

## **FP10 04 (CHS155) Assist and support individuals to use alternative and augmentative communication systems (AAC)**

### **About this Unit**

This standard covers your role in relation to supporting individuals who use alternative and augmentative communication systems. It covers assisting individuals to use different communication systems. Alternative and augmentative communication is used here as a global term to refer to methods of communicating which replace or supplement speech and handwriting.

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**

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
<ul style="list-style-type: none"> <li>◆ Simulation is <b>NOT</b> permitted for any part of this Unit.</li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>The following forms of evidence ARE mandatory:</b></li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Direct Observation:</b> 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. <b>For example</b>, how you position yourself so you are able to communicate well with the individual.</li> <li>◆ <b>Professional discussion:</b> Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. <b>For example</b>, discuss with your assessor/expert witness the differences between signs objects, symbols written and spoken language.</li> </ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"> <li>◆ <b>Reflective Account:</b> 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.</li> <li>◆ <b>Questioning/professional discussion:</b> 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.</li> <li>◆ <b>Expert Witness:</b> 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.</li> <li>◆ <b>Witness Testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen.</li> <li>◆ <b>Products:</b> 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.</li> <li>◆ <b>Prior Learning:</b> 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.</li> <li>◆ <b>Simulation:</b> 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.</li> </ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge.</li> <li>◆ 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.</li> <li>◆ All evidence must relate to your own work practice.</li> </ul>

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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.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
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 assisting and supporting individuals to use alternative augmentative communication systems.	
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 Why individuals must be correctly positioned for the use of their particular system.	
5 Health and safety requirements relating to all equipment.	
6 The importance of multi-disciplinary working and the different roles and responsibilities this might involve.	
7 The reasons why individuals use alternative and augmentative communication.	
8 The impact of alternative and augmentative communication systems on family communication.	
9 The types of defects and problems associated with different types of equipment and how to respond to these.	
10 The way different systems work and the equipment related to them.	
11 The signs and symbols relating to the prescribed system including picture communication symbols and the Makaton vocabulary and how to use them.	
12 The type of medical and physical conditions that may require the use of alternative and augmentative communication systems.	
13 The purpose of different alternative and augmentative systems.	
14 The way in which the goals of alternative and augmentative communication therapy differ from the goals of other speech and language therapy (ie focusing on functional communication, rather than language or phonology and articulation).	

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<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
15 The effect which using alternative/augmentative communication systems can have on interaction patterns.	
16 The opportunities and limitations inherent in the use of alternative and augmentative communication systems.	
17 The difference between objects, signs, symbols, writing and spoken language'.	
18 Cognitive and symbolic development and their relationships with speech and language development in the individual group with which the worker works.	
19 How non-verbal communication develops and its relationship to conceptual and communication development in the individual group with which the worker works.	

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Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Accurately identify the type of communication system used by the individual from appropriate information sources before contact with the individual.					
2	Make available an appropriate power supply where the individual's communication system requires the use of electricity, and take necessary precautions to minimise electrical interference during therapy.							
3	Prepare appropriate resources and equipment to facilitate communication with the individual via their communication system, referring to the Speech and Language Therapist for guidance where necessary.							
4	Set out equipment and furniture in a way which enables the individual to be comfortable and provides optimum access to the system in line with health and safety procedures and guidelines.							
5	Ensure the equipment is clean and fully functional.							
6	Assist the individual to access the system, with due regard to their physical comfort and any specific positioning and mobility recommendations.							
7	Design your own position and communication to facilitate communication with the individual.							
8	Use the appropriate mode of communication in communicating with the individual.							
9	Use the system accurately, correctly and appropriately to communicate with the individual.							
10	Ensure that communications are meaningful to the individual and their situation.							
11	Encourage and assist relevant others to support the introduction and use of the individual's communication system.							

*DO = Direct Observation*

*RA = Reflective Account*

*Q = Questions*

*EW = Expert Witness*

*P = Product (Work)*

*WT = Witness Testimony*

*PD = Professional Discussion*

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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: .....