how non-verbal communication affects the learning of five to eleven year olds	2.1 List four examples of non-verbal communication 2.2 Explain how changes in the use of non-verbal communication affect the communication of a five to eleven year old. 2.3 Explain the importance of understanding non-verbal communication when communicating with five to eleven year olds
3 Understand practical strategies which can improve the listening and attention skills of five to eleven year olds	3.1 Explain how to use one strategy to improve the listening and attention skills of a five to eleven year old. 3.2 Evaluate the effectiveness of one strategy used to improve the listening and attention skills a five to eleven year old.
4 Understand practical strategies which can improve the memory and independent learning skills of five to eleven year olds	4.1 Explain how to use two strategies to improve the memory and independent learning skills of a five to eleven year old. 4.2 Evaluate the effectiveness of two strategies used to promote the memory and independent learning skills of a five to eleven year old
5 Understand practical strategies which can improve the understanding of spoken language in five to eleven year olds	5.1 Explain how one strategy improved a five to eleven year old's understanding of spoken language 5.2 Evaluate the effectiveness of one strategy used to improve a five to eleven year old's understanding of spoken language 5.3 Give a range of examples of differentiated language which enable five to eleven year olds of varying abilities to understand spoken language 5.4 Explain how to use one model of differentiated questioning to support the receptive language skills of five to eleven year olds

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>6 Understand how to apply strategies to promote vocabulary development in five to eleven year olds</p>	6.1 Assess the effectiveness of two strategies used to promote the vocabulary development of a five to eleven year old
	6.2 Explain how to apply a visual strategy to promote the vocabulary development of a five to eleven year old
	6.3 Evaluate the effectiveness of one strategy to promote the vocabulary development of a five to eleven year old
<p>7 Understand how to apply strategies to promote the use of expressive language in five to eleven year olds</p>	7.1 Explain how to use one strategy to improve a five to eleven year old's expressive language
	7.2 Evaluate the effectiveness of one strategy used to improve a five to eleven year old's expressive language
	7.3 Give six examples of Modelling to encourage expressive language development.
	7.4 Explain how to use one strategy to improve a five to eleven year old's narrative skills
	7.5 Evaluate the effectiveness of one strategy used to improve a five to eleven year old's Narrative skills
<p>8 Be able to modify adult-child interaction to promote the communication skills of five to elevens</p>	8.1 Assess own interaction with a child aged five to eleven
	8.2 Explain how one change in adult-child interaction can have an effect on a child's communication
	8.3 Evaluate the effectiveness of one change made to improve the communication skills of a five to eleven year old
<p>9 Understand how to promote the social communication skills of five to eleven year olds</p>	9.1 Summarise the social communication profile of a child aged five to eleven
	9.2 Describe how to use one strategy to improve a five to eleven year old's social communication skills
	9.3 Evaluate the effectiveness of one strategy used to improve a five to eleven year old's social communication skills
<p>10 Understand practical strategies which can improve the clarity of speech of five to eleven year olds</p>	10.1 List three strategies which can be used to help a five to eleven year old with unclear speech
	10.2 Explain how difficulties with speech processing and other factors can cause unclear speech
<p>11 Understand how to improve the phonological awareness of five to eleven year olds</p>	11.1 Explain the link between speech processing, speech development and literacy skills in five to eleven year olds

Indicative Content

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

5.3 The range of examples should cover: two different approaches, three different situations, the receptive language skills of at least three different children

7.3 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 D/506/1407 Speech and Language Support for 5-11s: From Theory into Practice

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

601/7695/7 Ascentis Level 4 Certificate in Creating Communication Friendly Settings

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Creating Communication Friendly Settings	Level 4	10			

Learner Name _____

Minimum Credit Value of Qualification 19

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
Supplementary Sheet**

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification 19

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

L/507/8185

Creating Communication Friendly Settings

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain how taught strategies to support SLC have been modified and implemented to meet the specific ages and differing needs of the children/young people across a whole setting				
2.1 Use and interpret a variety of methods to collect and collate data concerning the impact of training in the setting				
2.2. Analyse the data and draw conclusions on the implementation of SLC training				
3.1 Mentor staff to a sufficiently high level to enable a setting to submit an audit of the strategies used and changes in practice made to create a Communication Friendly Setting				
3.2. Reflect on the experience of mentoring staff to create a Communication Friendly Setting, suggesting significant developments for their practice				

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