

F05F 04 (CHS158) Enable individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services

About this Unit

This standard covers working alongside and under the supervision of a Speech and Language Therapist to support children and adults with communication difficulties and whose first language is not English. This involves enabling equity of Speech and Language Therapy services to individuals from ethnic minority groups, and empowering and enabling parents, carers and significant others to facilitate the individual's communication skills.

Users of this standard will need to ensure that practice reflects up-to-date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

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Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

| SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT |
|---|
| Simulation: |
| <ul style="list-style-type: none"> ◆ Simulation is NOT permitted for any part of this Unit. |
| <ul style="list-style-type: none"> ◆ The following forms of evidence ARE mandatory: |
| <ul style="list-style-type: none"> ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, how you give the speech and language therapist and the multidisciplinary team information about the individuals linguistic and cultural needs. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, discuss with your assessor/expert witness the correct procedure to refer individuals to the speech and language therapist and why are they referred. |
| Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following: |
| <ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation. |
| GENERAL GUIDANCE |
| <ul style="list-style-type: none"> ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. ◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge. ◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work. ◆ All evidence must relate to your own work practice. |

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KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.

| You need to show that you know, understand and can apply in practice: | Enter Evidence Numbers |
|--|-------------------------------|
| 1 The current European and National legislation, national guidelines, organisational policies and protocols in accordance with Clinical/Corporate Governance which affect your work practice in relation to enabling individuals from diverse linguistic and cultural backgrounds to access Speech and Language Therapy services. | |
| 2 Your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and Clinical/Corporate Governance. | |
| 3 The duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer. | |
| 4 The needs and abilities of the individuals with whom you are working. | |
| 5 The belief systems, cultural differences and communication styles of the cultural/linguistic groups you are working with. | |
| 6 The importance of providing effective communication between the Speech and Language Therapist, the individual and significant others. | |
| 7 The differences in developmental norms between English and your other specialist language. | |
| 8 The factors which affect the patterns of development and breakdown of language, phonology and articulatory accuracy in the individual group with which the worker works and the impact of these factors on the progression of therapy. | |
| 9 The factors which must be considered in planning and designing appropriate activities and materials for different individuals in the individual group with which you works (including age; level of functioning and behaviour; level and method of communication; physical, medical, sensory, emotional, perceptual and cognitive needs and abilities; culture and ethnic background; personal beliefs, interests and experience). | |
| 10 The factors which affect individuals' ability to learn, sustain concentration, access and use materials and equipment and process information. | |

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| You need to show that you know, understand and can apply in practice: | Enter Evidence Numbers |
|---|-------------------------------|
| 11 How therapy can be modified and progressed in relation to individual performance. | |
| 12 The types of materials and equipment which may be used to support the individual's therapy and appropriate methods of preparing, producing and ordering them as appropriate. | |
| 13 The different interpreting styles and techniques preferred by individuals with particular communication difficulties. | |
| 14 The linguistic and phonetic aspects of communication associated with your other specialist language. | |
| 15 The procedures and techniques involved in providing speech and language therapy related care and support and how these can be tailored as appropriate to reflect different age groups and cultural needs. | |
| 16 Methods of identifying indicators of possible communication and swallowing disorders and the appropriate procedures for referring individuals to the Speech and Language Therapist. | |
| 17 The types of linguistic and cultural advice and information which might be required by the Speech and Language Therapist and other members of a multi-disciplinary team and the appropriate procedures for offering such advice and information. | |
| 18 The potential barriers to individuals accessing services in terms of methods used, and the location and times of appointments and ways in which such barriers may be overcome. | |
| 19 The information that should be recorded and the importance of doing this as soon as possible after working with the individual. | |
| 20 Record keeping practices and procedures in relation to speech and language therapy programmes/treatments. | |
| 21 The sort of information that might be needed by the practitioner prior to or during the course of a programme or treatment. | |

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| Performance Criteria | | DO | RA | EW | Q | P | WT | PD |
|----------------------|---|----|--|----|---|---|----|----|
| | | 1 | Provide accurate interpretation where needed to ensure effective communication between the Speech and Language Therapist, individual and significant others. | | | | | |
| 2 | Assist the Speech and Language Therapist to reach a differential diagnosis by advising on any linguistic and phonetic aspects of communication specific to home language or culture. | | | | | | | |
| 3 | Undertake delegated aspects of speech and language therapy programmes in the individual's preferred language, in line with your scope of practice and local policies and procedures. | | | | | | | |
| 4 | Provide speech and language therapy related care and support to individuals and significant others as appropriate and tailored to their cultural needs. | | | | | | | |
| 5 | Assist the Speech and Language Therapist in preparing, producing and ordering materials suitable for use with bilingual/non-english speaking individuals. | | | | | | | |
| 6 | Offer appropriate and detailed linguistic and cultural advice and information to the Speech and Language Therapist and other members of the multi-disciplinary team to support the individual's care pathway. | | | | | | | |
| 7 | Support the Speech and Language Therapy service in identifying potential barriers to individuals accessing services. | | | | | | | |

DO = Direct Observation
EW = Expert Witness
PD = Professional Discussion

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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To be completed by the candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal verifier feedback

To be completed by the internal verifier if applicable

This section only needs to be completed if the Unit is sampled by the internal verifier

Internal verifier's name:

Internal verifier's signature:

Date: