OCR
Oxford Cambridge and RSA

Unit Title: **CYPOP24 Support children and young people's speech, language and communication skills**

Level: 3

Credit value: 3

Guided learning hours: 25

Unit accreditation number: L/601/2889

Unit purpose and aim

This unit aims to provide the knowledge, skills and understanding of how 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 have speech, language and communication needs.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	**The learner can:**	
1 Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people	1.1 Explain the **ways** in which adults can effectively support and extend the speech, language and communication development for each of the following age groups • 0-5 • 5-11 • 11-16 • 16-25	**ways in which adults can effectively support may include:** • the words and levels of language and questions adults use with children and young people • conversations/interactions with children and young people • information and activities used • work with parents/carers
	1.2 Evaluate relevant **positive effects** of adult support for children, young people and their families	**Positive effects may include** improved**:** • improved speech, language and communication skills • improved social interaction • improved behaviour • improved emotional development/self confidence

2	Be able to provide support for the speech, language and communication development of children and young people	2.1	Demonstrate **methods** of providing support taking into account the • specific needs • abilities • home language • interests of children and young people in their setting	**Methods may include:** • adapting own language • scaffolding the child's language • giving CYP the time and opportunity to communicate • facilitating communication between CYP with each other • learning through play • working with parents, carers and families
		2.2	Initiate and implement **planning** for speech, language and communication support to children and young people in work setting	**Planning may include:** • the physical environment • staff roles and responsibilities • training needs and opportunities • views of the children and young people • involvement of parents and families
		2.3	Gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting	
3	Understand how environments support speech, language and communication	3.1	Explain the importance of the environment in supporting speech, language and communication development	
		3.2	Review relevant evidence about the key factors that provide a supportive speech, language and communication environment	
		3.3	Apply research evidence to planning an environment that supports speech, language and communication	

4	Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs	4.1	Identify the **range** of speech language and communication needs that children and young people may have	Range may include: • whether speech, language and communication are the primary need or part of another disability or need • whether speech, language and communication needs are short term or persistent • the level of need a child may have • whether a child has needs in one, more or all areas of speech, language and communication • whether the needs relate to delayed or disordered speech, language and communication development
		4.2	Identify the **indicators** which may suggest that a child or young person has speech, language and communication needs	Indicators may include: • limited speech, language and communication skills • poor behaviour • poor literacy skills • limited social/play/interaction skills • isolation from peer group • low confidence/self esteem
		4.3	Explain the **processes and procedures** to follow in order to raise any concerns and access additional, specialist support	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, eg Speech and Language Therapist • procedures for collaborative working with specialists

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

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.