

## **FP11 04 (CHS156)    Develop activities and materials to enable individuals to achieve specified communication goals**

### **About this Unit**

This standard covers your role in relation to developing and adapting delegated therapy programmes to achieve communication goals specified by a speech and language therapist. You will be working without direct supervision, and may be on another site or working and liaising with other agencies. You will therefore have a considerable degree of responsibility for managing both the programme, and the individuals with whom you are working and liaising with their carers and key workers.

This standard covers working with all individuals who require speech and language therapy and whose needs have been assessed by a speech and language therapist, who has delegated specific aspects to you.

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 gather information about the individual's needs abilities and interests, and design a care plan for the correct therapy.</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 how you break down the overall goals into manageable goals for the individual to achieve.</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 developing activities and materials to enable individuals to achieve specified communication goals.	
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 importance of working within your own sphere of competence when and seeking advice when faced with situations outside your sphere of competence.	
5 The needs and abilities of the individuals with whom the worker is working.	
6 The previous and expected progress of the individuals with whom the worker is working.	
7 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.	
8 The factors which must be considered in planning and designing appropriate activities and materials for different individuals in the individual group with which the worker works.	
9 The factors which affect an individuals' ability to learn, sustain concentration, access and use materials and equipment and process information.	
10 The types and forms of speech and language therapy which are suitable for the individual group with which the worker works.	
11 The overall goals of the therapy programme, and how to break down therapy into manageable goals for the individual, including the methods and practice of task analysis.	
12 How to design and develop therapy which takes account of the factors which must be considered, within the boundaries of the overall therapy plan.	

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<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
13 How therapy can be modified and adapted to increase its effectiveness, within the boundaries of the specified therapy programme.	
14 Record keeping practices and procedures in relation to diagnostic and therapeutic programmes/treatments.	
15 The normal patterns of learning, development and communication in the individual group with which the worker works, including how visual and auditory perception develop.	
16 The nature and causes of common speech and language disorders in the individual group with which the worker works.	
17 The potential future pattern of the disorder and how this may affect lifestyle.	
18 The nature and purpose of different therapy approaches and methods and how they may be used and adapted for the individual group with which the worker works, within the boundaries of the overall therapy plan.	
19 The amount of stimuli and its effect that can be processed by individuals at different stages of development and levels of functioning.	
20 The role of carers/key workers and multi-disciplinary teams in setting aims and objectives.	

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Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Identify and agree to the communication goals to be achieved from the therapy plan as specified by the speech and language therapist with parent/carer.					
2	Seek advice from the speech and language therapist as soon as possible, where goals are not being met as expected.							
3	Correctly analyse specific communication goals and, following guidance where necessary, identify the hierarchy of tasks and skills needed to achieve the goals accurately.							
4	Accurately identify the individual's needs, abilities and interests from appropriate information sources and use these to inform the planning and design of the therapy.							
5	Plan and design therapy to take account of the individual's progress to date in speech and language therapy and the likely future progression of their communication.							
6	Select appropriate therapeutic techniques and plan the way in which they will be applied according to the needs of the individual and the focus and progress of the therapy programme.							
7	Design activities and materials which are appropriate to the individual's age and level of functioning and enable them to achieve the identified goals, aims and objectives and to maximise their communication skills.							
8	Design activities and materials for group therapy to enable active participation of each group member.							

*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: .....