

FP0Y 04 (CHS154) Develop and prepare speech and language therapy resources for use by individuals who use alternative and augmentative communication (AAC)

About this Unit

This standard covers your role in relation to supporting individuals who use alternative and augmentative communication. It covers the preparation of resources for these individuals. 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

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 discuss with the speech and language therapist what the individual's previous and current abilities are and use the information to help use what resources are required. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, you could discuss with your assessor/expert witness how you would adapt commercially produced materials to meet the needs of the individual's.
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 developing and preparing speech and language therapy resources for use by individuals who use alternative augmentative communication (AAC).	
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 resources must be selected and prepared in line with the type of therapy and the specified communication goal.	
5 Why resources must be appropriate for the individual and their communication system.	
6 The effects of copyright on the use of resources.	
7 Why copyright must be checked for commercially available materials.	
8 The importance of multi-disciplinary working and the different roles and responsibilities this might involve.	
9 The Nat augmentative communication system.	
10 The way in which the choice and preparation of resources will vary for different individuals within the individual group with which the worker works.	
11 The factors which must be considered in determining appropriate resources.	
12 The reasons why individuals use alternative and augmentative communication.	
13 The therapeutic materials suitable for alternative and augmentative communication systems.	
14 The characteristics and potential use of a variety of equipment, activities and materials suitable for individuals who use alternative and/or augmentative communication systems.	
15 How to adapt commercially produced materials to meet individual need.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
16 How to use materials to create therapeutic tools relevant to specific communication goals and different alternative and augmentative communication systems.	
17 How to match therapeutic resources to different types of therapy programme, communication goal and the individual's communication system.	
18 How to provide appropriate activities in an attractive, imaginative and stimulating way for individuals who use alternative and augmentative communication systems.	

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Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Accurately identify the nature of the individual's communication system and subsequent implications for the resources required.					
2	Confirm with the Speech and Language Therapist the individual's previous and current abilities and interests and use this to inform the choice and preparation of resources.							
3	Consult with the Speech and Language Therapist to ensure that resources are appropriate in relation to: (a) the individual and their communication system; (b) the type of therapy (c) the specified communication goals							
4	Identify and cost relevant existing resources.							
5	Order appropriate resources following agreed procedures.							
6	Appropriately adapt existing resources and use them in an imaginative and flexible manner.							
7	Make resources which are neat and well presented.							
8	Ensure that resources are not hazardous to the individual or yourself and satisfy the health and safety requirements of the setting.							

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: