ESOL

QUALIFICATION SPECIFICATION

gateway



Award in Supporting Children's

Speech, Language and Communications (Level 3)

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Qualification Specification: L3 Award in Supporting Children's Speech, Language and Communication





This qualification specification covers the following qualification:

Qualification Number	Qualification Title
603/2502/1	Gateway Qualifications Level 3 Award in Supporting Children's
	Speech, Language and Communication

Version and date	Change detail	Section/Page Reference
1.0 (Jan 2020)	n/a	n/a
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1.3 (Feb 2023)	Removed address and changed back cover	Page 12
1.4 (May 2024)	Amendment to assessment criteria	Pages 17-18



About this qualification specification

This qualification specification is intended for tutors, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment.

In order to offer this qualification you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk
Website: <u>www.gatewayqualifications.org.uk/recognition</u>



Contents

Abo	out t	his qualification specification	4
1.	Qua	alification Information	7
	1.1	About the qualification	7
	1.2	Objective	7
	1.3	Funding	7
	1.4	Geographical coverage	7
	1.5	Progression opportunities	7
	1.6	Equality, diversity and inclusion	7
2.		rner Entry Requirements	
	2.1	Key information	9
	2.2	Access to qualifications for learners with disabilities or specific needs	9
		Recruiting learners with integrity	
3.		nieving the Qualification	
	3.1	Achievement methodology	10
		Qualification Size	
		Qualification structure (rules of combination and unit list)	
		ateway Qualifications Level 3 Award in Supporting Children's Speech, Language a ommunication	
	3.4	Recognition of prior learning	10
	3.5	Links to other qualifications	.11
4.	Ass	sessment	.12
	4.1	Method of assessment	12
	4.2	Assessment guidance	12
	4.3	Assessment language	12
	4.4	Assessment booking	12
	4.5	Access Arrangements, Reasonable Adjustments and Special Considerations	12
5.		ntre Recognition and Qualification Approval	
	5.1.	Centre Recognition	13
		Qualification-specific centre requirements	
		Qualification-specific tutor requirements	
6.		ality	
		Qualification-specific quality assurance requirements	
	6.2	Malpractice	14
7.		rner Registration and Results	
	7.1	Registration	15
	7.2	Awarding	15
	7.3	Issuing results	15
	7.4	Enquiries	15



8.	What to do Next1	6
9.	Gateway Qualifications1	6
10.	Appendices1	7
	10.1 Appendix 1 – Unit Details1	7
	Support children's speech, language and communication1	7



1. Qualification Information

1.1 About the qualification

The qualification is regulated by Ofqual (the Office of Qualifications and Examinations Regulation) that regulates qualifications, examinations and assessments in England.

This qualification is intended to improve the understanding and skills of those supporting the development of children's speech, language and communication, including teachers and teaching assistants who have had little or no formal training in this area.

1.2 Objective

The qualification will help learners to develop an understanding of speech, language and communication development within the context of a child's overall development and the importance of supporting this area of development during a child's early years. They will also learn how to apply a range of support strategies, appropriate to the children in their own setting.

1.3 Funding

For information regarding potential sources of funding please visit the Education and Skills Funding Agency website:

https://www.gov.uk/government/organisations/education-and-skills-funding-agency.

The qualification is listed on S96 as available for delivery to young people aged less than 19 years old (refer to Section 2.1 Age for the approved age range of this qualification).

1.4 Geographical coverage

This qualification has been approved by Ofqual to be offered in England.

If a centre based outside of England (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

1.5 Progression opportunities

The knowledge and understanding developed through undertaking the programme of learning should support further study.

1.6 Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the

Qualification Specification: L3 Award in Supporting Children's Speech, Language and Communication



services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular, it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. It is acknowledged that this is not an exhaustive list.



2. Learner Entry Requirements

2.1 Key information

Qualification Titles	
Age	The qualification has been approved for learners aged 16-18 and 19+.
Prior skills/knowledge/ understanding	There is no requirement for learners to have prior skills, knowledge or understanding.
Restrictions	There are no restrictions to entry.
Additional requirements/guidance	There are no additional rules or guidance regarding learner entry requirements.

2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations for further details

2.3 Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification and that the qualification will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.



3. Achieving the Qualification

3.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve the single mandatory unit.

3.2 Qualification Size

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 3 Award in Supporting Children's Speech, Language and Communication	40	24	4

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

3.3 Qualification structure (rules of combination and unit list)

The knowledge that will be assessed as part of the qualification is set out within the unit specification. These include the learning outcomes, associated assessment criteria and indicative content.

Gateway Qualifications Level 3 Award in Supporting Children's Speech, Language and Communication

Learners must achieve the single mandatory unit.

Unit Number	Unit Title	Level	Guided Learning	
L/616/4672	Support children's speech, language and communication	3	30	4

3.4 Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment



requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The process of Recognition for Prior Learning is not applicable to this qualification.

3.5 Links to other qualifications

There are no direct links to other qualifications.



4. Assessment

4.1 Method of assessment

The method of assessment for the qualification is through a portfolio of evidence.

4.2 Assessment guidance

Centres should create assessment tasks that meet all the Learning Outcomes and Assessment Criteria. A range of assessment methods should be used to engage the learners.

4.3 Assessment language

This qualification is assessed in English only.

4.4 Assessment registration

Centres must register learners on the qualification within the expected timeframes and before assessment takes place. See Section 7 Learner Registration and Results.

4.5 Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualifications has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material on coloured paper or in audio format
- British Sign Language (BSL)
- changing or adapting the assessment method
- changing usual assessment arrangements
- extra time, e.g. assignment extensions
- language modified assessment material
- practical assistant
- prompter
- providing assistance during assessment
- reader
- scribe



- transcript
- use of assistive software
- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the <u>Reasonable Adjustments and Special Consideration Policy</u>.

5. Centre Recognition and Qualification Approval

5.1. Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications. Guidance on the centre recognition and qualification approval processes is available on the website:

https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/

5.2. Qualification-specific centre requirements

Centre will be subject to external monitoring to ensure compliance to centre recognition terms and conditions.

5.3. Qualification-specific tutor requirements

The centre must provide staff with appropriate inductions and professional development (including a development plan) to ensure staff can maintain their expertise and competence for the delivery of the qualification.

The centre must ensure that staff involved with a qualification will fully understand the relevant qualification specification provided by Gateway Qualifications, and will comply with its provisions.



6. Quality

6.1 Qualification-specific quality assurance requirements

There are no additional internal/external quality assurance requirements for this qualification. The qualification will be subject to external quality assurance visits to check centre and qualification compliance in line with the centre recognition terms and conditions and qualification requirements.

6.2 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf



7. Learner Registration and Results

7.1 Registration

Centres will register learners via the Gateway Qualifications' online registration portal. Learner registration guidance is available on our website,

https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/registering-learners/.

7.2 Awarding

The qualifications will be awarded as Pass or Fail. Learners must complete and pass the assessment tasks to be awarded a Pass.

7.3 Issuing results

Results for learners who do not reach the minimum standard for a pass will be recorded as fail.

7.4 Enquiries

Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures.

Contact details are available on our website:

https://www.gatewayqualifications.org.uk/contact-us/



8. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

9. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).



10. Appendices

10.1 Appendix 1 – Unit Details

Support children's speech, language and communication

Level: Level 3

Credit Value: 4
GLH: 30

Unit Number: L/616/4672

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA		
The learner will:	The learner can:		
Understand the importance of speech, language and communication for children's overall development.	 1.1 Explain the terms 'Speech', 'Language' and 'Communication' and the differences between them. 1.2 Explain the relationship between speech, language and communication needs and behavioural, social and emotional development. 1.3 Describe some common speech, language and communication difficulties experienced by children. 		
Understand the importance of adults supporting the speech, language and communication development of children in early years provision.	 2.1 Explain how adults can effectively support and extend the speech, language and communication development of children during the early years. 2.2 Explain the positive effects of adult support for speech, language and communication development on children and their carers. 2.3 Explain how varying levels of speech and language development in children entering early years provision should be taken into account during settling in and planning. 		
	2.4 Explain the importance of early identification, monitoring, and evaluation of a child's speech, language, and communication needs.		



LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3 Be able to provide support for the speech, language and communication development of children.	3.1 Use a range of methods to support the speech, language and communication development of children in own setting, taking into account their: Age Specific needs Abilities Home language Interests
	 3.2 Use day-to-day activities to encourage speech, language and communication development in young children. 3.3 Use a range of strategies to develop children's speech, language and communication, working in groups and on a 1-2-1 basis. 3.4 Evaluate the effectiveness of the speech, language and communication support provided.
4 Understand the role of the environment in supporting speech, language and communication development.	 4.1 Explain the importance of the environment in supporting speech, language and communication development. 4.2 Analyse the key factors that contribute to a supportive speech, language and communication environment. 4.3 Assess the effectiveness of a specific environment in supporting children's speech, language and communication development.





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