



Arrangements for:

Higher National Certificate

Allied Health Professions:

Speech and Language Therapy Support

Group Award Code: G924 15

Validation date: May 2008

Date of original publication: October 2008

Version: 02

Acknowledgement

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

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
02	Revision of Allied Health Professions: Graded Unit 1(F41R 34)(lapse date 31/07/2012,finish date 31/07/2014)	15/11/2012

Contents

1	Introduction.....	1
2	Rationale for the development of the award.....	1
3	Aims of the Group Award.....	3
3.1	General aims of the award.....	3
3.2	Specific aims of the award.....	4
3.3	Target groups.....	4
3.4	Employment opportunities.....	5
4	Access to Group Award.....	5
5	Group Award structure.....	6
5.1	Framework.....	6
5.2	Graded Unit.....	7
5.4	Articulation, professional recognition and credit transfer.....	8
6	Approaches to delivery and assessment.....	9
7	General information for centres.....	11
8	General information for candidates.....	11
9	Glossary of terms.....	12
10	Appendices.....	13
	Appendix 1: Mapping of Units to aims of award.....	14
	Appendix 2: Core Skills signposting.....	16
	Appendix 3: Mapping of Units to National Occupational Standards.....	18
	Appendix 4: Suggested programme delivery planner.....	20
	Appendix 5: Assessment strategy.....	21

1 Introduction

This is the Arrangement Document for the new Group Award HNC Allied Health Professions: Speech and Language Therapy Support, which was validated in May 2008. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

This new award is designed to equip candidates with the knowledge, understanding and skills required to enhance their current role within employment or to progress on to higher education.

2 Rationale for the development of the award

The HNC in Allied Health Professions: Speech and Language Therapy Support is part of a suite of new HNCs for Allied Health Professions developed in response to the need for qualifications to support workforce development in the NHS. This suite of awards includes:

- HNC Health Care
- HNC Radiography
- HNC Physiotherapy
- HNC Occupational Therapy

NHS Scotland is a major employer in care, and a significant gap was identified in terms of qualifications for care provision, training opportunities and progression to higher education for employees. NHS Scotland has a requirement to detail workforce development needs within their strategic plans. NHS/NES identified key partners, including SQA, to develop this award for staff working within the Speech and Language sector of the Allied Health Professions.

Prior to the introduction of this award there were no formal training routes at this level for Speech and Language Therapy Support Workers/Associate Practitioners. Training was provided on an in-house training basis, but the quality of this varied between NHS Health Boards and the value and impact of this training is difficult to standardise as it was dependent on too many variables.

The nature and expansion of Allied Health Professions means that some Support Workers/Assistant Practitioners may find themselves working across two or more professions, such as physiotherapy and speech and language therapy, eg rehabilitation assistant, therapy assistant. Allied Health Support Workers/Assistant Practitioners are also required to work with other medical teams, patient groups and on a one-to-one basis with patients. As active members of health care teams the Support Workers/Assistant Practitioners' roles are changing and in some cases they are assisting Allied Health Professionals at a

relatively high level of competency. Due to the changing patterns of work and health provision, a robust qualification which reflects the Allied Health Support Workers/Assistant Practitioners' roles and abilities, and values their contribution to the team was required.

Ongoing education and training activities in NHS Scotland involve not just one group of professionals, like speech and language therapists, but a range of different professions (Scottish Executive 2003 document 'Building on Success'). Given that multi-professional education and research is anticipated for the future — the benefits of core mandatory Units for Support Workers/Assistant Practitioners, who provide a worthwhile service, were felt to be essential.

Following consultation with key stakeholders including: NHS Education Scotland (NES); Royal College of Speech and Language Therapists (RCSLT); RCSLT Support Workers Special Interest Group for Scotland; Higher Education Institutes; RCSLT Managers Network and Clinical Managers, this HNC was developed. The consultation process confirmed considerable demand for the new awards, the relevance of the proposed content to employers and the value of developing articulation links with higher education.

An extensive consultation with stakeholders ensued, as outlined below:

Table 1

Stakeholder	Method of consultation
Colleges	Candidate questionnaire College questionnaire
Employers	Written communications Letters of support
Professional Bodies	Meetings Letters of support
Higher Education Institutions	Meetings Letters of support
NES and Clinical managers	Meetings

The consultation process confirmed considerable demand for the new awards, the relevance of the proposed content to employers and the value of developing articulation links with higher education.

The framework for the HNC Allied Health Professions: Speech and Language Therapy Support is designed for those currently working as Speech and Language Therapy Support Workers/Assistant Practitioners.

3 Aims of the Group Award

All HNCs have broad aims that allow the candidate to:

- ◆ develop transferable skills, including Core Skills
- ◆ develop personal effectiveness
- ◆ develop critical thinking skills
- ◆ progress within the SCQF and onto Higher Education
- ◆ provide opportunities for career progression

3.1 General aims of the award

This HNC will provide candidates with the knowledge and skills required to carry out the role of an Allied Health Support Worker/Assistant Practitioner working with patients in a variety of health care settings.

The general aims of the award are to:

- 1 provide a basis for future career and personal development.
- 2 build on previously acquired transferable skills.
- 3 develop key Core Skills to the levels demanded by employers and/or progression to higher education.
- 4 establish good practice with regard to continuing professional development and learning.
- 6 provide a high quality learning experience and environment that will encourage candidates to develop a commitment to lifelong learning.

3.2 Specific aims of the award

The specific aims of the award are to:

- 7 enable candidates to improve the quality of patient care and patient experience.
- 8 support employment as a Support Worker/Assistant Practitioner in a health setting.
- 9 enable candidates to understand the specific legislation that impacts on Allied Health Professions.
- 10 provide a recognised educational qualification for Support Workers in Speech and Language Therapy which supplies and accredits the knowledge and skills required for the role.
- 11 enable candidates to understand the role, responsibilities and values expected of an Allied Health Support Worker in Speech and Language Therapy.
- 12 enable candidates to obtain the underpinning knowledge and skills to pursue a career as a Support Worker/Assistant Practitioner in a wide range of professions, eg Physiotherapy, Radiography and Speech and Language Therapy.

These aims (both general and specific) are mapped against the individual HN Units in Appendix 1.

3.3 Target groups

The HNC Allied Health Professions: Speech and Language Therapy Support has been designed primarily to support Speech and Language Therapy Support Workers/Assistant Practitioners already employed in the clinical workplace and who are recommended by their employers.

The HNC Allied Health Professions: Speech and Language Therapy Support may also be accessed by adults returning to education and by school leavers. However, for these client groups it is strongly recommended that sufficient, appropriately supervised and assessed work experience is available. The candidates should have some prior work experience before starting the course and will be required to undertake work experience throughout the course.

3.4 Employment opportunities

It is envisaged that the first cohorts of candidates undertaking this award will be currently working as Support Workers/Assistant Practitioners. However, there may be opportunities for these candidates to advance their grade level on successful completion of the qualification.

4 Access to Group Award

As with all SQA qualifications, access to the award will be at the discretion of the centre.

In order to meet the demands of the occupational sector, centres should be as flexible as possible with entry requirements. It is anticipated that the majority of candidates for this award will be employed in a relevant environment as Support Worker/Assistant Practitioner (or its equivalent) and will be recommended by their employers in registering for the award. Such candidates may not have the recommended formal academic entry qualifications.

For candidates entering directly, without previous relevant work experience, evidence of successful study at the following levels is recommended:

Science	at SCQF level 6
English and/or Communication	at SCQF level 5

For candidates where English is not their first language it is recommended that they possess English for Speakers of Other Languages (ESOL) level 5 or a score of 5.5 in International English Language Testing System (IELTS).

All candidates should have current knowledge of a working speech and language therapy department and be working with speech and language therapy clients.

5 Group Award structure

5.1 Framework

The award is made up of six core Units common to all the Allied Health Profession Group Award frameworks and five Speech and Language Therapy specific Units. All of the Units are mandatory and successful completion of all Units is required to gain the Group Award. The HNC Allied Health Professions: Speech and Language Therapy Support carries 96 SCQF credit points benchmarked at SCQF level 7.

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Health Care Policy	DR3N 34	8	7	1
Psychology and Sociology in Health Care	DR3T 34	8	7	1
Physiology for Health Care Professions	DR3P 34	12	7	1.5
Positive Health Care for Individuals	DR3R 34	8	7	1
Communication: Writing Skills	D5PA 34	4	7	0.5
* Allied Health Professions Speech and Language Therapy Support: Graded Unit 1	H1XX 34	8	7	1

Speech and Language Therapy Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Speech and Language Therapy: Principles and Practice	F3SF 34	8	7	1
Speech and Language Therapy: Language Development and Human Communication	F3SE 34	12	7	1.5
Speech and Language Therapy: Clinical Decision Making and Therapy Strategies	F3SC 34	12	7	1.5
Speech and Language Therapy: Clinical Linguistics: An Introduction	F3SD 34	8	7	1
Speech and Language Therapy: Anatomy and Neurology for Human Communication	F3SB 34	8	7	1

*Refer to history of changes for revision details

This award may be complemented by undertaking the 3 credit *Work Role Effectiveness* Unit (DG6E 34) — giving the candidates an additional 24 SCQF credit points.

The knowledge and competencies within the Units of this HNC are derived from consultation with employers, colleges, the professional body, speech and language therapists, higher educational institutes and NES.

Appendix 1 contains details of how the Units map to the aims of the award.

5.2 Graded Unit

The purpose of the Graded Unit is to assess the candidate's ability to integrate and apply the knowledge and/or skills gained in the individual Units to demonstrate that they have achieved the principal aims of the Group Award. In addition, the Graded Unit is also used to grade candidates' achievement within the Graded Unit *only*. The instrument of assessment will take the form of a practical assignment, as this allows the candidate to demonstrate the application of knowledge and skills through reflective practice.

5.3 Core Skills

The recommended Core Skills entry profile for the HNC award is:

◆ Communication	SCQF level 5
◆ Information Technology	SCQF level 4
◆ Numeracy	SCQF level 4
◆ Problem Solving	SCQF level 4
◆ Working with Others	SCQF level 4

The general aims of the HNC Allied Health Professions: Speech and Language Therapy Support include developing a range of personal and Core Skills which will improve ability, confidence and employability.

There is the opportunity for all candidates to develop their Core Skills throughout their course of study, specifics of which are detailed within individual Units.

All teaching and learning activities of the programme provide a context for developing and enhancing the five Core Skills. Several Core Skills elements are subsumed within the context of assessment. Candidates who achieve the HNC award will have the opportunity to develop aspects of the Core Skills to the following levels:

◆ Communication	SCQF level 6
◆ Numeracy	SCQF level 5
◆ Information Technology	SCQF level 5
◆ Problem Solving	SCQF level 5
◆ Working with Others	SCQF level 5

Appendix 2 provides a Core Skills signposting guide which focuses on the principal areas offering opportunities for Core Skills development.

Additional skills recognised as critical by employers and higher education, such as meeting deadlines, attention to detail, personal target setting and dealing effectively with clients are not precisely reflected in the SQA Core Skill specifications. Awareness and development of these skills is also incorporated into the award by a range of Units, and by the requirement for candidates, supported by tutors, to take responsibility for their learning programme.

5.4 Articulation, professional recognition and credit transfer

In designing the award, recognition was given to the need for the qualification to provide candidates with the relevant mix of competencies to meet the needs of their work roles whilst, at the same time, giving candidates an entry route to degree study.

As universities embrace the ethos of credit transfer more fully, opportunities for progression will widen.

At the time of this Group Award validation, discussions with universities offering graduate Speech and Language Therapy programmes, was on-going with regard to entry routes for candidates with this award. Current revision of these degree programmes as part of routine University Quality Assurance means that it is inappropriate to give further specific guidance in this document. Candidates wishing to progress to university are advised to contact the appropriate Admissions tutor. Scottish Universities offering the degree courses were involved in the design of this HNC programme and responded positively to the prospect of articulation.

It is envisaged that candidates wishing to progress to degree level courses would need to evidence both investigation skills and sufficient and appropriate clinical experience. This could be achieved by the Graded Unit and the use of the 3 credit Unit *Work Role Effectiveness*. Candidates hoping to progress by this route should check with university admissions staff, the exact requirements for diversity of clinical experience and its supervision and assessment **before starting** to assemble the portfolio of evidence for this work.

It should be noted RCSLT does not provide an accreditation function for any courses or educational programmes. The RCSLT has been pleased to support the development of this educational opportunity for Support Workers/Assistant Practitioners.

Following this professional guidance, the award has been mapped to the National Occupational Standards for Speech and Language Therapy and these are fully reflected in the Outcomes (see Appendix 3). The *Work Role Effectiveness* Unit directly refers to the RCSLT competencies for support workers.

6 Approaches to delivery and assessment

The award has been designed to be as flexible as possible to meet the needs of a variety of employees undertaking differing work patterns, geographical distribution of candidates, and those living in remote and rural locations. The award may be delivered through a blended learning approach.

It is recommended the programme be delivered on a part-time, block release basis over two academic years. It is recommended that the candidates should come together for 6 individual weeks throughout each year. This would be mainly for teaching and learning activities, including visiting speakers or specialist groups, group tutorial support, Core Skills support if required, and time to access library facilities. Online support could be available outwith these times and individual tutorials arranged if required.

It would be good practice to make the learning and teaching materials available on a Virtual Learning Environment (VLE), to enable candidates to access them when not at College. They could also maintain contact with their peers and tutors.

The hours allocated on the table in Appendix 4, are suggested actual teaching hours in college.

A blended learning approach could be used where candidates are taught in college, use distance, e-learning and learning in the work place.

It is envisaged that the candidates will do each Unit every time they are in college; therefore each Unit runs all year, except *Communication* which can be completed in the first 3 week block. The sequence of delivery should be reviewed at the end of the course.

When the candidates are in college they could have 3 hours directed study which gives an opportunity for peer support and learning.

As part of the *Work Role Effectiveness* Unit, it is recommended that the tutor visits the candidate at their work place on three occasions.

6.1 Sequence of delivery

Delivery and assessment of the award is at the discretion of centres. Appendix 4 gives a suggested sequence of delivery. However, if candidates chose to access their local college for Health Care Units they may not follow the suggested sequence.

Due to the inter-relationship of some Units, they may be delivered concurrently, eg *Speech and Language Therapy: Principles and Practice and Positive Health Care for Individuals* and for some Units to follow on, building on the candidate's prior experience, eg *Physiology for Health Care Professionals* and then *Anatomy and Neurology for Human Communication* and *Clinical Linguistics: An Introduction*.

The Graded Unit should be delivered and assessed during the second year of a two year course. Centres should however ensure they are delivering this Unit early enough in the session to allow candidates sufficient time to complete all stages of the project.

6.2 Assessment

The opportunity for a holistic approach to assessment, made possible by the new design principles for HN awards, has been adopted where appropriate in the HNC Allied Health Professions: Speech and Language Therapy Support.

Some knowledge and understanding is assessed by closed-book assessments undertaken in controlled conditions. Projects are also used to assess some aspects of knowledge and understanding. Some project work may draw upon candidates' experiences in the workplace and this will enhance the practical work and associated case logs.

The integration of knowledge and understanding is also assessed by the Graded Unit. The Graded Unit is a Project: Practical Assignment.

The assessment of practical skills is included in most Units. In some cases these skills are assessed in delivering centres. Case studies are used to demonstrate the application of theoretical knowledge to clinical practice.

Practical skills may be authenticated in the workplace by identified practitioners. As noted above, this practical experience and associated case logs form the basis of investigative and evaluative project work.

It is also suggested that most candidates for this award will concurrently study the HN Unit, *Work Role Effectiveness* (DG6E 34), although this is not formally part of the HNC Allied Health Professions: Speech and Language Therapy Support. A specific detailed Tutor's Guide describing supervision and work place assessment for Speech and Language Therapy Support Workers studying this Unit is available. In addition, workplace supervisors should be supported by the centre based assessors for this Unit. The centre's assessors should meet with them in their work environment as well as providing any necessary training. Appendix 5 details the assessment strategy for each Unit.

7 General information for centres

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).

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment and Quality Assurance for Colleges of Further Education* (www.sqa.org.uk).

8 General information for candidates

HNC Allied Health Professions: Speech and Language Therapy Support

The HNC Allied Health Professions: Speech and Language Therapy Support will equip you with the knowledge, understanding and skills required for success in your current and potential future, employment. The main focus of this award is to provide you with an educational foundation in the Allied Health Professions, and enable you to develop the knowledge and skills required to carry out the role of an Allied Health Support Worker/Assistant Practitioner. This will ensure you are equipped to work with patients in a variety of health care settings.

It will also provide you with transferable skills that will enable you to meet changing circumstances, whether these arise from a shift in employment, or through promotion reflecting an increased range of responsibilities.

The award provides a basis for such future career and personal development by allowing you to build upon existing knowledge and skills, widening opportunities to pursue careers across a range of practices.

Specifically, you will undertake a process of learning that will enable you to:

- ◆ improve the quality of patient care and patient experience
- ◆ obtain the underpinning knowledge and skills to pursue a career as a Support Worker/Assistant Practitioner in a wide range of professions, eg Physiotherapy, Radiography and Speech and Language Therapy
- ◆ achieve an academic qualification which recognises the knowledge and skills required for the role of Allied Health Support Worker in Speech and Language Therapy.
- ◆ understand the role, responsibilities and values expected of an Allied Health Support Worker in Speech and Language Therapy
- ◆ understand the specific legislation that impacts on Allied Health Professionals in Speech and Language Therapy Support

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

10 Appendices

Appendix 1: Mapping aims to Units

Appendix 2: Core Skills signposting

Appendix 3: Mapping of National Occupational Standards to Units

Appendix 4: Programme delivery planner

Appendix 5: Assessment strategy

Appendix 1: Mapping of Units to aims of award

Unit code	Unit name	General										
		1	2	3	4	5	6	7	8	9	10	11
DR3N 34	Health Care Policy	x		x	x	x		x	x	x		x
DR3T 34	Psychology and Sociology in Health Care	x		x	x	x	x	x		x		
DR3P 34	Physiology for Health Care Professions	x			x	x	x	x		x		
DR3R 34	Positive Health Care for Individuals	x	x	x	x	x	x	x	x	x	x	x
D5PA 34	Communication: Writing skills	x	x	x	x	x		x		x		
F41R 34	Allied Health Professions: Graded Unit 1	x	x	x	x	x	x	x	x	x	x	x
F3SF 34	Speech and Language Therapy: Principles and Practice	x	x	x	x	x	x	x	x	x	x	x
F3SB 34	Speech and Language Therapy: Anatomy and Neurology for Human Communication	x	x	x	x	x	x	x		x		
F3SE 34	Speech and Language Therapy: Language Development and Human Communication	x	x	x	x	x	x	x	x	x	x	x

Unit code	Unit name	General										
		1	2	3	4	5	6	7	8	9	10	11
F3SD 34	Speech and Language Therapy: Clinical Linguistics: An Introduction	x	x	x	x	x	x	x		x	x	
F3SC 34	Speech and Language Therapy: Clinical Decision Making and Therapy Strategies	x	x	x	x	x	x	x	x	x	x	x
DG6E 34	Work Role Effectiveness Unit	x	x	x	x	x	x	x	x	x	x	x

Appendix 2: Core Skills signposting

Under the new design principles, HN Group Awards must demonstrate opportunities for Core Skill development. This can be achieved through:

1 Formal certification (via carrier HN Units or embedding in HN vocational Units).

or

2 Signposting development opportunities for Core Skills through the teaching and learning of HN Units.

Unit no	Unit name	Written Comms — Reading	Written Comms — Writing	Oral Comms	Using Graphical Info	Using Number	Using IT	Problem Solving — Critical Thinking	Problem Solving — Planning & Organising	Problem Solving — Review & Evaluating	WVO
DR3N 34	Health Care Policy	5S	5S	5S			5S	5S	5S	5S	5S
DR3T 34	Psychology & Sociology in Health Care	5S	5S					5S	5S	5S	
DR3P 34	Physiology for Health Care Professions (1.5)			5S	5S	5S					
F41R 34	Allied Health Professions: Graded Unit 1	6S	6S	5S	5S		4S	5S	5S	5S	5S
F3SF 34	Speech and Language Therapy: Principles and Practice	6S	6S	6S							

Unit no	Unit name	Written Comms — Reading	Written Comms — Writing	Oral Comms	Using Graphical Info	Using Number	Using IT	Problem Solving — Critical Thinking	Problem Solving — Planning & Organising	Problem Solving — Review & Evaluating	WVO
F3SB 34	Speech and Language Therapy: Anatomy and Neurology for Human Communication	5S	5S	5S	5S			5S			
F3SD 34	Speech and Language Therapy: Clinical Linguistics: An Introduction	6S	6S	6S	5S			5S			
F3SE 34	Speech and Language Therapy: Language Development and Human Communication	5S	5S	5S				6S	6S	6S	6S
F3SC 34	Speech and Language Therapy: Clinical Decision Making and Therapy Strategies	6S	6S	6S							5S
DG6E 34	Work Role Effectiveness Unit	6S	6S	6S				6S	6S	6S	

S for signposted; C for certificated
4/5/6 indicates SCQF level

Appendix 3: Mapping of Units to National Occupational Standards

NOS ref

AHP16: develop and prepare speech and language therapy resources for use by individuals who use total communication systems

AHP17: assist and support individuals to use total communication systems

AHP19: plan, design and develop activities and materials to enable individuals to achieve specified communication goals

AHP20: provide support to individuals to develop skills in speech and communication

AHP21: enable individuals from diverse linguistic and cultural backgrounds to access Speech and Language Therapy services

AHP22: contribute to the planning and evaluation of learning activities

AHP23: support pupils with communication and interaction difficulties

AHP24: support pupils with cognition and learning difficulties

AHP25: assist in the assessment of the need for, and the provision of, environmental and social support in the community

AHP26: provide support to individuals to develop their skills in managing dysphagia

AHP27: assist others to monitor individuals' attempts at managing dysphagia.

Unit no	Unit name											
		16	17	19	20	21	22	23	24	25	26	27
F41R 34	Allied Health Professions: Graded Unit 1	X	X	X	X	X	X	X	X	X	X	X
D5PA 34	Communication: Writing Skills	X	X	X	X	X	X	X	X	X	X	X
DR3P 34	Physiology for the Healthcare Professions	X	X	X	X		X				X	X
F3SF 34	Speech and Language Therapy: Principles and Practice	X	X	X	X	X	X	X	X	X	X	X
F3SB 34	Speech and Language Therapy: Anatomy and Neurology for Human Communication	X	X	X	X		X		X		X	X
F3SE 34	Speech and Language Therapy: Language Development and Human Communication	X	X	X	X	X	X	X	X	X	X	X
F3SD 34	Speech and Language Therapy: Clinical Linguistics: an Introduction	X	X	X	X	X	X	X	X			
F3SC 34	Speech and Language Therapy: Clinical Decision Making and Therapy Strategies	X	X	X	X	X	X	X	X	X	X	X
DR3R 34	Positive Healthcare for Individuals	X	X	X	X	X	X	X	X	X	X	X
DR3N 34	Healthcare Policy	X	X	X	X	X	X	X	X	X	X	X
DR3T 34	Psychology and Sociology in Health Care		X	X	X	X	X	X	X	X	X	
DG6E 34	Work Role Effectiveness	X	X	X	X	X	X	X	X	X	X	X

Appendix 4: Suggested programme delivery planner

Name of course: HNC: Allied Health Professions Speech and Language Therapy Support

Mode of study: Block Release (2 year programme)

Unit code	Unit title	SCQF level	Credit value	Year 1 (hours)	Year 2 (hours)
F41R 34	Graded Unit (project)	7	1		18
D5PA 34	Communication: Writing Skills	7	0.5	15	
DR3P 34	Physiology for the Healthcare Professions	7	1.5	45	
DR3R 34	Positive Healthcare for Individuals	7	1	9	
DR3N 34	Healthcare Policy	7	1	9	
DR3T 34	Psychology and Sociology in Health Care	7	1	36	
F3SF 34	Speech and Language Therapy: Principles and Practice	7	1	18	
F3SB 34	Speech and Language Therapy: Anatomy and Neurology for Human Communication	7	1		21
F3SE 34	Speech and Language Therapy: Language Development and Human Communication	7	1.5		36
F3SD 34	Speech and Language Therapy: Clinical Linguistics: An Introduction	7	1		21
F3SC 34	Speech and Language Therapy: Clinical Decision Making and Therapy Strategies	7	1.5		36
DG6E 34	Work Role Effectiveness Unit	7	3	18	9
Totals			15	150	141

Appendix 5: Assessment strategy

Unit code	Unit title	Assessment type
DR3N 34	Health Care Policy	Integrated Case study
DR3T 34	Psychology and Sociology in Health Care	Open-book, Extended response questions
DR3P 34	Physiology for Health Care Professionals	Multiple Choice, short answer response, restricted response
DR3R 34	Positive Health Care for Individuals	Integrated Case Studies inc. assessed practice
D5PA 34	Communication: Writing Skills	Holistically by a written document
F41R 34	Allied Health Professions: Graded Unit 1	Practical Assignment
F3SF 34	Speech and Language Therapy: Principles and Practice	Open-book, report(s) and extended response questions contrasted with work place experience.
F3SB 34	Speech and Language Therapy: Anatomy and Neurology for Human Communication	Supervised, closed-book, restricted response questions including multiple choice. Case studies.
F3SE 34	Speech and Language Therapy: Language Development and Human Communication	Open-book, case studies, portfolio and short reports
F3SD 34	Speech and Language Therapy: Clinical Linguistics: an Introduction	Open-book, short answer response, multiple choice and case study
F3SC 34	Speech and Language Therapy: Clinical Decision Making and Therapy Strategies	Open-book, a report, simulation/role play, short answer questions
DG6E 34	Work Role Effectiveness Unit	Portfolio and professional interview