

Unit Title: **CYPOP15 Support positive practice with children and young people with speech, language and communication needs**

Level: 3

Credit value: 4

Guided learning hours: 28

Unit accreditation number: L/601/2861

## Unit purpose and aim

This unit aims to provide the knowledge, skills and understanding 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.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The learner will:</b></p> <p>1 Understand the concept of positive practice when working with children and young people with speech, language and communication needs</p>	<p><b>The learner can:</b></p> <p>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></p> <p>1.2 Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties</p>	<p><b>Positive strategies may include:</b></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 persons 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>

	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	<p>2.1 Identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs</p> <p>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</p> <p>2.3 Explain own role in the process of how targets are set, monitored and evaluated along with specialist</p> <p>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</p>	
3 Be able to place children and young people at the centre of professional practice when working with children and young with speech, language and communication needs	<p>3.1 Review and identify the particular issues and implications of work setting for children and young people's speech, language and communication</p> <p>3.2 Demonstrate ways to adapt and modify own communication, <b>resources and tasks</b> to support children and young people's speech, language and communication</p> <p>3.3 Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice</p>	<p><b>Resources and tasks may include:</b></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>

<p>4 Understand how to work with others to support the social, emotional and cognitive needs of children and young people</p>	<p>4.1 Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people</p> <p>4.2 Explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication</p> <p>4.3 Review and report on the roles of other professionals in supporting children and young people and explain how to access additional support</p>	
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## Assessment

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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

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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

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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: 302
- CCLD: 306
- CCLD: 308
- CCLD: 312

## Additional information

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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](http://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.