

Unit Title:	<b>CYPOP23 Support the speech, language and communication development of children who are learning more than one language</b>
Level:	3
Credit value:	3
Guided learning hours:	26
Unit accreditation number:	J/601/2888

## Unit purpose and aim

---

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

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The learner will:</b></p> <p>1 Understand the speech, language and communication assessment process for children and young people who are learning more than one language</p>	<p><b>The learner can:</b></p> <p>1.1 Explain how to identify which languages are used by children and young people in the work setting</p> <p>1.2 Explain how to collect information on a child or young person's use of their languages at home and in the work setting</p> <p>1.3 Explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English</p> <p>1.4 Explain how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs</p>	

<p>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</p>	<p>2.1 Explain what is meant by bilingualism</p> <p>2.2 Explain the advantages of bilingualism</p> <p>2.3 Define culture and identify how to integrate different cultures within own work setting</p> <p>2.4 Explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language</p> <p>2.5 Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English</p>	
<p>3 Be able to work with parents of children and young people whose home language is not English</p>	<p>3.1 Provide appropriate advice to parents on supporting their child's speech, language and communication development</p> <p>3.2 Demonstrate approaches to support parents in promoting their child's speech, language and communication development</p> <p>3.3 Explain how language and resources can be adapted to enable close work with parents whose home language is not English</p>	
<p>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</p>	<p>4.1 Explain the different ways in which professionals can work together in the interests of children and young people</p> <p>4.2 Explain the roles and importance of other professionals who may be</p>	

	<p>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</p> <p>4.3 Identify and describe when and how to contact and work with relevant agencies and services</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: 334
- CCLD: 347

## 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](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.