



Higher National Unit specification

General information for centres

Unit title: Speech and Language Therapy: Clinical Linguistics: An Introduction

Unit code: F3SD 34

Unit purpose: This Unit is designed to provide an introduction to the subject areas of clinical linguistics. The Unit will provide the candidate with an awareness and understanding of clinical linguistics and how this underpins speech and language therapy practice.

On completion of the Unit the candidate should be able to:

- 1 Identify and describe the components of clinical linguistics and their inter relationships.
- 2 Understand the application of phonetics and phonology in speech and language therapy practice.
- 3 Explain the role of semantics and syntax in speech and language therapy practice.
- 4 Explain the role of pragmatics in speech and language therapy practice.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: All candidates should have current knowledge of a working speech and language therapy department and working with speech and language therapy clients. This award may be particularly relevant to individuals who have achieved a relevant SVQ at level 3 eg in AHP Support, Diagnostic and Therapeutic Support, Health and Social Care or have equivalent knowledge and experience. Candidates should have good communication skills both written and oral.

Core Skills: There are opportunities to develop the Core Skill of *Communication* in this Unit at level 6, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: Designed to be delivered as part of HNC Allied Health Professions: Speech and Language Therapy framework. It is recommended that candidates have completed the Unit F3SD 34 *Speech and Language Therapy: Principles and Practice*. This Unit should be delivered after or concurrently with the F3SB 34 *Speech and Language Therapy: Anatomy and Neurology for Human Communication*.

General information for centres (cont)

Assessment: It is expected that for Outcomes 1 and 2 candidates will be assessed formally but as candidates would not need to know this information in a time pressured or critical situation access to specified resources such as the IPA chart is appropriate.

Candidates would be expected to be able to describe how a variety of speech sounds are made in relation to placement eg lips, front, back sounds and manner eg long, short.

Candidates will be expected to demonstrate the distinction between sounds ie phonemes and letters ie graphemes.

Outcomes 3 and 4 will be assessed together via a given case study.

Higher National Unit specification: statement of standards

Unit title: Speech and Language Therapy: Clinical Linguistics: An Introduction

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Identify and describe the components of clinical linguistics and their inter relationships

Knowledge and/or Skills

- ◆ The components of clinical linguistics — phonetics, phonology, semantics, syntax and pragmatics
- ◆ The inter relationships between the components of clinical linguistics

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify and describe the components of clinical linguistics — phonetics, phonology, semantics, grammar and pragmatics
- ◆ describe the inter relationships between the components

Assessment Guidelines

The assessment for this Outcome will be by short answer response. All five components must be covered in the assessment. Three examples of the relationships between two components will be covered in the assessment.

Higher National Unit specification: statement of standards (cont)

Unit title: Speech and Language Therapy: Clinical Linguistics: An Introduction

Outcome 2

Understand the application of phonetics and phonology in speech and language therapy practice

Knowledge and/or Skills

- ◆ The placement, manner and voicing involved in making the speech sounds of English
- ◆ Phonology and its relationship to Speech and Language Therapy practice
- ◆ The role of the International Phonetic Alphabet as a tool to describe speech sounds.

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe the placement, manner and voicing involved in making the speech sounds of English
- ◆ recognise and describe the phonological systems typical of the English language
- ◆ identify the IPA symbols for the standard and the most commonly disordered speech sounds of English

Assessment Guidelines

The assessment could take the form of 20 multiple choice questions with an 80% pass.

Outcome 3

Explain the role of semantics and syntax in speech and language therapy practice

Knowledge and/or Skills

- ◆ Basic knowledge of semantics
- ◆ Basic knowledge of syntax
- ◆ Basic knowledge of semantics and syntax development
- ◆ Relationship of semantics and syntax to clinical SLT practice

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify the linguistic subsystems of semantics and syntax and their relationship to one another
- ◆ describe the application of semantics and syntax in speech and language therapy practice

Assessment Guidelines

Outcomes 3 and 4 will be assessed together via a given case study.

Higher National Unit specification: statement of standards (cont)

Unit title: Speech and Language Therapy: Clinical Linguistics: An Introduction

Outcome 4

Explain the role of pragmatics in speech and language therapy practice

Knowledge and/or Skills

- ◆ Importance of pragmatics including turn-taking, eye contact, initiation, maintenance and closure of topics
- ◆ Relationship of pragmatics to speech and language therapy practice

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify the pragmatic elements of communication and their importance to effective interaction
- ◆ describe the application of pragmatics in speech and language therapy practice

Assessment Guidelines

Outcomes 3 and 4 will be assessed together via a given case study.

Administrative Information

Unit code: F3SD 34

Unit title: Speech and Language Therapy: Clinical Linguistics: An Introduction

Superclass category: PJ

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Higher National Unit specification: support notes

Unit title: Speech and Language Therapy: Clinical Linguistics: An Introduction

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Outcome 1

Candidates should know the components of clinical linguistics — phonetics, phonology, semantics, syntax and pragmatics and be aware of the inter relationships between them. The candidate should be aware that people with communication support needs may require help with one or more of these components.

Outcome 2

The intention within this part of the Unit is not to teach candidates phonetic precision for the entire International Phonetic Alphabet but to ensure candidates are aware that the IPA system exists as a means to accurately transcribe speech sounds. Candidates are expected to be able to recognise and use the phonetic symbols that correspond to the speech sounds of English consonants including ch, sh, th, and of the more commonly occurring sound substitutions, for example, lateral and interdental s.

Candidates should have an understanding of how these sounds are produced with reference to placement eg labial, dental, alveolar, velar; manner eg plosives, fricatives, affricates, nasals; and voicing. Candidates will build on their knowledge of anatomy which is included in the Unit *Speech and Language Therapy — Anatomy and Neurology for Human Communication*.

Outcome 3

Candidates should be able to explain the role of semantics and syntax in speech and language therapy practice. It is expected that candidates would be introduced to the concept of information carrying words. The typical stages of development of syntactic elements for example prepositions, nouns, adjectives, verbs and development within each of these elements for example in, on, under would be expected to be understood before behind, between, above. In relation to semantics candidates would be expected to appreciate the complexity of meaning such as idioms, sarcasm. It would be expected that candidates would appreciate the relationship of syntactic and semantic difficulties to particular conditions such as autism, aphasia, child language disorder, adults with learning disability.

Outcome 4

Candidates should be able to identify the component parts of pragmatics including non-verbal aspects of communication such as turn taking, eye contact, posture, personal space. It would be expected that candidates would appreciate the relationship of pragmatic difficulties to particular conditions such as autism, stammering, learning disability, head injury and stroke.

Higher National Unit specification: support notes (cont)

Unit title: Speech and Language Therapy: Clinical Linguistics: An Introduction

The following texts may be of value:

- Aitchison, J. (2002). *Words in the Mind*. Oxford: Blackwell
- Ball, M. (1993) *Phonetics for Speech Pathology*. (2nd ed) London: Taylor & Francis
- Clark, J. and Yallop, C. (1995). *An Introduction to Phonetics and Phonology*. Oxford: Blackwell
- Laver, J. (1994). *Principles of Phonetics*. Cambridge: C U P
- Handke, Jürgen (2000). *The Mouton Interactive Introduction to Phonetics and Phonology*. Mouton de Gruyter: Berlin & New York
- Leinonen, E., Letts, C., Smith, B.R. (2000). *Children's Pragmatic Communication Difficulties*. London : Whurr
- Thomas, J. (1995). *Meaning in Interaction: An introduction to Pragmatics*. Harlow: Longman

Guidance on the delivery and assessment of this Unit

Outcome 1

This can be assessed using a restricted response test with candidates being asked for example, what is phonetics? Explain the relationship between phonology and syntax. Candidates would be expected for example to appreciate the connection between lack of plurals in an individual's speech and an inability to articulate 's'. This can be assessed in an open-book situation as candidates would not need to know this information in a time pressured or critical situation.

Outcome 2

Multiple choice questions might include candidates being asked to select the voiced sounds from a list of voiced and voiceless sounds, identify whether a given sound is an alveolar, velar or labial sound, or selecting correct IPA symbol to match sounds given orally by assessor. It is generally felt this would best be assessed live rather than via video or audio recordings. It would be appropriate for candidates to have access to the IPA chart during the assessment.

Outcomes 3 and 4

These can be jointly assessed using a case study.

Learning, teaching and assessment of these Outcomes could be integrated with Outcome 4 of the Unit *Speech and Language Therapy: Language Development and Human Communication*.

Opportunities for developing Core Skills

In presenting the case study there will be opportunity for the candidate to demonstrate the Core Skill of *Communication* at SCQF level 6.

Open learning

It is fully expected that as much of this Unit as possible will be appropriate for delivery in a blended learning format.

Higher National Unit specification: support notes (cont)

Unit title: Speech and Language Therapy: Clinical Linguistics: An Introduction

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Speech and Language Therapy: Clinical Linguistics: An Introduction

This Unit will help you to understand what clinical linguistics is and that the components of linguistics include phonetics, phonology, semantics, syntax and pragmatics.

You will discuss the relationship between these components and how they impact on one another in communication.

You will also study how speech and language therapists use linguistics in their work with children and adults.

You will be introduced to the International Phonetic Alphabet as a way of describing speech sounds. You will learn the IPA symbols of English speech sounds and of the most common substitutions made by people with communication support needs.