

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 3 Award in Supporting  
Children and Young People's Speech, Language  
and Communication  
QN: 600/4257/6**

NCFE CACHE Level 3 Award in Supporting Children and Young People's Speech, Language and Communication (600/4257/6)

**Qualification summary**

<b>Qualification title</b>	<b>NCFE CACHE Level 3 Award in Supporting Children and Young People's Speech, Language and Communication</b>		
<b>Ofqual qualification number (QN)</b>	600/4257/6	<b>Aim reference</b>	60042576
<b>Guided learning hours (GLH)</b>	68	<b>Total qualification time (TQT)</b>	90
<b>Credit value</b>	9		
<b>Minimum age</b>	16		
<b>Qualification purpose</b>	<p>This qualification is designed for those who work with children and young people. It provides a professional development opportunity and aims to develop the appropriate knowledge and skills to enable learners to:</p> <ul style="list-style-type: none"> <li>• understand the importance of speech, language and communication</li> <li>• identify the signs of those children who are experiencing difficulties</li> <li>• promote speech, language and communication development</li> <li>• explore ways to support children and young people who have speech, language and communication needs (SLCN)</li> </ul> <p>This award provides opportunities for specialist learning for practitioners working in a wide range of occupational settings including:</p> <ul style="list-style-type: none"> <li>• children and young people's</li> <li>• early years</li> <li>• health and social care</li> <li>• playwork</li> <li>• youth work</li> <li>• educational</li> </ul> <p>Continuing professional development (CPD): CPD in speech language and communication can lead to an increase in confidence. It can also improve practice and achieve better outcomes for children and young people.</p>		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.		
<b>Work/industry placement experience</b>	Learners will need to be working, volunteering or on practical placement to be able to show competence in both knowledge and skills.		
<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.		
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 600/4257/6.		
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

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## Summary of changes

This table summarises the changes to this qualification specification since version 5.0 December 2017

Version	Publication date	Summary of amendments
v6.0	December 2017	<p>Changes have to been made to units <b>L/601/2861 (CYPOP 15)</b>, <b>Y/601/2877 (CYPOP 21)</b> and <b>M/601/2884 (CYPOP 22)</b>. References to “children” have been replaced with “children and young people”.</p> <p>In addition, following a review by CACHE and The Communication Trust, any reference to Behavioural, Social and Emotional Difficulties (BESD) has been updated to align with the updated SEND category: Social, Emotional and Mental Health Needs (SEMH). As BESD and SEMH are not interchangeable terms the wording has been carefully considered and adjusted to reflect this.</p>
v7.0	August 2018	<p>Updated websites section. Added Equal opportunities and Diversity, access and inclusion sections.</p>
v7.1	April 2019	Safeguarding guidance added.
v7.2	February 2020	<a href="#">Resources</a> section added.
v8.0	October 2021	<p><a href="#">Two units</a> have been removed and replaced (changes are minor amends to do with terminology only):</p> <p>Unit Y/601/2877 (CYPOP 21): Work with parents, families and carers to support their children’s speech, language and communication development has been replaced with <a href="#">D/617/9970: Work with parents, families and carers to support their children and young people’s speech, language and communication development.</a></p> <p>M/601/2884 (CYPOP 22): Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties has been replaced with <a href="#">K/617/9969: Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs.</a></p>
v8.1	November 2021	Unit <a href="#">K/617/9969: Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs</a> has been updated to indicate that it is a knowledge only unit (no content has changed).
v8.2	June 2022	Further information added to the <a href="#">qualification summary</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Version	Publication date	Summary of amendments
		Information added to the <a href="#">qualification summary</a> to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.
v8.3	August 2023	<p>Update to new template.</p> <p>Information regarding UCAS points added to <a href="#">qualification summary</a>.</p> <p>Minor amends to 6 units:</p> <ul style="list-style-type: none"> <li>• <a href="#">A/601/2872:</a> <ul style="list-style-type: none"> <li>○ minor wording amends to AC1.2, 1.3 and 2.4</li> <li>○ age ranges updated for AC2.1</li> <li>○ assessment guidance and assessment tasks updated to reflect wording amends to unit</li> </ul> </li> <li>• <a href="#">L/601/2889:</a> <ul style="list-style-type: none"> <li>○ age ranges updated for AC1.1</li> <li>○ minor wording amends AC2.1–2.3</li> <li>○ assessment guidance and assessment tasks updated to reflect working amends to unit</li> </ul> </li> <li>• <a href="#">J/601/2888:</a> <ul style="list-style-type: none"> <li>○ minor wording amends to AC1.1, 1.2, 1.4 and 2.3</li> <li>○ assessment tasks updated to reflect wording amends to unit</li> </ul> </li> <li>• <a href="#">L/601/2861:</a> <ul style="list-style-type: none"> <li>○ minor wording amends to AC1.2, 2.1, 3.1–3.3, and 4.3</li> <li>○ assessment tasks updated to reflect wording amends to unit</li> </ul> </li> <li>• <a href="#">K/617/9969:</a> <ul style="list-style-type: none"> <li>○ minor wording amends to LO1 and LO4, AC1.2–1.4, 2.3, 3.2 and 3.3</li> <li>○ assessment tasks updated to reflect wording amends to unit</li> </ul> </li> <li>• <a href="#">D/617/9970:</a> <ul style="list-style-type: none"> <li>○ minor wording amends to unit title and unit summary, LO2 and LO3, AC1.1, 2.1–2.4, 3.1–3.3, and 4.1–4.3</li> <li>○ assessment tasks updated to reflect wording amends to unit</li> </ul> </li> </ul>
v8.4	January 2024	<p><a href="#">Unit L/601/2889 (CYPOP 24)</a> Support children and young people's speech, language and communication skills included in mandatory units.</p> <p><a href="#">Statement regarding reasonable adjustments added to section 1.</a></p>

## **Section 1: introduction**

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

### **Aims and objectives**

This qualification aims to:

- focus on the study of the speech, language and communication needs of children in the children and young people's sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objective of this qualification is to:

- develop the knowledge and the skills necessary for effective communication and how to identify development needs and support for individuals; speech, language and communication skills are essential for learning and social and emotional wellbeing, therefore it's important that practitioners understand what typical development looks like for different age groups

### **Support handbook**

This qualification specification must be used alongside the mandatory support handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

### **Guidance for entry and registration**

This qualification is designed for practitioners in a wide range of settings who are looking to improve their practice and specialist learning. This includes settings for children and young people, playwork, health and social care, youth justice and supporting teaching and learning.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **6 credits from the mandatory units** in group A and a minimum of **3 credits from the optional units** in group B.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the fees and pricing document on the NCFE website.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their tutor, who should refer to our policies and documents page on the NCFE website.

## Progression

This qualification provides opportunities for continual professional development (CPD) in speech, language and communication, which can lead to an increase in confidence, improved practice and better outcomes for children and young people. This award provides opportunities for specialist learning for practitioners working in a wide range of occupational settings including:

- children and young people
- early years
- health and social care
- playwork
- youth work
- educational
- further education:

## Progression to higher level studies

Level 3 qualifications can support progression to higher level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

Learners could progress on to further education such as:

- Level 3 qualifications in education, early years and health and social care
- Level 3 SEND in early years
- Level 4 PANCo
  - Level 4 Neuroscience

- Level 5 Early Years Senior Practitioner

### **Resource requirements**

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Care and Development Assessment Principles

### **Real work environment (RWE) requirement/recommendation**

Where the assessment guidance for a unit allows, it is essential that organisations wishing to operate a real work environment (RWE) do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

### **Work/industry placement experience**

The learner will need to be working, volunteering or on practical placement to be able to show competence in both knowledge and skills.

### **Employer involvement**

The Communication Trust played an important role in the early development of this qualification, highlighting the importance of understanding speech, language and communication across the children and young people's workforce. We are also pleased to say that this qualification has the continued support of Speech and Language UK (formerly I CAN) who work to support the 1.7 million children in the UK who face challenges with talking and understanding words.

Resources are available to support this qualification at [www.speechandlanguage.org.uk](http://www.speechandlanguage.org.uk)

### **Age range covered by the qualification**

Learners will be working with children and young people that are aged between 0 to 19 years.

### **How the qualification is assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)



Learners must be successful in this component to gain the Level 3 Award in Supporting Children and Young People's Speech, Language and Communication.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance (EQA) visits are required.

All the evidence generated by the learner will be assessed against the standards expected of a level 3 learner for each LO.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

### **Internal assessment**

We have created some sample tasks for the internally assessed units, which can be found at the end of each unit. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover knowledge LOs and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the provider development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

## **Section 2: unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

**CYPOP 20 Support speech, language and communication development (A/601/2872)**

Unit summary				
The unit aims to provide a basis for understanding the typical development of speech, language and communication in children and young people and the importance for a child or young person’s overall development.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>3 credits</b>	<b>20 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand the importance of speech, language and communication for children and young people’s overall development	1.1 Explain each of the terms: <ul style="list-style-type: none"> <li>• speech</li> <li>• language</li> <li>• communication</li> <li>• speech, language and communication needs</li> </ul>
	1.2 Explain how speech, language and communication skills support each of the following areas in children and young people’s development: <ul style="list-style-type: none"> <li>• learning</li> <li>• emotional</li> <li>• behaviour</li> <li>• social</li> </ul>
	1.3 Describe the potential impact of speech, language and communication needs on the overall development of a child or young person both short term and long term
	1.4 Explain the <b>factors</b> that increase the risk of children and young people having speech, language and communication needs
2. Understand typical speech, language and communication development in children and young people	2.1 Summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language: <ul style="list-style-type: none"> <li>• 0–3 years</li> <li>• 3–5 years</li> <li>• 5–7 years</li> <li>• 7–11 years</li> <li>• 11–18 years</li> <li>• 18–25 years (for this age group, summarise the speech, language and communication skills needed for adulthood)</li> </ul>
	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 patterns of speech, language and communication development

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> 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 and young people

<b>Range</b>
1. Understand the importance of speech, language and communication for children and young people’s overall development
<p><b>1.4 Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• limited or poor-quality support for speech, language and communication development</li> <li>• hearing difficulties</li> <li>• social disadvantage</li> <li>• physical difficulties such as cerebral palsy</li> <li>• other syndromes, conditions or areas of need such as autism, attention deficit disorder</li> <li>• trauma/abuse</li> <li>• family history of speech, language and communication needs</li> <li>• learning difficulties</li> </ul>

<b>Delivery and assessment guidance</b>
<p>Skills based assessment criteria are identifiable throughout the units as the LOs begin with ‘Be able to ...’. Evidence for these skills can be collated from the learner’s day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.</p> <p>Assessment of LO3 should relate to real work activities.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p><b>Relationship to national occupational standards (NOS):</b></p> <ul style="list-style-type: none"> <li>• SDCCLD0301</li> <li>• SDCCLD0303</li> </ul>

### Assessment task – CYPOP 20 Support speech, language and communication development

When working with supporting the development of children and young people with speech, language and communication needs, it is important to understand the issues involved. Produce a resource folder in 2 sections:

**Section 1:** the importance of speech language and communication for the individual's overall development

**Section 2:** typical speech language and communication development

#### Task 1

LO1, AC 1.1–1.4

**Section 1:** the importance of speech language and communication for the individual's overall development.

The evidence in your resources must show that you can:

- explain each of the terms:
  - speech
  - language
  - communication
  - speech language and communication needs
- explain how speech, language and communication skills support each of the following areas in children and young people's development:
  - learning
  - emotional
  - behaviour
  - social
- describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both short term and long term
- explain the factors that increase the risk of children and young people having speech, language and communication needs

#### Task 2

LO2, AC 2.1–2.4

**Section 2:** typical speech language and communication development.

The evidence in your resources must show that you can:

- summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language:
  - 0–3 years
  - 3–5 years
  - 5–7 years
  - 7–11 years

**Assessment task – CYPOP 20 Support speech, language and communication development**

- 11–18 years
- 18–25 years (for this age group, summarise the speech, language and communication skills needed for adulthood)
- 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
- explain how speech, language and communication work together to enable effective interaction
- explain the different ways in which a child or young person may not follow typical speech, language and communication development

**CYPOP 24 Support children and young people’s speech, language and communication skills (L/601/2889)**

Unit summary				
This unit explores the ways in which those working with children and young people can support the development of speech, language and communication skills. The unit also looks at how to recognise, and access specialist support, for those children and young people who may have speech, language and communication needs.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>3 credits</b>	<b>25 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) 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 <b>ways</b> in which adults can effectively support and extend the speech, language and communication development for each of the following age groups: <ul style="list-style-type: none"> <li>• 0–3 years</li> <li>• 3–5 years</li> <li>• 5–7 years</li> <li>• 7–11 years</li> <li>• 11–18 years</li> <li>• 18–25 years</li> </ul>
	1.2 Evaluate relevant <b>positive effects</b> 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 <b>methods</b> of providing support taking into account the: <ul style="list-style-type: none"> <li>• specific needs</li> <li>• abilities</li> <li>• home language</li> <li>• interests</li> </ul> of children and young people in own setting
	2.2 Initiate and implement <b>planning</b> for speech, language and communication support to children and young people in own setting
	2.3 Gather information and feedback to evaluate the effectiveness of speech, language and communication support in own 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 <b>range</b> of speech, language and communication needs that children and young people may have
	4.2 Identify the <b>indicators</b> that may suggest that a child or young person has speech, language and communication needs
	4.3 Explain the <b>processes and procedures</b> to follow to raise any concerns and access additional, specialist support

<b>Range</b>
<p><b>1. Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people</b></p>
<p><b>1.1 Ways</b> in which adults can support may include:</p> <ul style="list-style-type: none"> <li>• the words and levels of language and questions adults use with children and young people</li> <li>• conversations/interactions with children and young people</li> <li>• information and activities used</li> <li>• work with parents/carers</li> </ul> <p><b>1.2 Positive effects</b> may include improved:</p> <ul style="list-style-type: none"> <li>• speech, language and communication skills</li> <li>• social interaction</li> <li>• behaviour</li> <li>• emotional development/self-confidence</li> </ul>
<p><b>2. Be able to provide support for the speech, language and communication development of children and young people</b></p>
<p><b>2.1 Methods</b> may include:</p> <ul style="list-style-type: none"> <li>• adapting own language</li> <li>• scaffolding the child's language</li> <li>• giving children and young people the time and opportunity to communicate</li> <li>• facilitating communication between children and young people with each other</li> <li>• learning through play</li> <li>• working with parents, carers and families</li> </ul> <p><b>2.2 Planning</b> may include:</p> <ul style="list-style-type: none"> <li>• the physical environment</li> <li>• staff roles and responsibilities</li> <li>• training needs and opportunities</li> <li>• views of the children and young people</li> <li>• involvement of parents and families</li> </ul>
<p><b>4. Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs</b></p>
<p><b>4.1 Range</b> may include:</p> <ul style="list-style-type: none"> <li>• whether speech, language and communication are the primary need or part of another disability or need</li> <li>• the level of need a child or young person may have</li> <li>• whether a child or young person has needs in one, more or all areas of speech, language and communication</li> </ul> <p><b>4.2 Indicators</b> may include:</p> <ul style="list-style-type: none"> <li>• limited speech, language and communication skills</li> </ul>



### Range

- behavioural challenges
- poor literacy skills
- limited social/play/interaction skills
- isolation from peer group
- low confidence/self-esteem

#### 4.3 Processes and procedures may include:

- raising initial concern within the setting
- discussion with parents/carers/young person
- period of observation/monitoring/support
- consent for referral
- onward referral to specialists, (for example, speech and language therapist)
- procedures for collaborative working with specialists

### Delivery and assessment guidance

Skills based assessment criteria are identifiable throughout the units as the LOs begin with 'Be able to ...'. Evidence for these skills can be collated from the learner's day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.

LO2 and LO4 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.

#### LO1, AC 1.1

The age groups can be substituted for:

- birth–5
- 6–11
- 12–16
- 17–25

#### Relationship to national occupational standards (NOS):

- SDCCLD0301

**Assessment task – CYPOP 24 Support children and young people's speech, language and communication skills**

**Task 1**

LO1 and LO3, AC 1.1, 1.2, and 3.1–3.3

In your work role where you are supporting children and young people's speech language and communication skills you are asked to prepare for supervision with your line manager. You have been asked to take notes to the meeting that show that you can:

- explain the ways in which adults can effectively support and extend the speech, language and communication development for each of the following age groups:
  - 0–3 years
  - 3–5 years
  - 5–7 years
  - 7–11 years
  - 11–18 years
  - 18–25 years
- evaluate relevant positive effects of adult support for children, young people and their families
- explain the importance of the environment in supporting speech, language and communication development
- review relevant evidence about the key factors that provide a supportive speech, language and communication environment
- apply research evidence to planning an environment that supports speech, language and communication

**CYPOP 23 Support speech, language and communication development of children who are learning more than one language (J/601/2888)**

Unit summary				
This unit is designed to explore the ways in which speech, language and communication skills are influenced when children and young people are learning more than one language. The unit addresses the cultural issues around the assessment and approaches to speech, language and communication development for children and young people learning more than one language.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>3 credits</b>	<b>26 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> 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 own setting
	1.2 Explain how to collect information on a child or young person's use of their languages at home and in own 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 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 cultures you do not share within own 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 or young person's speech, language and communication development
	3.2 Demonstrate approaches to supporting parents in promoting their child or young person'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
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

### Delivery and assessment guidance

Skills based assessment criteria are identifiable throughout the units as the LOs begin with 'Be able to ...'. Evidence for these skills can be collated from the learner's day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.

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

LO3 should be assessed in relation to real work activities.

### Relationship to national occupational standards (NOS):

- SCDCCLD0334
- SCDCCLD0347

### Assessment task – CYPOP 23 Support the speech, language and communication development of children who are learning more than one language

In your work role in supporting children and young people whose home language is not English, produce a resource folder in 3 sections:

**Section 1:** assessment process

**Section 2:** cultural issues

**Section 3:** working with others

#### Task 1

LO1, AC 1.1–1.4

**Section 1:** assessment process

This section will show that you can:

- explain how to identify which languages are used by children and young people in own setting
- explain how to collect information on a child or young person's use of their languages at home and in own setting
- explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English
- explain how to recognise when a child or young person learning more than one language may have speech, language and communication needs

**Assessment task – CYPOP 23 Support the speech, language and communication development of children who are learning more than one language**

**Task 2**

LO2, AC 2.1–2.5

**Section 2: cultural issues**

This section will show that you can:

- explain what is meant by bilingualism
- explain the advantages of bilingualism
- define culture and identify how to integrate cultures you do not share within own setting
- explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language
- explain how resources can be adapted to meet the support needs of children and young people whose home language is not English

**Task 3**

LO4, AC 4.1–4.3

**Section 3: working with others**

This section will show that you can:

- explain the different ways in which professionals can work together in the interests of children and young people
- 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
- identify and describe when and how to contact and work with relevant agencies and services

**CYPOP 15 Support positive practice with children and young people with speech, language and communication needs (L/601/2861)**

Unit summary				
The unit aims to ensure that practitioners work with children and young people at the centre of their practice and base their work on the strengths of the children and young people rather than their difficulties.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>4 credits</b>	<b>28 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> 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 <b>positive strategies</b>
	1.2 Compare the differences between strategies based on children and young people's strengths and abilities and those based around their 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 with 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 in own setting for children and young people's speech, language and communication
	3.2 Demonstrate ways to adapt and modify own communication, <b>resources and tasks</b> to support children and young people with speech, language and communication needs
	3.3 Demonstrate effective ways to find out the views of children and young people with speech, language and communication needs 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
	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 with speech, language and communication needs and explain how to access additional support

Range
<p><b>1.</b> Understand the concept of positive practice when working with children and young people with speech, language and communication needs</p>
<p><b>1.1 Positive strategies</b> may include:</p> <ul style="list-style-type: none"> <li>• adapting adult language</li> <li>• adapting the environment to support communication</li> <li>• modelling and expanding the child or young person's language</li> <li>• demonstrating specific communication behaviours</li> <li>• facilitating communication between children and young people</li> <li>• providing time and supported opportunities to communicate</li> <li>• supporting and developing confidence and self-esteem</li> </ul>
<p><b>3.</b> 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</p>
<p><b>3.2 Resources and tasks</b> may include:</p> <ul style="list-style-type: none"> <li>• everyday activities within the work setting</li> <li>• specific resources or activities within, for example, a curriculum</li> <li>• daily routines within the setting</li> <li>• published resources, written information</li> </ul>

Delivery and assessment guidance
<p>Skills based assessment criteria are identifiable throughout the units as the LOs begin with 'Be able to ...'. Evidence for these skills can be collated from the learner's day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>LO3 must be assessed in relation to a real work situation.</p> <p><b>Relationship to national occupational standards (NOS):</b></p> <ul style="list-style-type: none"> <li>• SDCCLD0306</li> <li>• SDCCLD0308</li> <li>• SDCCLD0312</li> </ul>

**Assessment task – CYPOP 15 Support positive practice with children and young people with speech, language and communication needs**

Produce notes that could be used for a presentation to colleagues on supporting positive practice with children and young people with speech language and communication needs.

Present your notes in 3 sections:

**Section 1:** the concept of positive practice

**Section 2:** working alongside specialists

**Section 3:** supporting social, emotional and cognitive needs of children and young people

**Task 1**

LO1, AC 1.1–1.3

**Section 1:** the concept of positive practice

These notes must show that you can:

- explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies
- compare the differences between strategies based on children and young people's strengths and abilities and those based around their difficulties
- provide examples of how current research evidence supports positive practice

**Task 2**

LO2, AC 2.1–2.4

**Section 2:** working alongside specialists

These notes must show that you can:

- identify and describe the different strategies and targets that can support children and young people with speech, language and communication needs
- explain the process of how supportive strategies are selected and implemented to support children and young people's speech, language and communication needs
- explain own role in the process of how targets are set, monitored and evaluated along with a specialist
- compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs



**Assessment task – CYPOP 15 Support positive practice with children and young people with speech, language and communication needs**

**Task 3**

LO4, AC 4.1–4.3

**Section 3:** supporting social emotional and cognitive needs of children and young people

These notes must show that you can:

- explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
- explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication
- review and report on the roles of other professionals in supporting children and young people with speech, language and communication needs and explain how to access additional support

**Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs (K/617/9969)**



Unit summary				
This unit explores the way in which, social, emotional and mental health difficulties are linked with speech, language and communication and provides effective ways to support the speech, language and communication development of children and young people with social, emotional and mental health difficulties.				
Optional	Achieved/not yet achieved	Level 3	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the links between language, behaviour, social and emotional development and mental health	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 behaviour, social and emotional development and mental wellbeing in 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 needs in children and young people
	1.4 Describe the range of <b>behavioural</b> , social, emotional 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 and 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 or young person's behaviour, social and emotional development and mental wellbeing, as well as support their communication development
	2.4 Explain how <b>positive changes</b> to the communication environment can support communication development for children and young people with social, emotional and mental health needs
3. Understand how to adapt strategies and approaches to support social, emotional and mental health to meet speech, language and communication needs	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, social and emotional development and mental health can be adapted to support children and young people with speech, language and communication needs
	3.3 Use examples to explain how individual strategies to promote positive behaviour, social and emotional development and mental health can be adapted to support children and young people with speech, language and communication needs

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
4. Know how to work with others to support the speech, language and communication development of children and young people with social, emotional and mental health needs	4.1 Explain ways to work with parents/carers and families in supporting children and young people’s speech, language and communication needs that also promote positive behaviour
	4.2 Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and social, emotional and mental health needs of children and young people

<b>Range</b>
1. Understand the links between language, behaviour, social and emotional development and mental health
<p><b>1.4 Behavioural</b> may include:</p> <ul style="list-style-type: none"> <li>• withdrawn or isolated</li> <li>• disruptive and disturbing</li> <li>• hyperactive and lacking concentration</li> <li>• immature social skills</li> <li>• challenging behaviours arising from other complex special needs</li> <li>• emotional disorders</li> <li>• conduct disorders/hyperkinetic disorders</li> <li>• anxiety</li> <li>• self-harm</li> <li>• school phobia</li> <li>• depression</li> </ul>
2. Understand how to support positive speech, language and communication development for children and young people with social, emotional and mental health needs
<p><b>2.4 Positive changes</b> may include:</p> <ul style="list-style-type: none"> <li>• increased accessibility of the language used in behaviour management techniques</li> <li>• ensuring children and young people understand verbal and written information</li> <li>• clear visual support</li> <li>• making rules, routines and boundaries clear, explicit and understandable</li> <li>• decreasing visual and auditory distractions</li> <li>• increased staff awareness and skills</li> <li>• ensuring approaches that support children to ask for clarification</li> </ul>

<b>Delivery and assessment guidance</b>
<p>Skills based assessment criteria are identifiable throughout the units as the LOs begin with ‘Be able to ...’. Evidence for these skills can be collated from the learner’s day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.</p>
<p><b>Relationship to national occupational standards (NOS):</b></p>
<ul style="list-style-type: none"> <li>• SDCCLD0408</li> </ul>

<b>Assessment task – Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs</b>
<p>Your local authority is planning to provide information for parents and adults who work with children and young people on the links between social, emotional and mental health and speech, language and communication development, and ways that children and young people can be supported. Produce information that includes the following:</p>
<p><b>Task 1</b></p> <p>LO1, AC 1.1–1.4</p> <ul style="list-style-type: none"> <li>• an explanation of why behaviour can be seen as a means of communication</li> <li>• an explanation, with examples, of how children and young people’s speech, language and communication needs may affect behaviour, social and emotional development and mental wellbeing</li> <li>• a review and report on relevant research about the incidence of speech, language and communication needs and social, emotional and mental health needs in children and young people</li> <li>• a description of the range of social, emotional and mental health needs that children and young people may experience and how they can affect speech, language and communication development</li> </ul>
<p><b>Task 2</b></p> <p>LO2, AC 2.1–2.4</p> <ul style="list-style-type: none"> <li>• an identification of key barriers to social and emotional development and mental wellbeing that are experienced by children and young people with speech, language and communication needs</li> <li>• an explanation of effective strategies to overcome barriers to support the speech language and communication development of children and young people with social, emotional and mental health needs</li> <li>• an explanation of how adapting adult language and interactions can support a child’s behaviour, social and emotional development and mental wellbeing as well as support their communication development</li> <li>• an explanation of how positive changes to the communication environment can support communication development for children and young people with social, emotional and mental health needs</li> </ul>
<p><b>Task 3</b></p> <p>LO3, AC 3.1–3.3</p> <ul style="list-style-type: none"> <li>• an identification and an explanation of current evidence-based approaches to understanding children and young people’s behaviour</li> <li>• an explanation of how setting-wide strategies to promote positive behaviour, social and emotional development and mental health can be adapted to support children and young people with speech, language and communication needs</li> <li>• an explanation, using examples, of how individual strategies to promote positive behaviour, social and emotional development and mental health can be adapted to support children and young people with speech, language and communication needs</li> </ul>

**Assessment task – Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs**

**Task 4**

LO4, AC 4.1 and 4.2

- an explanation of ways to work with parents/carers and families in supporting children and young people with speech, language and communication needs, that also promote positive behaviour
- an explanation of 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

**Work with parents, families and carers to support their child's speech, language and communication development (D/617/9970)**

Unit summary				
The unit develops the ability of those working with children and young people to work in partnership with parents, families and carers to support their child's speech, language and communication development.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>3 credits</b>	<b>23 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> 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/carer and child/young person relationship at key stages of a child's or young person'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/carers and children or young people could influence their relationship and overall development at home
2. Be able to work in partnership with parents, families and carers to support their child's speech, language and communication development	2.1 Explain issues and challenges for parents, families and carers that may influence how they support their child's speech, language and communication development
	2.2 Support parents, families and carers 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, families and carers to support their child's speech, language and communication development
	2.4 Demonstrate ways of developing and maintaining parents', families' and carers' confidence in supporting their child's speech, language and communication development
3. Be able to support parents, families and carers to use activities and approaches to support their child's speech, language and communication development	3.1 Provide parents, families and carers with appropriate advice and sources of information to support their child's speech, language and communication development
	3.2 Explain ways to support parents, families and carers 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, families and carers to support their child's speech, language and communication development

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
4. Understand the importance of working in partnership with parents, families or carers of children or young people with speech, language and communication needs (SLCN) and relevant professional agencies	4.1 Explain why it is important to be able to work in partnership with parents, families and carers of children or young people with speech, language and communication needs
	4.2 Identify useful sources of information and relevant organisations and services to support parents, families or carers of children or young people who have speech, language and communication needs
	4.3 Explain the importance of partnership working across professionals, agencies and parents, families or carers when supporting children or young people with speech, language and communication needs

<b>Delivery and assessment guidance</b>
<p>Skills based assessment criteria are identifiable throughout the units as the LOs begin with ‘Be able to ...’. Evidence for these skills can be collated from the learner’s day to day practice. They may include reflective accounts, observations of children, activity plans and work products, or through a more direct approach involving observations of the learner and professional discussions.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>LO2 and LO3 must be assessed in real work situations.</p> <p><b>Relationship to national occupational standards (NOS):</b></p> <ul style="list-style-type: none"> <li>• SDCCLD0409</li> <li>• SDCCLD0405</li> </ul>

<b>Assessment task – Work with parents, families and carers to support their child’s speech, language and communication development</b>
<p>In your work role where you are working with parents, families and carers to support their child/children/young people’s speech language and communication development, prepare a briefing document that includes the following 2 sections:</p> <p><b>Section 1:</b> the importance of parental support</p> <p><b>Section 2:</b> the importance of partnership working</p>
<p><b>Task 1</b></p> <p>LO1, AC 1.1–1.3</p> <p><b>Section 1:</b> the importance of parental support</p> <p>This section must include:</p> <ul style="list-style-type: none"> <li>• an outline of the nature of the parent/carer and child/young person relationship at key stages of a child or young person’s life in relation to speech, language and communication</li> </ul>

**Assessment task – Work with parents, families and carers to support their child's speech, language and communication development**

- an explanation of the influences of different parenting styles on speech, language and communication development
- an explanation of how supporting effective speech, language and communication between parents/carers and children, or young people, could influence their relationship and overall development at home

**Task 2**

LO4, AC 4.1–4.3

**Section 2: the importance of partnership working**

This section must include:

- an explanation of why it is important to be able to work in partnership with parents, families or carers of children and young people with speech, language and communication needs
- identification of the useful sources of information and relevant organisations and services to support parents, families or carers of children and young people who have speech, language and communication needs
- an explanation of the importance of partnership working across professionals, agencies and parents, families or carers when supporting children and young people with speech, language and communication needs



### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes (LOs) associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council’s (SSC) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council (SSC) or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner’s own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
J	Reflection on own practice in real work environment (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner’s performance

\*\* **Simulation.** A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

### Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

This qualification has been developed to meet Skills for Care requirements.

### **Skills for care and development assessment principles**

#### **Knowledge LOs:**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### **Competence/skills LOs:**

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### **NCFE assessment strategy**

#### **Knowledge LOs:**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### **Competence/skills LOs:**

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### **NCFE assessment principles for adult care, childcare and health qualifications**

#### **1. Introduction**

1.1 These principles and approaches to unit/qualification assessments should be read alongside individual unit assessment requirements, where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

1.3 The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the Sector Skills Council and/or NCFE assessment principles for the unit they are assessing or quality assuring.

#### **Assessing knowledge, skills and competence**

Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

## Practical skills competence

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

### 2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way that does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources that can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

### **Remote technology**

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families, being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner **MUST** be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWT.

## **3. Internal quality assurance**

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

### **Knowledge learning outcomes:**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### **Competence/skills learning outcomes:**

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## 4. Definitions

### 4.1 Occupationally competent:

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

### 4.2 Occupationally knowledgeable:

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

### 4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS, DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their external quality assurer in the first instance.

### 4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based assessment criteria

- role of the assessor for skills/competence-based assessment criteria
- role of the internal quality assurer

#### 4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

### Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequential or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Create</b>	Make or produce an artefact as required.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between two or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between two or more items, resources, pieces of information.
<b>Draw conclusions</b>	Make a final decision or judgement based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgement using previous knowledge or considering other information.



<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes that might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.
<b>Test</b>	Complete a series of checks utilising a set procedure.

## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- qualification factsheet

### Useful websites

Centres may find the following website helpful for information, materials and resources to assist with the delivery of this qualification:

- [www.speechandlanguage.org.uk/](http://www.speechandlanguage.org.uk/)

This link is provided as a source of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

### Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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**Appendix A: units**


To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

**Group A mandatory unit**

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
CYPOP 20	A/601/2872	Support speech, language and communication development	3	3	20	
CYPOP 24	L/601/2889	Support children and young people's speech, language and communication skills	3	3	25	

**Group B optional units**

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
CYPOP 23	J/601/2888	Support the speech, language and communication development of children who are learning more than one language	3	3	26	
CYPOP 15	L/601/2861	Support positive practice with children and young people with speech, language and communication needs	3	4	28	
 N/A	K/617/9969	Understand the speech, language and communication needs of children and young people with social, emotional and mental health needs	3	3	25	
N/A	D/617/9970	Work with parents, families and carers to support their child's speech, language and communication development	3	3	23	

The units above may be available as stand-alone unit programmes. Please visit our website for further information.