OCR
Oxford Cambridge and RSA

Unit Title:	**CYPOP20 Support speech, language and communication development**
Level:	3
Credit value:	3
Guided learning hours:	20
Unit accreditation number:	A/601/2872

Unit purpose and aim

This unit aims to provide the knowledge, skills and understanding for the typical development of speech, language and communication in children and young people and the importance of these to a child or young person's overall development.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	**The leaner can:**	

1 Understand the importance of speech, language and communication for children's overall development	1.1 Explain each of the terms
	    • speech
	    • language
	    • communication
	    • speech language and communication needs
	
	1.2 Explain how speech, language and communication skills support the following areas in children and young people's development
	    • learning
	    • emotional
	    • behaviour
	    • social
	
	1.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both currently and long term	

		1.4	Explain the **factors** that increase the risk of children and young people having speech language and communication needs	**Factors may include:** • limited or poor quality support for speech, language and communication development • hearing difficulties • social disadvantage • physical difficulties such as cerebral palsy • other syndromes, conditions or areas of need such as autism, attention deficit disorder • trauma/abuse • family history • learning difficulties
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 • 0-5 years old • 5-11 • 11-16	
		2.2	Explain how children and young people develop their speech, language and communication and identify how this applies to children who are learning more than one language	
		2.3	Explain how speech, language and communication work together to enable effective interaction	
		2.4	Explain the different ways in which a child or young person may not follow typical speech language and development	
3	Be able to identify typical speech, language and communication development of children and young people	3.1	Observe and report examples of a child or young person using their communication skills in different contexts	

| | 3.2 | Plan and carry out an observation of a child or young person using their communication skills in different contexts | |
| | 3.3 | Report on planned observations highlighting normal variations in the typical speech, language and communication development of children or young people | |

Assessment

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

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- CCLD: 301

- CCLD: 303

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications' (A850).*

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.