



## Higher National Unit specification

### General information for centres

**Unit title:** Speech and Language Therapy: Language Development and Human Communication

**Unit code:** F3SE 34

**Unit purpose:** This Unit will explore how learning and development are embedded in the physical, biological, social and cultural circumstances of the individual.

The Unit will provide knowledge of child language development, the effects of age changes on adult communication and the impact of impairment and disease on communication. The Unit will also introduce key concepts of communicative interaction. The clinical application of knowledge of language and communication as it develops and changes through infancy, childhood, adulthood and old age will be explored.

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

- 1 Explain the processes of learning in children and adults.
- 2 Describe child language development.
- 3 Explain how environment, age, impairment and disease impact on human communication.
- 4 Demonstrate knowledge of the functions of language and the factors influencing its effectiveness.

**Credit points and level:** 1.5 HN credit at SCQF level 7: (12 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 written and oral communication skills.

**Core Skills:** There are opportunities to develop the Core Skills of *Working with Others* and *Problem Solving* at SCQF level 6 and *Communication* at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

## General information for centres (cont)

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit is designed to be delivered as part of HNC Allied Health Professions: Speech and Language Therapy framework. It is recommended that candidates have completed the Units F3SF 34 *Speech and Language Therapy: Principles and practice* and F3SD 34 *Speech and Language Therapy: Clinical linguistics: an Introduction*.

**Assessment:** This Unit will be assessed on an Outcome by Outcome basis including short reports and the compilation of a portfolio.

## **Higher National Unit specification: statement of standards**

**Unit title:** Speech and Language Therapy: Language Development and Human Communication

**Unit code:** F3SE 34

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**

Explain the processes of learning in children and adults

#### **Knowledge and/or Skills**

- ◆ Theories of learning
- ◆ Learning styles and preferences

#### **Evidence Requirements**

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

- ◆ describe the basic principles of at least three theories of learning
- ◆ explain three different learning styles with reference to therapeutic activities. at least one learning style should relate to children and at least one should relate to adults

#### **Assessment Guidelines**

Candidates could be asked to describe how they would go about helping an individual to learn a new specified communication skill. Their account should include reference to learning theories and preferred learning styles.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Speech and Language Therapy: Language Development and Human Communication

### **Outcome 2**

Describe child language development

#### **Knowledge and/or Skills**

- ◆ Stages of child language development from birth
- ◆ Motor development from birth
- ◆ Development of cognitive processing — including attention, memory, perception and learning
- ◆ Relationship between language, cognitive and motor development
- ◆ Factors that positively influence language development

#### **Evidence Requirements**

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

- ◆ identify and describe the typical stages involved in child language development in the young child
- ◆ describe the relationships between motor development patterns, cognitive development and language development in a young child
- ◆ describe at least four factors, including bilingualism and social and environmental circumstances that positively influence language development

#### **Assessment Guidelines**

Candidates may be asked to develop a portfolio resource showing normal stages of language, motor and social development.

### **Outcome 3**

Explain how environment, age, impairment and disease impact on human communication

#### **Knowledge and/or Skills**

Effects on human communication of the following:

- ◆ Social circumstances of the individual
- ◆ Cultural circumstances of the individual
- ◆ Physical/ biological circumstances of the individual

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Speech and Language Therapy: Language Development and Human Communication

### **Evidence Requirements**

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

- ◆ describe each of the three factors that can impact negatively on communication and recognise the impact of how each of the factors has made an impact on a client's communication

### **Assessment Guidelines**

This could be via a case study of approximately 500 words or equivalent. It is not expected that candidates cover all factors but the case study should enable sampling from the range of factors.

## **Outcome 4**

Describe the functions of language and the factors influencing its effectiveness

### **Knowledge and/or Skills**

- ◆ Functions of language- questioning, describing, informing and instructing
- ◆ Context and communicative interaction
- ◆ Communication partner

### **Evidence Requirements**

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

- ◆ identify at least four functions of language present in a spoken language sample
- ◆ describe the context and effectiveness/ineffectiveness of the communicative interaction
- ◆ describe the role of communication partner, including the context and the non-verbal aspects of the interaction

### **Assessment Guidelines**

This could be a case study showing application of knowledge of the function and pragmatic elements of language when describing communication skills; this may be via discourse analysis with an adult or child. Candidate may be asked to give an account of an interaction involving an ineffective or unsuccessful communication attempt. Comments on the effectiveness or otherwise of the interaction will be included in the account. Video examples could be used for this assessment.

## Administrative Information

<b>Unit code:</b>	F3SE 34
<b>Unit title:</b>	Speech and Language Therapy: Language Development and Human Communication
<b>Superclass category:</b>	PJ
<b>Original date of publication:</b>	August 2008
<b>Version:</b>	01

### History of changes:

Version	Description of change	Date

**Source:** SQA

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

## Higher National Unit specification: support notes

### Unit title: Speech and Language Therapy: Language Development and Human Communication

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 60 hours.

### Guidance on the content and context for this Unit

#### Outcome 1

The candidate should show an understanding that individuals have preferred learning styles which should be taken into account within therapeutic activities.

Suggested learning theories might include a historical approach covering Skinner, Piaget, Chomsky as well as theories that are in current use. The importance of memory and cognition will be covered. It might be useful for candidates to investigate their own learning style by completing a learning style questionnaire and comparing with others in the group as a means of appreciating different preferences of how people learn. Candidates could be given a simple task and asked to identify different approaches that could be used to help an individual learn that new task. This would include differences of approach needed when teaching adults and children with communication support needs.

The therapeutic activities described could draw on real examples of practice.

#### Outcome 2

Candidates should discuss the stages of normal development in children with particular reference to those factors influencing language development.

These include:

- ◆ social circumstances of the individual
- ◆ cultural circumstances of the individual
- ◆ physical or biological circumstances of the individual including:
  - normal ageing
  - dementia
  - neurological disease eg Parkinson's disease, MS, MND, etc
  - neurological damage eg cerebral palsy, head injury, brain tumour, stroke
  - other diseases and disorders eg cancers
  - sensory impairments
  - long term conditions eg autistic spectrum disorder, mental health, learning disabilities

Reference could usefully be made to the range of experience available within candidates' own work and life settings. Video examples will also be useful particularly for those candidates with little or no experience in a paediatric situation.

## Higher National Unit specification: support notes (cont)

**Unit title:** Speech and Language Therapy: Language Development and Human Communication

### Outcome 3

Candidates should consider the effect on communication skills and development of the social and cultural circumstances of an individual. They should be encouraged to discuss generally a wide range of possible physical and/or biological factors effecting communication and language skills although assessment will be limited to a small sample of these conditions.

### Outcome 4

This Outcome relates to the uses of language (questions, describing, instructing, informing) and should enable candidates to appreciate better the relevance of context, effectiveness and communication partner to communication. It is expected that candidates will draw on knowledge of pragmatics, which is included in the Unit F3SD 34 *Speech and Language Therapy: Clinical Linguistics: An Introduction*.

## Guidance on the delivery and assessment of this Unit

### Outcome 2

It should be noted that candidates working in adult service settings are expected to demonstrate the knowledge required by Outcome 2. Knowledge of developmental milestones has been considered relevant as underpinning background knowledge by staff and their managers working in adult services.

### Outcome 3

Assessment of this Unit should where possible reflect candidates work experience by basing case studies on individuals from their clinical practice.

Outcome 4: Learning, teaching and assessment of this Outcome could be integrated with Outcomes 3 and 4 of the Unit *Speech and Language Therapy: Clinical Linguistics: An Introduction*.

### *Opportunities for developing Core Skills*

There are opportunities to develop the Core Skills of *Working with Others* and *Problem Solving* at SCQF level 6 and *Communication* at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

This Unit provides particular opportunity to demonstrate Problem Solving-critical thinking to SCQF level 6, both in the client learning activity developed in Outcome 1 and in the case study application which forms the assessment of Outcome 4, as they will be analysing a complex situation. In Outcome 1, if candidates work with an individual to help them learn a new specified communication skill then they will have the opportunity to develop *Working with Others* to SCQF level 6.

If candidates produce a portfolio and case study in Outcomes 3 and 4 they will have the opportunity to develop Communications at SCQF level 5.



## **Higher National Unit specification: support notes (cont)**

**Unit title:** Speech and Language Therapy: Language Development and Human Communication

### **Open learning**

This Unit could be delivered by distance learning that may incorporate some degree of on-line support. It is expected that part of this Unit will be appropriate for delivery in a blended learning format for example the video clips if used may be accessed via online facilities.

However it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence. If the Unit is delivered by open or distance learning methods, additional resources will be required for candidate support, assessment and quality assurance.

### **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](http://www.sqa.org.uk)).

## **General information for candidates**

### **Unit title:** Speech and Language Therapy: Language Development and Human Communication

In this Unit you will learn about how different people learn and apply this knowledge specifically to how a child learns to communicate. The relevance of physical, biological, social and cultural influences on communication development will be explored as will the changes to communication through infancy, childhood, adulthood and old age.

You will study the effects of disease and trauma on the ability to communicate.

You will also learn about the uses of language eg asking questions, giving instructions, describing an event and the importance of context, effectiveness and the communication partner.

You will be helped in studying this Unit by the knowledge of Linguistics which you will already have gained eg via *Speech and Language Therapy: Clinical linguistics: An Introduction*.