



## Higher National Unit specification: general information

This Graded Unit has been validated as part of the HNC Allied Health Professions. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

**Graded Unit code:** H1XX 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Publication date:** August 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

## Unit purpose

This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Allied Health Professions. The Practical Assignment should be relevant and contextualised to the particular Allied Health Profession which the candidate is working in. The principal aims are as follows:

- ◆ to improve the quality of patient care and patient experience
- ◆ to provide a basis for future career and personal development
- ◆ to build on previously acquired transferable skills
- ◆ to support employment as a Speech and Language Therapy Support Worker/Assistant Practitioner in a health or other related setting
- ◆ to understand the specific legislation that impacts on Allied Health Professions and Speech and Language Therapy
- ◆ to provide a qualification which supplies and accredits the knowledge and skills required for the role of Speech and Language Therapy Support Worker/Assistant Practitioner
- ◆ to understand the role, responsibilities and values expected of a Speech and Language Therapy Support Worker /Assistant Practitioner
- ◆ to obtain the underpinning knowledge and skills to pursue a career as Speech and Language Therapy Support Worker/Assistant Practitioner within the Speech and Language Therapy profession
- ◆ provide a recognised educational qualification for Support Workers in Speech and Language Therapy which may support future registration requirements

## General information (cont)

### Recommended prior knowledge and skills

It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ Psychology and Sociology in Health Care (DR3T 34)
- ◆ Health Care Policy (DR3N 34)
- ◆ Positive Health Care for Individuals (DR3R 34)
- ◆ Language Development and Human Communication (F3SE 34)
- ◆ Clinical Decision Making and Therapeutic Strategies (F3SC 34)
- ◆ Anatomy and Neurology for Human Communication (F3SB 34)
- ◆ Communication: Writing Skills (DP5A 34)

### Credit points and level

1 Higher National Unit 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.*

### Core Skills

There are opportunities to develop the Core Skills of Problem Solving (SCQF level 5), Working with Others (SCQF level 5), Numeracy (SCQF level 5), IT (SCQF level 4) and Communication (SCQF level 6) in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

### Assessment

This Graded Unit will be assessed by the use of a Practical Assignment. The developed Practical Assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

### Conditions of assessment

The candidate should be given a date for completion of the project. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any re-assessment of stages must be undertaken before proceeding to the next stage.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study etc. In this case, a candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

At this level, candidates should work independently. It is up to Centres to take reasonable steps to ensure that the project is the work of the candidate. For example, Centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

### Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ identify a patient and evidence patients permission prior to undertaking project
- ◆ plan and organise work and carry it through to completion
- ◆ carry out research in terms of patients health with clear reference to human anatomy and physiology research
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates(cont)

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

**Candidates must:**

- ◆ interpret the brief
- ◆ gather information to clarify the brief
- ◆ decide on the activity to develop
- ◆ plan the activity
- ◆ carry out the activity
- ◆ evaluate the activity

The project brief samples across the following Outcomes:

Unit title	Outcomes
Positive Health Care for Individuals (DR3R 34)	<ol style="list-style-type: none"> <li>1 Explain how health care values and principles influence practice.</li> <li>2 Understand and apply the care planning process.</li> <li>3 Investigate and explain how to establish and maintain a positive health care environment for the individual.</li> </ol>
Psychology and Sociology in Health Care (DR3T 34)	<ol style="list-style-type: none"> <li>1 Explain psychological theories of individual development and discuss how these can be used to understand the health of an individual today.</li> <li>2 Explain sociological theories and demonstrate the relationship between social factors and health.</li> </ol>
Health Care Policy (DR3N 34)	<ol style="list-style-type: none"> <li>1 Identify the role of health care professions in providing opportunities for individuals to achieve optimum health and recognise the importance of collaboration between care professions.</li> <li>2 Describe the ways in which government policies and legislation can influence an individual's care needs.</li> </ol>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates(cont)

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

Unit title	Outcomes
Speech and Language Therapy : Clinical Decision Making and Therapeutic Strategies (F3SC 34)	<ol style="list-style-type: none"> <li>1 Describe the process of clinical decision making by speech and language therapists.</li> <li>2 Describe the range of models and approaches used in speech and language therapy services.</li> <li>3 Explain the principles, advantages and challenges of collaborative working.</li> </ol>
Speech and Language Therapy : Language Development & Human Communication (F3SF 34)	<ol style="list-style-type: none"> <li>1 Explain the processes of learning in children and adults.</li> <li>2 Describe child language development.</li> <li>3 Explain how environment, age, impairment and disease impact on human communication</li> <li>4 Describe the functions of language and the factors influencing its effectiveness.</li> </ol>
Speech and Language Therapy : Anatomy and Neurology for Human Communication (F3SB 34)	<ol style="list-style-type: none"> <li>1 Identify and describe the structure and functions of the larynx, head, neck and thorax relevant to speech production and pathology.</li> <li>2 Identify and describe structures, organisation and functions of the nervous system.</li> <li>3 Describe sensory and motor pathways in relation to speech and language disorders and dysphagia.</li> </ol>
Communication: Writing Skills (DP5A 34)	<ol style="list-style-type: none"> <li>1 Select and evaluate complex information from a range of sources.</li> <li>2 Produce written information on a complex vocational issue.</li> </ol>

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

### **Project Brief: Practical Assignment**

This assignment relates to working within a communication environment in a health or other related setting providing support for individuals/patients/clients and any significant others. The candidate must select an appropriate activity in discussion with their course tutor and supervisor, which might include:

- ◆ an episode of clinical care with a patient/client/group
- ◆ a therapeutic/learning activity with a patient/client/group
- ◆ a research activity on a condition/disease of a patient/client group within their scope of practice, eg Speech, Language and Communication Impairment, cerebral palsy, Parkinson's disease, autism spectrum disorder, stroke/Cerebral Vascular Accident (CVA), etc
- ◆ a health promoting activity with a patient/client group/community/population

The Practical Assignment is not concerned exclusively with the practical activity. Candidates should demonstrate their interpersonal, creative, organisational and management skills to help assess their overall insight and understanding of the activity.

### **Stage 1 — Planning**

Select a topic which is relevant to your working role.

#### **1 Analyse current developmental and physical needs.**

With reference to:

- ◆ influences on the psychological development of the patient/client group
- ◆ key life experiences that may have affected development and behaviour
- ◆ the relationship between the patient/client and society
- ◆ use of relevant psychological theory
- ◆ use of relevant learning theory
- ◆ the relationship between the patient/client's anatomical and neurological functioning and current diagnosis and/or therapy intervention

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

### **2 Apply the planning process to an activity.**

With reference to:

- ◆ health care methods promoting a positive care environment, including collaborative working
- ◆ the process of clinical decision making by the Speech and Language Therapy Team
- ◆ the range of models and approaches used in Speech and Language Therapy
- ◆ learning styles
- ◆ the legislative framework designed to protect the patient/client
- ◆ the legislation and policies that promote the rights and responsibilities of patients/clients
- ◆ quality assurance and risk assessment

### **Stage 2 — Developing**

#### **1 Give an account of the activity.**

With reference to:

- ◆ the principles, advantages and challenges of the therapy approach selected
- ◆ the functions of language and the factors influencing its effectiveness
- ◆ the Speech and Language Therapy Support Worker/Assistant Practitioner's role in relation to the protection of patients/clients
- ◆ respect for the beliefs and preferences of the patient/client receiving care
- ◆ promoting independence taking into consideration the patients/clients health needs
- ◆ patient involvement in own care and role of appropriate Speech and Language Therapy Support Worker/Assistant Practitioners and significant others

### **Stage 3 — Evaluating**

#### **1 Evaluate and Review the activity.**

With reference to:

- ◆ reflection on own practice
- ◆ supervision and support systems
- ◆ patient/client/public feedback
- ◆ Health Care/Education team feedback
- ◆ effectiveness of the original plan

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates(cont)

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

### Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ produces well-developed evidence for the three essential stages of the practical assignment and is produced to a high standard and clearly interrelated</li> <li>◆ is highly focused and demonstrates an insightful interpretation and a balanced, integrative approach</li> <li>◆ is tightly structured, relevant to the content of the Units and displays a high level of subject knowledge and practical occupational expertise</li> <li>◆ effectively applies integrated and consolidated knowledge, understanding and skills from the course Units to complex situations</li> <li>◆ demonstrates the candidate's ability to work autonomously throughout with minimum support</li> <li>◆ is submitted within agreed timescales</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ produces sufficient evidence for the three essential stages of the practical assignment and is of an adequate standard</li> <li>◆ demonstrates an acceptable interpretation from a balanced integrative approach</li> <li>◆ is reasonably well structured, displaying an adequate level of subject knowledge and practical occupational expertise</li> <li>◆ applies integrated and consolidated knowledge understanding and skills with some lack of continuity and consistency</li> <li>◆ the candidate undertakes the assignment with necessary support to ensure it remains on track</li> </ul>

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A = 70%–100%

B = 60%–69%

C = 50%–59%

**NOTE:** The candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.



## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**NOTE:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning  30% of total marks	Produce a written plan which includes: <ul style="list-style-type: none"> <li>◆ an assessment of the current developmental needs of the patient/client group which should include reference to psychological theories and key life experiences which may influence development and behaviour. It should also include reference to learning theories</li> <li>◆ an assessment of the selected activity in terms of appropriateness and benefit to the patients/clients and others in the Allied Health Professions/Education team</li> <li>◆ an assessment of any risks and a demonstration of safe practice and confidentiality</li> <li>◆ an assessment of the patients/clients physical needs with reference to anatomical and neurological functioning</li> <li>◆ an outline of the speech and language therapy models/approaches considered with clear information re: the positive care environment</li> <li>◆ an outline of the clinical decision making process led by the speech and language therapist</li> <li>◆ the aims of the project and steps to be taken to reach clearly defined goals</li> <li>◆ timescales for carrying out the activity and writing up the assignment</li> <li>◆ identification of key legislation designed to protect the patient/client</li> <li>◆ awareness of rights and responsibilities of the patient/client in receipt of care and the worker</li> <li>◆ justification for the approach taken in the plan</li> </ul>
	<p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

Project stage	Minimum Evidence Requirements
Stage 2 — Developing  40% of total marks	Produce a report of the activity which: <ul style="list-style-type: none"> <li>◆ is based on the plan which should be completed prior to the activity taking place</li> <li>◆ is verified by the placement supervisor/mentor as an authentic record of what actually took place</li> <li>◆ demonstrates understanding of the principles, advantages and challenges of the particular therapy approach with reference to promoting independence</li> <li>◆ evidence of client involvement in the therapy plan which reflects the beliefs and preferences of the patient/client and significant others.</li> <li>◆ demonstrates the functions of speech, language and communication skills and the factors which influence effectiveness</li> <li>◆ demonstrates ability to develop and manage materials and resources to carry out the activity with reference to commercially available and self produced materials</li> <li>◆ demonstrates relevance to the content of the Units and displays a high level of subject knowledge and practical occupational expertise.</li> <li>◆ demonstrates the ability to integrate knowledge into practice to the fulfilment of the aims and objectives as specified in the plan</li> <li>◆ demonstrates the principles, advantages and challenges of working within a team/teams</li> <li>◆ includes a contents page and list of acknowledgements of sources of evidence</li> </ul>
	<p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating  30% of total marks	Produce an evaluation of the activity which includes: <ul style="list-style-type: none"> <li>◆ an objective review of the effectiveness of the activity undertaken and the quality of the candidate's contribution including any problems encountered</li> <li>◆ an assessment of the strengths and weaknesses of the original plan</li> <li>◆ a review of the plan and modifications to be made if the activity were to be repeated</li> <li>◆ a description of how this activity will inform future practice</li> <li>◆ an indication of how the integrative nature of the assignment enhanced understanding</li> <li>◆ identification of knowledge and skills which have been gained or developed in undertaking the practical assignment</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

### Support notes

It is also recommended that candidates fulfil the following criteria:

- ◆ first interview with tutor/facilitator close to commencement of project. Candidates should, where appropriate, have permission from the patient or significant others at this stage.
- ◆ second interview with tutor/facilitator to discuss assessment of needs and examine first draft of plan including evidence of materials and methods. Further interviews at the discretion of the tutor/facilitator.
- ◆ submission and presentation completion date is established and adhered to.

It is suggested that the plan should be approximately 1,000 words or equivalent; the report 1,500 to 2,000 words or equivalent and the evaluation 750 to 1,000 words or equivalent.

### Additional Guidance on Grading

Below is a suggested marking scheme for each stage of this project which has been provided for guidance only and is not mandatory; centres may prefer to devise their own schemes. The guidance on the grading table should also be consulted when identifying an overall grade for candidates.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

Project Stage	Additional Guidance on Grading
Stage1 — Planning	<p>This stage is worth 30 marks.</p> <p>The candidate <b>must</b> achieve all of the minimum evidence specified below to pass the planning stage. The planning stage is assessed by a short planning document and an individual interview. The tutor's role is as a facilitator and so to gain high marks the candidate must demonstrate a high degree of autonomy in planning activities.</p> <p>For the planning stage the marks <b>must</b> be allocated in the following way:</p> <p>Up to six marks for the assessment of the needs of the patient/client group, identification of relevant psychological, development and learning theories and analysis of influences on behaviour. For full marks the candidate must present a clear description and thorough analysis of the development needs of the patient/client group. This would be demonstrated by the relevance of the theories and the perspectives chosen.</p> <p>Up to eight marks for the appropriateness of the selected activity for the individual(s) in receipt of therapy. Candidates should give details of the clinical decision making process and the discussion with the Speech and Language Therapist. Aims and objectives should be clearly stated, the objectives should detail the steps they will take to achieve their aims. The timescale for the planning, development and evaluation should be included. For full marks the candidate should detail their role and the role of the Speech and Language Therapist in the clinical decision making process. Where appropriate the candidate should detail the anatomical and neurological influences on the communication impairment.</p> <p>Up to eight marks for the assessment of the patient/client group's current speech, language and communication needs. For full marks the candidate must link the impact of the speech, language and communication needs to the choice of activity and the therapy model/approach selected. They must also contrast the therapy models/approaches used in Speech and Language Therapy and show evidence for the model/approach selected. Risks and contingencies should also be mentioned to achieve full marks.</p> <p>Up to two marks for detailing the resources required and sources of information. The candidate should show how they consulted with the placement supervisor/mentor and/or the patient/client/public group.</p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

Project Stage	Additional Guidance on Grading
Stage1 — Planning (cont)	<p>Up to three marks for identifying relevant legislation, discussion of safe practice and issues surrounding confidentiality.</p> <p>Up to three marks for the justification of the approach taken in the plan and for developing and adhering to realistic timescales. However, if despite initially realistic timescales the plan is adversely affected by events outwith candidates' control, this should be justified at the evaluation stage.</p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

Project Stage	Additional Guidance on Grading
Stage 2 — Developing	<p>This stage is worth 40 marks.</p> <p>Candidates must achieve all of the minimum evidence specified below to pass the developing stage. Assessment is based on a written report of the activity.</p> <p>Up to eight marks for the application of the principles, advantages and challenges for the particular therapy approach utilised to the fulfilment of the aims and objectives within the plan of the activity. For full marks candidates would have to show that the principles, advantages and challenges had a direct bearing on the activity and the longer term therapy goals. Candidates who make poor links and connections between the activity and the longer term therapy goals should be awarded lower marks.</p> <p>Up to 20 marks for showing that the activity has been followed through according to the plan. Candidates who provide a detailed account of the activity which is related to the plan and who detail the possible risks to the plan and how they would work through poor outcomes should be given a high mark. High marks should also be awarded where the candidate has linked the therapy activity to the wider aims of the team. Candidates who do not relate the activity to the plan but give a good account of how they undertook the activity in a logical fashion should be given a pass mark. Candidates who give an account of the activity which shows little coherence or organisation and does not relate to the plan should not be allocated a pass mark.</p> <p>Up to seven marks should be allocated for the ability to manage materials and resources. This may depend on the activity the candidate has chosen and the complexity of the organisation required to carry out the activity. In order to achieve full marks the materials used should be appropriate to the activity and reference should be made to Health and Safety requirements and adherence to policies, eg Equality and Diversity. There should also be reference to the possible use of any suitable commercially available materials and/or those which were self developed.</p> <p>Up to five marks should be given to those candidates who carry out the activity well showing they have linked the learning from the Units to their practice and have provided relevant and useful feedback to their supervising speech and language therapist or mentor.</p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

**Graded Unit title:** Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

Project Stage	Additional Guidance on Grading
Stage 3 — Evaluating	<p>This stage is worth 30 marks.</p> <p>Candidates must achieve the minimum criteria specified below to pass the evaluating stage. The evaluating stage is assessed by an evaluation. The tutor's role is as a facilitator and so candidates should demonstrate a high degree of autonomy in evaluating activities. The marks for this stage should be allocated in the following way:</p> <p>Up to seven marks should be given to candidates who are able to review the quality of their own work with some reflection shown. Candidates who can identify areas of new learning and can relate the activity to the plan, including identification of gaps or omissions should be awarded a high mark. Full marks should be awarded to candidates who can identify the impact of any new learning on their practice.</p> <p>Up to six marks for a discussion of the strengths and weaknesses of the original plan and analysis of whether the plan was sufficient in meeting the aims of the activity. Full marks should be given where candidates use feedback in evaluating the activity. This feedback could be written in the form of a questionnaire or oral feedback from the participant(s) or the supervisor/mentor.</p> <p>Up to 10 marks should be given for the review of the whole project and any modifications or improvements including recommendations for future planned activities, which should be achievable and realistic. The candidate who does this should achieve full marks. A candidate who makes some suggestions but does not always relate them to the plan or development should receive a pass mark. The candidate who does not suggest improvements and who has not related the evaluation of their work across the whole project should not receive a pass mark.</p> <p>Up to seven marks should be awarded for identification of the way the project integrated knowledge and understanding of the component Units of the Allied Health Professions HNC. Full marks should be awarded to candidates who identified skills gained and integration of theory and practice during the project. Candidates who do not identify any new or enhanced knowledge and skills should not pass this section.</p>

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## History of changes to Unit

Version	Description of change	Date

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## General information for candidates

### Graded Unit title: Allied Health Professions Speech and Language Therapy Support: Graded Unit 1

This Unit allows you to show your ability to integrate the knowledge and skills you have gained in this award and apply them to the relevant parts of a therapy plan working with individuals/patients/clients.

This practical assignment relates to working within a communication environment in a health or other related setting providing support for individuals/patients/clients and any significant others. You must select an appropriate activity in discussion with your course tutor and supervisor, which might include:

- ◆ an episode of clinical care with a patient/client/group
- ◆ a therapeutic/learning activity with a patient/client/group
- ◆ a research activity on a condition/disease of a patient/client group within their scope of practice, eg Speech, Language and Communication Impairment, cerebral palsy, Parkinson's disease, autism spectrum disorder, stroke/Cerebral Vascular Accident (CVA) etc
- ◆ a health promoting activity with a patient/client group/community/population

The Practical Assignment is not concerned exclusively with practical activity. You should also demonstrate your interpersonal, creative, organisational and management skills to help assess your overall insight and understanding of the activity. It also gives you the opportunity to demonstrate the highest possible quality of care in terms of value-base, attitude and teamwork skills within your workplace.

You will need to plan your project, selecting an appropriate patient/client/group or clinical/research activity. After discussing this with your supervisor for this Unit, you should go on to develop the project and write up a report. Finally, you should evaluate and review your activity.

You must have discussion with your supervisor for this Unit at each of the three stages of your project.

It is essential that you maintain a professional level of patient/client confidentiality at all times.

You will find useful information to help you with this Unit at the following web-sites/professional publications:

[www.rcslt.org](http://www.rcslt.org) (Royal College of Speech and Language Therapy)

Bulletin (RCSLT Publication)

RCSLT. *Communicating Quality 3* (2006)

Bray and Todd. *Speech and Language — Clinical Process and Practice*

Alan Pritchard. *Ways of Learning: Learning Theories and Learning Styles in the Classroom*

John W Oller, Stephen D Oller, Linda C Badon. *Milestones: Normal Speech and Language Development Across the Lifespan*

M Atkinson & S McHanwell. (2002). *Basic Medical Science for Speech and Language Students*