



Higher National Unit specification

General information for centres

Unit title: Speech and Language Therapy: Principles and Practice

Unit code: F3SF 34

Unit purpose: This Unit provides candidates with an understanding of breadth of the speech and language therapy profession and the work of the speech and language therapist and support workers. The Unit provides an overview of the wide range of clients who may access the service. The Unit also aims to increase candidates' awareness of the nature and implications of speech, language, communication and eating/drinking impairments.

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

- 1 Describe the professional responsibilities of speech and language therapists and support workers in relation to clients, families, carers, colleagues and employers.
- 2 Demonstrate a general understanding of the nature of impairment and disability and their potential implications for individuals and families.
- 3 Demonstrate a basic understanding of the range of clients that speech and language therapists may work with.

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 Skills of *Communication* at level 6 in this Unit, 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. Candidates will ideally complete this Unit first.

Assessment: This Unit could be assessed by a single instrument of assessment that requires candidates to produce a report (or reports) and answer questions based on one or more set case studies and contrasted with their work place experience.

Higher National Unit specification: statement of standards

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

Please refer to *Knowledge and/or Skills for the Unit* and *Evidence Requirements for the Unit* after the Outcomes.

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

Describe the professional responsibilities of speech and language therapists and support workers in relation to clients, carers, colleagues and employers

Knowledge and/or Skills

- ◆ Definitions of therapist and support worker roles
- ◆ Professional responsibilities and guidelines that relate to each role
- ◆ The current legislative frameworks and professional guidance including. RCSLT competencies framework and HPC standards

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ compare and contrast the complimentary roles of the therapist and support worker in relation to therapy practice
- ◆ describe the type of role the therapist and support worker may take with a specific client
- ◆ identify the key professional guidelines which govern the therapist and support workers roles in relation to the delivery of care for clients

Assessment Guidelines

It may be useful to use a case study approach to assess this Outcome. Candidates should describe the key roles taken by the therapist and support worker in working jointly to meet the needs of a specific client. Candidates will need to describe the professional guidelines which relate to joint working between support workers and therapist.

Higher National Unit specification: statement of standards (cont)

Unit title: Speech and Language Therapy: Principles and Practice

Outcome 2

Demonstrate a general understanding of the nature of impairment and disability and their potential implications for individuals and families

Knowledge and/or Skills

- ◆ Awareness of differing medical and social models of disability
- ◆ Basic awareness of the physical, biological, social and cultural impact of impairment on the individual, families and carers

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ describe current definitions of impairment and disability within a historical perspective
- ◆ discuss the nature and implications of disability and impairment as it may affect the individual, families and carers.

Assessment Guidelines

This assessment can be combined with Outcome 1. Within the case study candidates must be able to describe and discuss disability and impairment in terms of differing models of disability.

Higher National Unit specification: statement of standards (cont)

Unit title: Speech and Language Therapy: Principles and Practice

Outcome 3

Demonstrate a basic understanding of the range of clients that speech and language therapists may work with

Knowledge and/or Skills

- ◆ Range of clients
- ◆ Range of impairments of language, speech, communication and eating/drinking across the lifespan including:
 - Receptive and expressive language impairments
 - Social interaction impairments
 - Sensory impairments
 - Phonology and articulation impairments
 - Disorders of voice
 - Disorders of fluency
 - Dysarthria
 - Aphasia
 - Dysphagia

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ discuss the nature of speech, language, communication and eating/drinking impairment and their possible implications for an individual
- ◆ describe and understand the common terminology used within speech and language therapy practice

Assessment Guidelines

This can be combined with Outcomes 1 and 2. An overview of the basic range of impairments that may require speech and language therapy could be given as an introduction to the case study.

Administrative Information

Unit code:	F3SF 34
Unit title:	Speech and Language Therapy: Principles and Practice
Superclass category:	PJ
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History of changes:

Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Speech and Language Therapy: Principles and Practice

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

This Unit is designed to form the basis of understanding of the role of speech and language therapy practice. The Unit will introduce candidates to the nature of speech and language therapy practice, the client groups who will require speech and language therapy and some of the contexts within which speech and language therapy service is delivered. The Unit will provide an outline of current legislation concerning the rights of disabled people and explore the range of speech and language therapy service provision available to people with communication and eating/drinking impairments.

The 'Working with...' series of workbooks will be a useful resource for candidates as part of this Unit.

Guidance on the delivery and assessment of this Unit

This Unit has been designed to be delivered within the HNC Allied Health Professions: Speech and Language Therapy framework. It will best be delivered as the first Unit of the Allied Health Professions: Speech and Language Therapy HNC. Some of the Evidence Requirements may be assessed simultaneously with aspects from the Units *Health Care Policy* and *Positive Health Care for Individuals*.

Opportunities for developing Core Skills

There will be opportunities throughout this Unit for candidates to develop the Core Skill of *Communication*.

Open learning

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

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: Principles and Practice

This Unit will provide candidates with an introduction to fundamental aspects of speech and language therapy practice. The Unit will define the role and professional responsibilities of the speech and language therapist and support worker for people with communication impairments. The Unit will consider communication impairments in the wider context of disability. The Unit will explore the legislative frameworks for people with speech, language, communication and eating/drinking impairments. The Unit will provide an overview of the types of communication and eating/drinking difficulties and client groups managed and supported by speech and language therapy services.

Upon completion of this Unit candidates will be expected to have increased their understanding of the nature of disability and impairment and to be able to describe the potential impact of disability or impairment on the individual, families and carers. The candidate will have a particular understanding of the potential impact of communication impairments. The candidate should also be able accurately to define the professional responsibilities of the speech and language therapist and support worker.