

Unit Title: **CYPOP 21 Work with parents, families and carers to support their children's speech, language and communication development**

Level: 3

Credit value: 3

Guided learning hours: 23

Unit accreditation number: Y/601/2877

Unit purpose and aim

This unit aims to provide the knowledge, skills and understanding to develop the ability of those working with children and young people to work in partnership with parents to support their child's speech, language and communication development.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the importance of parental support for the development of speech, language and communication	1.1 Outline the nature of the parent/child relationship at key stages of a child's life in relation to speech, language and communication 1.2 Explain the influences of different parenting styles on speech, language and communication development 1.3 Explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home	
2 Be able to work in partnership with parents to support their child's speech, language and communication development	2.1 Explain issues and challenges for parents which may influence how they support their child's speech, language and communication development	•

	<p>2.2 Support parents to understand their valuable role in supporting their child's speech, language and communication development</p> <p>2.3 Explain a range of ways to work with parents to support their child's speech, language and communication development</p> <p>2.4 Demonstrate ways on how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development</p>	
<p>3 Be able to support parents to use activities and approaches to support their child's speech, language and communication development</p>	<p>3.1 Provide parents with appropriate advice and sources of information to support their child's speech, language and communication development</p> <p>3.2 Explain ways to support parents in how to use activities and approaches to support their child's speech, language and communication development</p> <p>3.3 Evaluate the ways in which own role can be effective in supporting parents to support their children's speech, language and communication development</p>	
<p>4 Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies</p>	<p>4.1 Explain why it is important to be able to work in partnership with parents of children with speech, language and communication needs</p> <p>4.2 Identify useful sources of information and relevant organisations and services</p>	

	<p>to support parents of children who have speech, language and communication needs</p> <p>4.3 Explain the importance of partnership working across professionals, agencies and parents when supporting children with speech, language and communication needs</p>	
--	--	--

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: 337

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.