

IPAACKS

Informing and Profiling Augmentative and Alternative Communication (AAC) Knowledge and Skills

Supporting the learning and development of people working with individuals who use **AAC**

Acknowledgements

IPAACKS: informing and profiling AAC knowledge and skills has been developed by NHS Education for Scotland under the guidance of Janet Scott MBE, Speech and Language Therapist and co-ordinator of the Scottish Centre of Technology for the Communication Impaired (SCTCI), building on and with reference to the AAC Competencies Project undertaken by Communication Matters, and the AAC Competencies Framework (Bousaki and Latham, 2011, unpublished).

The quotes used throughout **IPAACKS** have come from a variety of sources: personal communications; a focus group of people who use AAC run by KEYCOMM the Lothian AAC service; staff from Kelbourne Park Primary, Glasgow; and Cameron, Boa and McCulloch (2013) final report on Quality Indicators.

Many individuals and organisations have contributed to the development of IPAACKS:

- Members of the external reference group
- Individual members of Communication Matters and the wider AAC community within Scotland, the UK and internationally
- Those people who use AAC, and their family members, as well as individual workers who have allowed their comments to be shared
- Those people who took part in the consultation exercise and who were prepared to try out the self-assessment process
- Work colleagues, family and friends – who have provided support and encouragement as well as wise words of wisdom!

Consultation Partners

- Communication Forum Scotland (CFS)
- Communication Matters (CM)
- General Teaching Council (GTC)
- Royal College of Speech and Language Therapists (RCSLT)
- Scottish Social Services Council (SSSC)

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Foreword One



Catherine Harris

Chair of CM

on behalf of the Board of Trustees

I was delighted to be asked to write this foreword on behalf of the Trustees of Communication Matters (CM). The need for comprehensive guidelines outlining standards, competencies and outcomes in the field of Augmentative and Alternative Communication (AAC) has been recognised for many years.

CM is pleased to collaborate with NES and to build on the initial work of CM between 2010 and 2012 to develop an AAC competency framework. It is always good to work in collaboration where possible to avoid duplication and to build on what has already been achieved.

What has been produced is a professional, flexible and usable tool which will help to shape and develop skills within teams and as a result improve the experience of people who use AAC. It is encouraging that people who use AAC have been key contributors in identifying the outcomes. There is a focus on respecting diversity and challenging equality with recognition that multi-disciplinary working is key to effectively supporting an individual. A helpful feature of the framework is the recognition that it does not need to be hierarchical, therefore valuing skill mix and the differences between roles. We feel this document will be a really helpful and practical resource for those who are already working in the field of AAC and those who are developing services. It will also help people and their families who need AAC to know what they should expect from services designed to support them.

Foreword Two



Helen McFarlane
Programme Director
NHS Education for Scotland

Communication skills are at the heart of all human services; whether we are teaching children or involved in providing health or social services, our success is directly linked to our ability to communicate. We all know that communication is a two way process: it involves both listening and expressing ourselves and it involves at least two people. Both communicators need skills when one individual uses pictures, letters, and/or voice output communication aids as an alternative or an addition to using speech as the most effective way to communicate. I am, therefore, really pleased to present the IPAAACKS. For people who use Augmentative and Alternative Communication (AAC), the Scottish Government guidance "A Right to Speak" was warmly welcomed at the launch in 2012. It sets out challenging recommendations for local partnerships including NHS, local authority and voluntary services:

"National services to design a planned programme of activity to develop capacity and competencies of local services"

"Quality indicators to be developed"

"Ensure people who use AAC have access to appropriate levels of high quality specialist assessment and support"

IPAAACKS is the result of responding to these recommendations. It can be used to identify learning needs and develop competencies by individual workers, service providers, and organisations and can also be used by people who use AAC and their families to show the full extent of support and range of expertise they can expect from the various team members involved in their lives. It is based on the indicators of quality that people who use AAC have described such as:

"I am involved and included in decisions that affect my life,"

"Other people know about AAC and know how to communicate with me,"

"I feel included and involved in my community"

and

"I get the kind of support I need to learn to use and communicate using my AAC system".

Introduction

Background and purpose

The Scottish Government published the report **A Right to Speak: Supporting Individuals who use Augmentative and Alternative Communication** in June 2012 . The report's recommendations included the need to ensure that people who use **AAC (augmentative and alternative communication)** have access to appropriate levels of high-quality specialist assessment and support delivered as locally as possible. NHS Education for Scotland (NES) developed **IPAACKS** to improve the experiences, opportunities and quality of life of people who use AAC by ensuring that the people who work with them have the **knowledge, skills and values** required for their roles. Different members of the workforce may require specific knowledge and skills depending on their role.

What is AAC?

AAC is a broad term which includes a wide range of techniques used to support or replace spoken communication (Communication Matters) . AAC has been officially recognised as a valid means of communication by the Scottish Government and by the United Nations . AAC systems include: **gesture** , **signing** , **graphic symbols** , **communication boards** and **books** , as well as **high-tech electronic communication aids** (e.g. **voice output communication aids** or **speech-generating devices**).

Some people need special equipment to enable them to **access** their communication tools e.g. **switches** , **head trackers** or **eye gaze** . Some people require specialist equipment to hold their AAC system e.g. to fix it to a wheelchair etc.

However, AAC is much more than simply the "tools" used for communication. Learning to communicate using AAC is complex and can take a considerable amount of time, effort and commitment on the part of the learner.

“ My voice might be hard to make out but give me my Lightwriter and a little bit of time, and I will speak to you. You might not like what I've got to say to you, but I have the right to say how I feel, just the same as you do. So open your ears and you will hear me just like I hear you too. ”

Barry Smith - 2013

Introduction

Ongoing support for the learner, both formal (therapy or instruction) and informal (encouragement and opportunity) is essential. The process of becoming a competent and **functional communicator** using AAC is not a one-off event, as demands on the individual's communication skills will change over their lifetime. It is dependent on the person using AAC having the support of a sufficiently knowledgeable and skilled workforce , , .

Who might use AAC?

Some children, young people and adults find communication difficult because they have little or no clear speech. Others may have difficulties understanding what is said to them.

For people with communication support needs AAC may provide a means of self-expression and a way of understanding the world around them, as well as the tools to enable the person to participate and be included in society. People may have communication support needs for a variety of reasons – sometimes due to conditions present from birth or early childhood (e.g. cerebral palsy, autism, learning disability), while for others the need for AAC is due to an acquired illness or accident (e.g. Motor Neurone Disease, stroke, head injury, dementia, Parkinson's Disease or cancer). Sometimes an individual's need for AAC may be short-term (while in intensive care, for instance), whereas for others it is a long term need.

Throughout this document the terms 'person', 'individual' (or 'people') will be used to refer equally to a child, young person or adult who uses AAC – unless the age group is relevant to a specific issue.

Some examples of people using AAC:

- **Aisha** is 3 years old. She has cerebral palsy. She uses a simple recorded communication aid to join in nursery rhymes and at story telling time. She also has a communication book with lots of different words, symbols and photos in it. She uses this book with her parents and staff at her nursery to tell them what she wants, to ask questions ... and generally to be mischievous!
- **Louise** has Motor Neurone Disease. She now is only able to move her eyes. She uses a special eye gaze computer to speak to her family and carers. With this computer she is also able to regain a degree of independence and maintain her role within her family – she is able to do the weekly family shop online, and keep in touch with her daughter's school via email. She is able to communicate with a wide range of friends and family via social networking sites, email and the telephone using the eye gaze computer.
- **Stefan** is in intensive care recovering from an operation. For a couple of weeks he will not be able to speak. He communicates by writing on a notepad and by pointing to the letters of the alphabet which have been written on an A5 card. When he is tired his family use a "listener scanning" technique to go through the alphabet, which is less tiring for Stefan.

Introduction

What is IPAACKS?

IPAACKS describes the core values required of those who work with **people who use AAC** or people who may benefit from AAC. In addition, IPAACKS presents the AAC-specific knowledge and skills that workers should aspire to achieve in relation to the role they play in supporting individuals who use AAC.

IPAACKS is for all workers in health, education, social care, and the voluntary and independent sectors, who provide any kind of service for people who use AAC. From the perspective of the individual who uses AAC, IPAACKS describes the minimum expectations they should have of anyone who works with them.

IPAACKS provides a framework for workers to develop their knowledge and skills so that they can better support people who use AAC. It assumes a level of general awareness of communication support needs and AAC. Key recommendations of both the Right to Speak report and the 'Joe' report highlight the need for increased general awareness of communication support needs and AAC at both a national and a local level.

An awareness of communication support needs should be part of the baseline of knowledge and skills required of all workers (regardless of role) as they enter jobs and careers in health, education, social care, the voluntary sector or independent providers. This should be included in work-based induction and profession-specific undergraduate programmes; and ideally this should be introduced to children and young people through programmes of health and wellbeing in the Curriculum for Excellence.

A range of materials targeted at a universal, awareness raising level are detailed in the Learning Opportunities section. (see **Appendix 2**).

IPAACKS is grounded in best-practice equality, diversity and rights-based legislation and guidance.

This includes:

- Getting it Right for Every Child (GIRFEC)
- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- The Same as You? 2000-2012: Consultation Report
- Patient Rights (Scotland) Act 2011
- Everyone Matters: 2020 Workforce Vision

IPAACKS builds on the work of Communication Matters and Bousaki and Latham (2011) in identifying levels of competency required to support people who use AAC. Two further pieces of work have informed the development of IPAACKS: Talking Mats' and Capability Scotland's 10 Quality Indicators for AAC Services and Communication Matters work on AAC Standards.

IPAACKS may be useful for a wide range of roles across all relevant sectors including:

- Health
- Education (early years through to higher and further education)
- Social care
- Private and independent service providers
- Community work

Introduction

How was IPAACKS developed?

A short-life working group with cross-sector representation, including people who use AAC, was established to oversee the development of IPAACKS.

Consultation has been a key element at every stage of the development of IPAACKS. The ethos behind IPAACKS is to promote positive outcomes for people who use AAC by highlighting the required levels of knowledge, skills, core values and commitment required of the workforce. The service user focussed outcomes central to IPAACKS were distilled from the consultation with people who use AAC, and their families and carers, carried out by Talking Mats and Capability Scotland as well as the Communication Matters AAC Standards document, in conjunction with other reported outcome/wellbeing/rights related documents including the Communication Bill of Rights; A Right Blether; Article 3 of the UN Convention on the Rights of Persons with Disabilities; Your Health, Your Rights; and the My World Triangle.

The descriptions of the core values and commitments as well as the AAC specific strands and capabilities evolved from best practice guidance, and reviews of existing competency frameworks, including the work of Communication Matters and Bousaki et al; the Trusted Assessor Framework; the draft electronic assistive technology skills and knowledge sets; and the New Zealand Ministry of Health credentialed assessor categories for Communication Assistive Technology.

Once identified, the core values and commitments and the AAC specific capabilities were field tested and reviewed by a wide range of professionals, people who use AAC, their families and carers throughout the UK and across different sectors.

The self-assessment aspect of IPAACKS was also piloted. Extensive revisions have been made based on feedback received.

Who is a “worker”?

IPAACKS uses “worker” as an umbrella term for anyone who works with, supports or interacts with an individual using AAC in a work environment. People who use AAC come into contact with a wide range of workers: professional and support staff; volunteers; staff working in community services such as sports centres or citizens’ advice bureaux; the legal profession, and the criminal or civil justice sector. People who use AAC themselves, who work or volunteer with other people who use AAC, are also included in the term “worker”.

Aspects of IPAACKS may also be useful for family members, class-mates and work colleagues of those who use AAC, even though they may not consider themselves “workers” as defined in the document.

Who is IPAACKS for?

IPAACKS is for:

- **All** workers who may have contact with people who use AAC, and who provide education, care, therapy, treatment, support and other services.
- People who use AAC, so that they can identify what they need from a knowledgeable and skilled workforce to support them at all stages of their AAC journey.

Professional and Sector Standards

IPAACKS acknowledges that many workers will already have existing professional and sector standards and frameworks and is intended to supplement and signpost to existing frameworks.

Introduction

IPAACKS signposts to:

General and sector-specific frameworks (see Appendix 3):

- NHS Knowledge and Skills Framework .
- Scottish Social Services Council Continuous Learning Framework .
- National Occupational Standards .
- The General Teaching Council for Scotland Professional Standards .

Professional and communication-specific frameworks:

- Communication Trust Speech Language and Communication Framework .
- Common Core of Skills, Knowledge and Understanding and Values for the “Children’s Workforce” in Scotland .
- The Curriculum for Excellence .
- Career and development Framework for Learning Disability Nursing in Scotland .
- The 10 Essential Shared Capabilities for Supporting Person Centred Approaches .
- Promoting Excellence: A framework for all health and social services staff working with people with dementia, their families and carers .
- Communicating Quality 3 .

Introduction to using IPAACKS

The main part of IPAACKS is a description of the core values and commitments as well as the AAC specific knowledge and skills required of workers to enable positive outcomes for people who use AAC. The AAC specific knowledge and skills are divided into four levels, reflecting the fact that different roles require different degrees of knowledge and skill.

Linked to the description of the core values and commitments; and the AAC specific knowledge and skills there is a self-assessment framework ([Appendix 1](#)). This encourages workers to reflect on their existing capabilities and to identify their learning and development needs. There are “signposts” to existing learning opportunities ([Appendix 2](#)), and links with sector specific continuing professional development frameworks ([Appendix 3](#)).

There is also a description of organisational and team responsibilities and characteristics. IPAACKS encourages organisations and teams to analyse and reflect on their strengths and identify areas to be developed in order to enable workers who support people who use AAC achieve to the best possible outcomes e.g. identifying workforce development needs to lead change and improvement, promoting an AAC agenda.

How should IPAACKS be used?

It can be used in a number of ways and for a range of purposes, by individual workers, service providers, organisations and AAC users:

- **Individual workers** (in conjunction with their sector or profession-specific framework or generic guidance, as appropriate): to help them fully understand the values base, and the knowledge and skills expected in providing a quality service to people who use AAC
- **Individual workers and their managers or supervisors**: in order to identify the worker's strengths and to explore possible gaps in the knowledge and skills required of them in their role working with people who use AAC. The framework can be used to identify further learning needs
- **Organisations**: to identify staff development needs of the team supporting people who use AAC, and to support both short term and longer term planning
- **Education and training providers**: to inform the content of vocational, undergraduate and postgraduate education and training
- **People who use AAC, their families and carers**: to ensure they understand the full extent of support that they can expect throughout their lives and to enable them to check that the team around them includes the range of expertise that they need.

Individual workers and their employers have a responsibility to ensure that they apply the content and the aspirations of the framework appropriately to their role in working with people who use AAC.

Introduction to using IPAACKS

Case Study 1

Claire is an experienced speech and language therapist, working in a hospital with adults with acquired neurological problems. Her main caseload is mainly older people: people with communication support needs associated with dementia, Parkinson's disease and stroke. Her department has very limited AAC resources and she has referred patients to her local specialist AAC service when she has felt that she did not have sufficient knowledge and/or skills to meet the needs of a specific patient. She would like to feel more confident in AAC and used IPAACKS to identify her learning needs. She was also concerned that through a lack of knowledge of current approaches, she may not be offering AAC as an option for some patients. Having worked through and reflected on her self-assessment, Claire's AAC Learning and Development Action Plan was:

“To get more up to date info re AAC approaches and equipment that might be appropriate for my client group, by:

- Applying for study leave to attend the next Communication Matters road show in my area
- Search the website of the Royal College of Speech and Language Therapists (www.rcslt.org) to look for any updates on AAC and new apps on the market, and to contact their AAC Clinical Excellence Networks (CENs).
- Speaking to colleagues who are using mainstream technology e.g. tablet computers in therapy to find out how they have gone about overcoming some of the IT related problems - also to find out what has been useful to them”

Organisation and team responsibilities and characteristics

People who use AAC may be supported throughout their lives by a wide range of workers from different organisations and professional backgrounds, as well as by their family, friends, colleagues etc. IPAACKS highlights the knowledge, understanding, skills and values required of these workers; however, unless that worker is part of an organisation or team that supports and promotes their ongoing learning in AAC, then it can be difficult for them to make the most of their capabilities and to achieve the best possible outcome for the person using AAC.

IPAACKS is a resource that can be used by organisations and teams to assist with the planning and implementation of a robust learning and development strategy in the area of AAC, in terms of:

Workforce planning:

- to assess the overall capability and capacity within existing resources to deliver positive outcomes to people who use AAC;
- to identify an appropriate skill mix in relation to AAC service delivery;
- to identify gaps in capability; and
- to make informed resourcing decisions.

Recruitment and selection:

- to create job descriptions and selection criteria appropriate to the role requirements and existing skill mix in relation to AAC.

Case Study 2

The Area Service Manager of a children's charity found IPAACKS useful in helping to identify the staff development needs in relation to AAC of a new service providing respite care for children with disabilities. She had used some of the universal AAC awareness raising materials during staff induction and had found that to be very useful.

Performance planning and development :

- to create appropriate performance plans, matched to job description and capability; and
- to develop and implement appropriate professional development pathways and opportunities.

Succession planning:

- to identify specific capabilities and gaps within the AAC team to support succession planning; and
- to more effectively integrate an AAC leadership role within a broader leadership development agenda.

Organisation and team responsibilities and characteristics

IPAACKS encourages organisations and teams to:

- promote a supportive **learning culture** in relation to AAC
- plan for a workforce with an appropriate values base and with levels of knowledge and skills so that they can support people who use AAC throughout their AAC journey
- promote awareness of the needs, rights and opportunities for people who use AAC
- work in partnership to support people who use AAC

Case Study 3

The manager of a community physical disability service within a large NHS Board has used IPAACKS to ensure parity of AAC knowledge and skills across the 3 geographical teams for which she has responsibility. This has involved staff sharing knowledge and expertise across the teams, as well as up-skilling the support workers in two of the teams.

Personal Characteristics: Core Values and Commitments, and AAC Specific Strands

Introduction to Personal Characteristics: Core Values and Commitments, and AAC Specific Strands

The desire to improve the experiences, opportunities and quality of life of people who use AAC is central to IPAAKS. The worker's personal capabilities link directly to positive outcomes for the individual who uses AAC.

The worker's personal characteristics are divided into two broad sections:

- **Core values and commitments:** These characteristics mirror similar descriptions found in other professional or sector based frameworks, some of which were mentioned in the introduction. However as IPAAKS is concerned with improving communication, particularly through AAC, the focus of this section is on values-based practice which enhances communication. The core values and commitments are essential for all workers involved with people who use AAC at any level and in any capacity. They underpin and run throughout the more AAC specific strands or capabilities.

- **AAC specific strands:** These characteristics describe the knowledge and skills required of workers who are involved in AAC in some capacity. The AAC specific strands are more role specific – some workers will require to be able to evidence knowledge and skills in all of the AAC strands, others will only require some AAC specific strands. The knowledge and skills described for the worker follow the journey of an individual who potentially may benefit from AAC: from first having their need for AAC identified, through assessment, to support to learn to communicate using AAC, to having their needs reviewed. There are also descriptions of the knowledge and skills required of workers around AAC related technology and equipment, and for workers who are involved in helping others to learn about AAC.

IPAAKS is organised around these core values and commitments, and the AAC specific strands.

Personal Characteristics: Core Values and Commitments, and AAC Specific Strands

There are five core values and commitments:

- Working in partnership
- Respecting diversity, challenging inequality and promoting opportunity
- Promoting inclusion and participation
- Promoting emotional, psychological and physical well being
- Promoting positive interaction

Working in partnership

- *"I am involved and included in decisions that affect my life"* reflects the importance of working in partnership with the person who uses AAC in a person-centred manner and outlines the knowledge and skills required of the worker to ensure that this happens.
- *"People work together to help me"* outlines the capabilities required to work collaboratively as part of the team around the person who uses AAC, recognising that teams will vary depending on the age, setting and needs of the individual.

Respecting diversity, challenging inequality and promoting opportunity

This reinforces the worker's understanding of diversity issues in relation to people using AAC:

- *"I am given the same chances as everyone else"* reflects the worker's capabilities in promoting equality of opportunity for the person using AAC.
- *"My life is OK"* highlights the worker's capabilities in promoting a sense of life value and a future for the person using AAC.

Promoting inclusion and participation

This outlines the underpinning attitudes, values and capabilities required of workers so that they are able to ensure that people who use AAC are included, involved and able to participate as much as they wish to: *"I feel included and involved in my community."*

Promoting emotional, psychological and physical well being

- *"I feel OK about myself"* highlights the worker's role in enabling the person who uses AAC to foster positive relationships and develop and maintain a sense of self worth and value.
- *"I feel safe and secure in my home and in my wider community"* highlights the capabilities required of the worker to protect people who use AAC from the risk of harm, neglect, exploitation or abuse.

Promoting positive interaction

This reflects the importance of the **communication partner** in any interaction with an individual who uses AAC and highlights the attitudes and values and knowledge and skills based capabilities required of the worker: *"People know how to talk to me."*

Personal Characteristics: Core Values and Commitments, and AAC Specific Strands

There are eight AAC Specific Strands:

- Identification of need
- AAC Assessment
- Implementation
- Review
- Technology: preparation, adaptation and integration
- Technology: management of resources
- AAC Leadership
- Facilitating AAC Learning

Identification of need

This describes the knowledge and skills required to identify people who may benefit from AAC, the identification of appropriate routes for AAC assessment, and preparation for assessment. Some awareness-raising activity, policy and process development is inherent within this area.

- *“People recognise that I am having problems with my communication”* relates to the worker’s capabilities in recognising a communication support need and differentiating that from other behaviours.
- *“People recognise that AAC might be useful for me”* refers to the worker’s understanding of AAC and its potential benefits for the individual.

AAC Assessment

This highlights the knowledge and skills required of workers in carrying out an assessment for an AAC system. Different levels of knowledge and skill are outlined, allowing for proportional and responsive assessment, dependent on the needs of the individual who requires AAC: *“My AAC needs and abilities are identified as quickly as possible, and by people who know what they’re doing”*.

Implementation

Throughout IPAAKS, “implementation” is used to describe situations where the worker is directly involved with the person, developing their communication using AAC. *“I get the kind of support I need to communicate using my AAC system”* reflects the capabilities required of the worker to achieve this outcome.

Review

These capabilities have links with both Identifying Need and Assessment. Review highlights the need to review and monitor the AAC system in use to ensure that it continues to meet the needs and abilities of the person using AAC. *“If my needs and abilities change, I know I can get an appropriate AAC system to suit me”*. As there may be a health and safety requirement to monitor and check the AAC system (depending on the system in use), this may also link with Technology.

Personal Characteristics: Core Values and Commitments, and AAC Specific Strands

AAC Technology: preparation, adaptation and integration

This is a broad area, encompassing both low and high technology:

- **AAC system preparation and adaptation** refers to the worker's capabilities in preparing materials, creating communication books, programming communication aids etc., for use by the individual. *"I get the kind of AAC system I need, set up for me, when I need it"*.
- **Integration with other assistive technology for learning, mobility and environmental control** is technically-orientated, outlining the knowledge and skills required of workers to ensure that an individual's high-tech AAC system links with other equipment used, where appropriate: *"All my equipment works together"*.

AAC Technology: Management of resources

- **High-tech AAC system provision and delivery** refers to the worker's knowledge and skills of the processes and procedures involved in making an AAC system available for an individual. *"I get the kind of AAC system I need, when I need it"*.
- **High-tech AAC system maintenance** refers to the technical capabilities required of workers when an individual uses a high-tech AAC system, from basic operational capabilities to more advanced technological skills, in order to achieve as positive an outcome as possible for the individual: *"If my communication aid breaks down I know I can get it fixed or replaced quickly"*.

Leadership

This highlights the worker's capabilities in working with others to improve services, to create a vision and set the direction for AAC services so that the person using AAC feels that *"I get an efficient and effective AAC service that is appropriate to my needs"*.

Facilitating AAC Learning

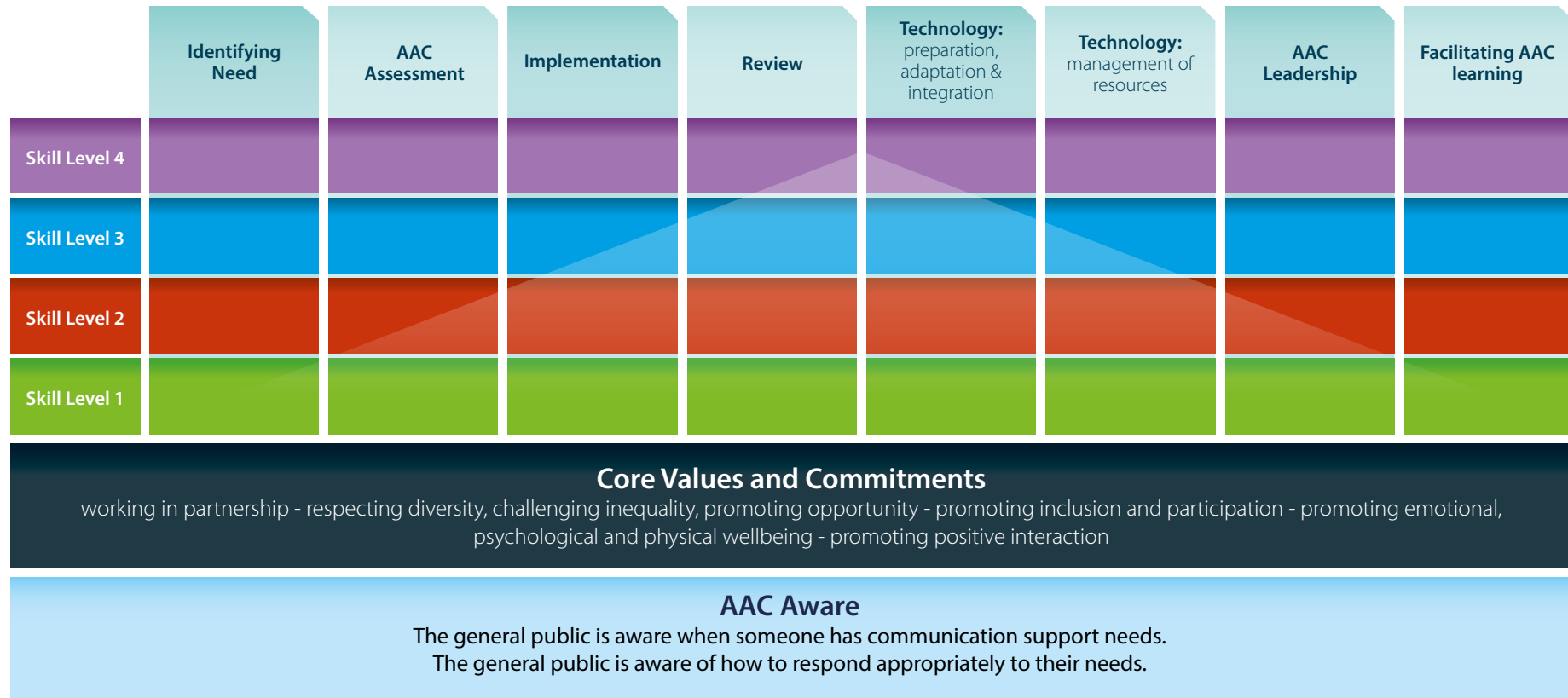
This reflects the knowledge and skills required of the worker in order to educate others and raise awareness about AAC, so that *"Other people know about AAC and know how to communicate with me"*

Personal Characteristics: Core Values and Commitments, and AAC Specific Strands

Everybody should be AAC Aware.

The core values and commitments are relevant for all workers at all levels in all AAC specific strands, regardless of role.

The knowledge and skills within the eight AAC specific strands are divided into four levels. Although the levels within each AAC specific strand are incremental, from level 1 to level 4, the levels themselves are not hierarchical and do not equate to levels of seniority within a profession, organisation or job title.



Personal Characteristics: Core Values and Commitments, and AAC specific Strands

Skill Level Descriptors

The four levels of skill within each of the AAC specific strands are described below.

■ Skill Level 1

At this level the worker should be able to demonstrate an awareness and understanding of the AAC specific strand and the components of a quality AAC service. The worker will know how to adapt their own communication to suit the needs and abilities of people who use AAC.

The worker is expected to seek advice and support as required. The worker should be able to evidence a commitment to developing their own learning in this area. Some workers will already have developed these capabilities through initial training or other professional development activities while others can use IPAAACKS to plan for future learning.

■ Skill Level 2

For each AAC specific strand this builds on the knowledge and skills identified at **Skill Level 1**.

The worker needs a more detailed understanding of the AAC specific strand. The worker should be able to take greater responsibility for making decisions about their work in relation to the person using AAC.

A worker with capabilities at Skill Level 2 will be a reflective practitioner, actively engaging in their own continuous learning in the area of AAC, but continuing to seek advice and support as appropriate.

Some workers may have developed these capabilities from their initial training or from other Continuing Professional Development (CPD) activities, but it is likely further training and professional development will be necessary to enable the development of capabilities at this level.

■ Skill Level 3

For each AAC specific strand, this builds on the knowledge and skills identified at **Skill Level 2**.

The worker will have an enhanced awareness and understanding of the AAC specific strand.

At this stage the worker is able to exercise increasing autonomy and initiative in their practice; they should, however, continue to seek specialist advice and support as appropriate.

Workers at this stage will have developed their capabilities through knowledge and skills gained from their initial training, in combination with further professional development and expertise gained through experience.

■ Skill Level 4

For each AAC specific strand, this builds on the knowledge and skills identified at **Skill Level 3**.

The worker will have an expert understanding, knowledge and skill in relation to the AAC specific strand. They will enhance the learning and the quality of practice within their own organisation and beyond, influencing policy and exercising high levels of leadership, autonomy and initiative. Workers demonstrating capabilities at this level will create original and innovative approaches in the field of AAC.

Workers with AAC specific knowledge and skills at Level 4 will be recognised both within their organisation and beyond for their outstanding practice in relation to AAC service delivery, assessment, education, research and development etc. It is likely that the worker at this level will further develop their knowledge and skills through study (including self-directed study) and research.

Personal Characteristics: Core Values and Commitments, and AAC specific Strands

AAC Specific Strands - Levels of Knowledge and Skills

Workers may require different levels of knowledge and skill for the different AAC specific strands they are involved in. A worker may be required to be able to evidence superior knowledge and skills relating to some aspects of AAC support e.g. assessment, and a requirement for lesser skills in other areas e.g. AAC technology: management of resources; or vice versa. There are likely to be differences between roles (even when roles are similar), therefore it is important each worker identifies specific aspects within each level that are relevant to their role.

IPAAKS is designed to enable workers to recognise their current knowledge and skills in relation to AAC and to identify areas for learning and development (see [Appendix 1: IPAAKS Self-Assessment](#))

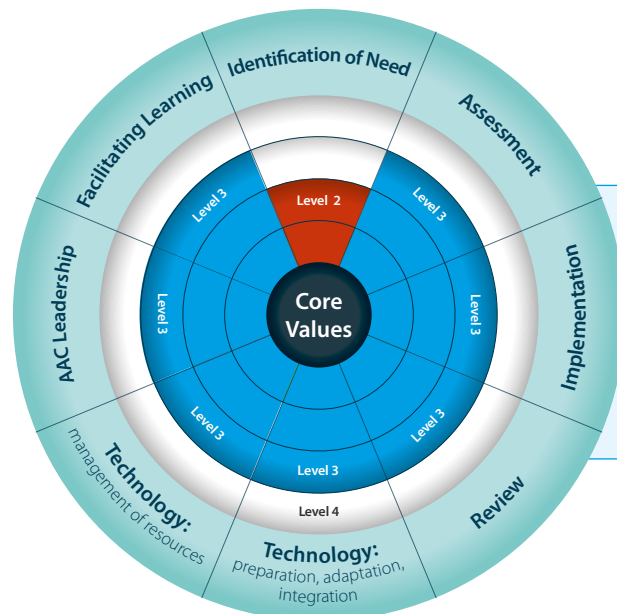
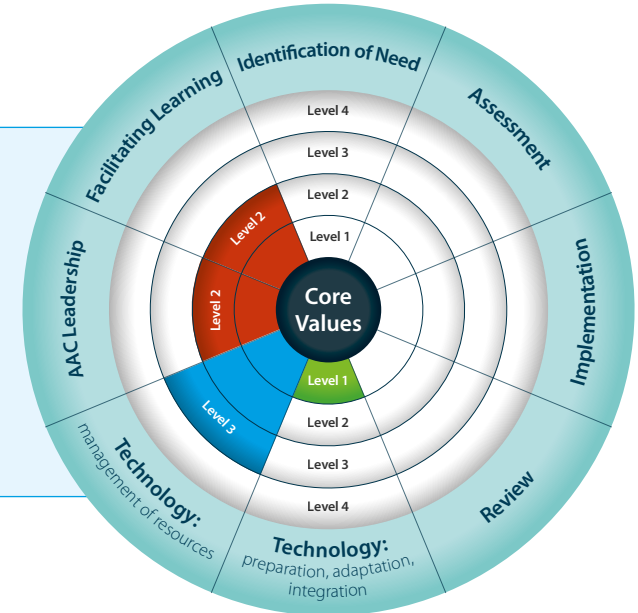
For some roles, workers may only require to evidence knowledge and skills in some of the AAC specific strands (e.g. worker 1). The level of AAC specific knowledge and skills required of a worker may vary, depending on the knowledge and skills of other workers within a team or on the changed requirements of a post. The following diagrams are examples of the differing levels of knowledge and skill in the AAC specific strands required in various different roles.

Personal Characteristics: Core Values and Commitments, and AAC specific Strands

Workers 1 and 2 are both technologists, but their knowledge and skill requirements are different.

Worker 1

Danny is a technologist working in the NHS. Part of his remit includes managing and maintaining the high-tech AAC resources used within Speech and Language Therapy, as well as those items of equipment provided to patients on long-term loan. For this he requires technology - management of resources knowledge and skills at skill level 3. He is a member of the local AAC prioritisation/procurement working group, advising on technological issues. Occasionally he is asked to provide staff training on the more “technical” aspects of specific AAC systems. For this he requires AAC Leadership and Facilitating Learning at skill level 2. He has also developed some “quick start” and troubleshooting guides to go along with the AAC equipment used within the area. He does not have any direct contact with patients, except on a very occasional basis.

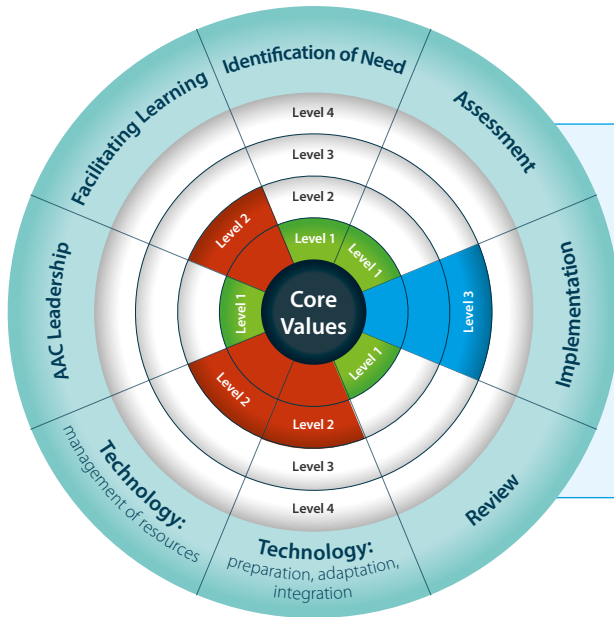


Worker 2

Susan is a technologist working full-time in a specialist AAC assessment, information and advisory service. She plays a key role in all aspects of the service delivery: assessment, recommendation of systems, management of equipment, development and delivery of training, writing support materials etc.

Personal Characteristics: Core Values and Commitments, and AAC specific Strands

Workers 3 and 4 both play a supportive role in relation to people who use AAC.

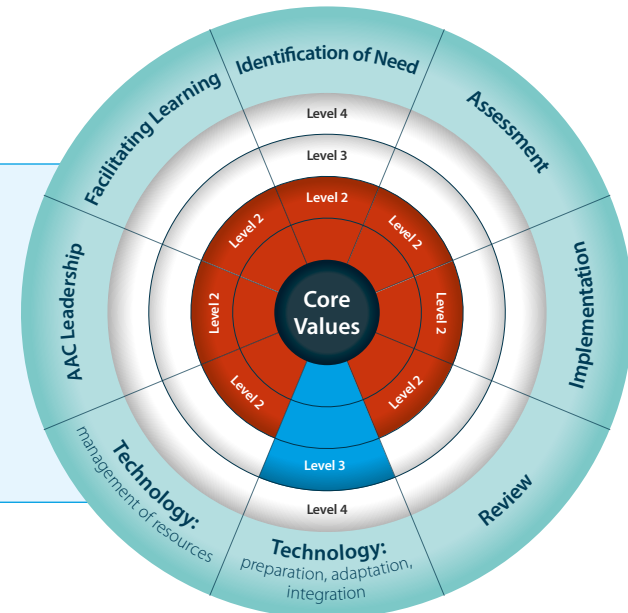


Worker 3

Faisal is a communication support worker in a day service for adults with a physical disability, run by a large voluntary sector disability organisation. Faisal's role is mainly to support the service users who communicate via AAC. This involves him working with them to teach them how to communicate using their AAC systems as well as encouraging greater independence, self-advocacy and participation in the wider community. For this he requires Implementation knowledge and skills at skill level 3. He develops AAC resources for use by the service users and staff, and keeps all the various AAC systems up to date with relevant and current vocabulary etc. For this he requires technology related knowledge and skills at skill level 2.

Worker 4

Anya is an experienced additional needs support assistant working in a mainstream primary school. The school has a communication friendly policy, and symbols are used throughout. As well as supporting individual pupils Anya has a responsibility for creating all the symbol resources used in the school. For this she requires skill level 3 in Technology Preparation, Adaptation and Integration. All staff are expected to attend AAC awareness sessions. Anya has worked with pupils who use a variety of AAC systems for 8 years – low-tech systems, signing and high-tech devices.



IPAACKS: Core Values and Commitments

IPAACKS: Core Values and Commitments

| CORE VALUES AND COMMITMENTS | | | |
|--|---|---|---|
| Outcome for the person using AAC | Core value and commitment | What workers know | What workers are able to do (skills) |
| I am involved and included in decisions that affect my life | Working in partnership | Aware of the importance of involving people who use AAC as equal partners in decision making | Able to interact with people who use AAC in a way that encourages their active involvement, recognising and utilising their unique strengths and abilities |
| | | | Actively encourage the involvement of people who use AAC, their families and carers to influence and improve AAC service delivery |
| | | Aware of the key role that families, friends, carers and other professionals may play in the lives of people who use AAC | Act in a manner that values the contributions of family, friends, carers and other professionals while at the same time respecting confidentiality and choice on the part of the individual using AAC |
| People work together to help me | | Aware of the different professional roles and contributions within the multidisciplinary or multi-agency team around the person using AAC | Able to be part of, and contribute to, the multidisciplinary/multi-agency team |
| | | | Able to work effectively across professional and agency boundaries, actively involving and respecting the contributions of others |
| I am given the same chances as everyone else | Respecting diversity, challenging inequality, promoting opportunity | Aware of the potential for inequality for people who use AAC in terms of health care, education, employment and social opportunities | Use legislative frameworks to challenge discrimination and inequality |
| | | Aware of legislative frameworks to protect people who use AAC from discrimination and to exercise their rights | |

"If they don't hear what you are trying to say they won't know you as a person"

Person using AAC

"Karen said that it was really important to her that her Talker was purple, because that is her favourite colour."

Focus group participant

"It shouldn't matter where you live or how much money you have there should still be the same access to services."

Person using AAC

IPAACKS: Core Values and Commitments

| CORE VALUES AND COMMITMENTS | | | |
|---|---|--|---|
| Outcome for the person using AAC | Core value and commitment | What workers know | What workers are able to do (skills) |
| I am given the same chances as everyone else | Respecting diversity, challenging inequality, promoting opportunity | Aware of the need to promote values based, non-judgemental practice | Able to act in a manner that promotes the individual's rights, and challenge others where necessary |
| | | Aware of situations where it may be necessary to advocate on behalf of an individual who uses AAC | Able to act as an advocate on behalf of a person who uses AAC |
| | | Aware of the benefits of giving people who use AAC the opportunity to explore different options and experiences | Support the person using AAC in making choices and having different experiences that may provide opportunities and benefits to them |
| My life is OK | | Aware that people who use AAC have the right to a meaningful and valuable life | Respect the dignity, wishes and beliefs of people who use AAC, their families and carers |
| | | | Interact with people who use AAC in a way that demonstrates respect for their rights |
| | | Understand that people who use AAC have the right and the ability to develop new skills and make the most of new opportunities | Support and encourage the person using AAC to develop skills, make the most of opportunities as they arise, and plan for the future |
| | Understand that people who use AAC have the right to make friends, have personal relationships, get a job, have an education, have a social life etc. | Support and encourage the person using AAC to develop their roles, skills and relationships | |

"When I am older I want to live as normal life as possible. I want to live by myself. Not with mum and dad no way!! I want to be able to get a job. I want to go out by myself and with friends, for example to go to the dancing and the pub and shopping. That is my dream."

Person using AAC

IPAACKS: Core Values and Commitments

| CORE VALUES AND COMMITMENTS | | | |
|---|---|---|--|
| Outcome for the person using AAC | Core value and commitment | What workers know | What workers are able to do (skills) |
| I feel included and involved in my community | Promoting inclusion and participation | Aware of potential barriers to inclusion and participation for people who use AAC | Make appropriate adjustments to suit the individual requirements of the person using AAC |
| | | Aware of the need to improve access to health, education, leisure and other services for people who use AAC | |
| I feel safe and secure in my own home and in my wider community | Promoting emotional, psychological and physical wellbeing | Aware of the difficulties an individual who uses AAC may have in reporting concerns | Able to support an individual using AAC to report any concerns to the appropriate bodies |
| | | Aware that people with communication support needs are at greater risk of experiencing neglect, harm or abuse (physical, sexual, emotional, psychological or financial) | Recognise when an individual who uses AAC is experiencing (or is at risk of experiencing) neglect, harm or abuse |

"I need to know how to include pupils who are using AAC in learning/teaching tasks and the adaptations required."

Teacher

"When I'm out people don't understand me."

Person using AAC

"I've found becoming disabled very hard and my company has often been challenging, but my communication aid has enabled me to step outside myself and gain some perspective on my new life."

Person using AAC

IPAACKS: Core Values and Commitments

| CORE VALUES AND COMMITMENTS | | | |
|--|---|--|--|
| Outcome for the person using AAC | Core value and commitment | What workers know | What workers are able to do (skills) |
| I feel safe and secure in my own home and in my wider community | Promoting emotional, psychological and physical wellbeing | Understand that legislation exists to protect the rights of people who use AAC, and to safeguard them from risk of harm | Take appropriate action according to local or organisational procedures when an individual who uses AAC is at risk of, or is actually experiencing, neglect, harm or abuse |
| | | Aware of local safeguarding schemes, policies and procedures relating to children, young people and vulnerable adults | |
| People know how to talk to me | Promoting positive interaction | Aware of the diversity of abilities and needs amongst people who use AAC | Able to adjust own communication to suit the needs and abilities of the person using AAC |
| | | Aware of the differences between AAC and "spoken" communication, and how these may impact on interaction | |
| | | Aware that communication is a two-way process and that the listener has a responsibility to try to understand what is being said | |
| | | Aware of the individual rights and worth of the person using AAC | Communicate in a manner which recognises the worth and the rights of the person using AAC e.g. by speaking directly to them |

"Sarah is the only person in her day centre or area with AAC needs and she is very isolated and shunned by others at her learning disability day centre."

Parent

"I like it when people listen"

Person using AAC

"Sometimes people just see me in my wheelchair and think 'she doesn't understand a word I am saying', they talk to me as if I am a baby. I HATE IT!!!!"

Person using AAC

"Sometimes it's hard to communicate with different people, it's frustrating"

Person using AAC

AAC Specific knowlege and skills:

Identifying Need

AAC Specific knowledge and skills: Identifying Need (Skill Level 1)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: IDENTIFYING NEED | | | |
|--|--|---|--|
| Skill Level 1 | | | |
| Outcome for the person using AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| People recognise when I am having problems with my communication | Identifying a communication support need | Aware of typical language and communication development and abilities | Recognise when someone has communication support needs |
| | | Aware of a range of conditions that can affect communication abilities | |
| People recognise that AAC might be useful for me | Identifying that AAC may be an option to explore | Aware of the role that AAC systems and approaches play in supporting communication and participation | Able to signpost to appropriate AAC professionals and services |
| | | Aware of the need for a personalised assessment to identify the contribution AAC may make to an individual's ability to communicate | |

"I need to know the difference between children who have a delay in their language skills & children who have a disorder – and to have an idea of when AAC might be useful"

Teacher

AAC specific knowledge and skills: Identifying Need (Skill Level 2)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: IDENTIFYING NEED | | | |
|--|--|--|---|
| Skill Level 2: A WORKER AT THIS LEVEL IN IDENTIFYING NEED SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVEL 1 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| People recognise when I am having problems with my communication | Identifying a communication support need | Knowledge of communication disorders and techniques to support communication across a range of needs and abilities | Able to provide support to meet the individual's communication support needs |
| People recognise that AAC might be useful for me | Identifying that AAC may be an option to explore | Aware of when AAC techniques should be considered | Able to discuss the potential benefits of AAC with an individual, and their family and carers |
| | | Aware of the need to involve the individual, and their family and carers in decisions about the possible introduction of AAC | |

AAC specific knowledge and skills: Identifying Need (Skill Level 3)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: IDENTIFYING NEED | | | |
|--|--|---|--|
| Skill Level 3: A WORKER AT THIS LEVEL IN IDENTIFYING NEED SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS IN ADDITION TO THOSE REQUIRED FOR LEVELS 1 AND 2 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| People recognise when I am having problems with my communication | Identifying a communication support need | Knowledge of the psychosocial impact of communication support needs on an individual, and the role AAC can play in improving an individual's life chances | Able to identify and co-ordinate an appropriate team to support the individual's use of AAC |
| People recognise that AAC might be useful for me | Identifying that AAC may be an option to explore | Knowledge of the environmental, attitudinal and human factors necessary for the successful implementation of AAC techniques | Able to work collaboratively, across professional and agency boundaries to create the necessary environment to support the introduction of AAC |
| | | Knowledge of AAC options that may be appropriate for a range of individuals | |
| | | Knowledge of the links between AAC technologies and other assistive technology that may already be in use in the environment | Able to work collaboratively, across professional and agency boundaries, to explore the potential for integrating systems for communication, learning, mobility etc. |

"I know that for AAC to work, and to give the individual the best chance of success, there needs to be "buy in" from everyone involved. Some of our team spend time in care homes supporting staff and helping them to integrate AAC into everyday activities."

**Speech and
Language Therapy
Manager**

AAC specific knowledge and skills: Identifying Need (Skill Level 4)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: IDENTIFYING NEED | | | |
|--|--|--|---|
| Skill Level 4: A WORKER AT THIS LEVEL IN IDENTIFYING NEED SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVELS 1, 2 AND 3 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| People recognise when I am having problems with my communication | Identifying a communication support need | Expert knowledge of the wider issues surrounding communication support needs and AAC use | Able to lead on the development of initiatives to provide services and resources for individuals who have communication support needs and who may require AAC |
| People recognise that AAC might be useful for me | Identifying that AAC may be an option to explore | Expert knowledge of the environmental, human and attitudinal factors necessary for the successful implementation of AAC techniques | Able to facilitate collaborative working across professional, agency and sector boundaries |
| | | Expert knowledge of the range of assistive technology available, and the potential for integrating AAC technologies with other systems | |

AAC Specific knowlege and skills: Assessment

AAC Specific knowledge and skills: Assessment (Skill Level 1)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: ASSESSMENT | | | |
|--|-------------------------|---|---|
| Skill Level 1 | | | |
| Outcome for the person using AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| My AAC needs and abilities are identified without too much delay, and by people who know what they're doing | AAC Assessment | Aware of professional roles and contributions of the multidisciplinary team to the AAC assessment process | Prepare and support people who may benefit from AAC to make decisions relating to their communication support needs and AAC options |
| | | | Refer individual on to appropriate AAC assessment provider |
| | | | Contribute relevant observations to the AAC assessment |

"I know who to go to in my team when I feel that one of my patients has an AAC need."

Speech and Language Therapist

AAC specific knowledge and skills: Assessment (Skill Level 2)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: ASSESSMENT | | | |
|--|-------------------------|--|---|
| Skill Level 2: A WORKER AT THIS LEVEL IN ASSESSMENT NEED SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS IN ADDITION TO THOSE REQUIRED FOR LEVEL 1 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| My AAC needs and abilities are identified without too much delay, and by people who know what they're doing | AAC Assessment | Aware of the factors to be included in the AAC assessment process, when the individual does not have significant additional physical, sensory, cognitive or behavioural issues | Able to contribute to a local multidisciplinary assessment process |
| | | | Able to carry out an informal AAC assessment with guidance and/or using an existing proforma |
| | | Aware of alternative accessing and mounting options for both low- and high-tech AAC systems | Able to identify when alternative accessing and mounting options may be required and seek support with this, when necessary |
| | | Aware when a more specialised assessment would be beneficial | Able to refer the individual on for a more complex AAC assessment |
| | | | Able to contribute observations to the more complex AAC assessment |

"I work with the OT on the team. We have some switches which we can try out with patients. Further down the line we may want to involve a more specialist service."

Speech and Language Therapist

AAC specific knowledge and skills: Assessment (Skill Level 3)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: ASSESSMENT | | | |
|--|-------------------------|---|---|
| Skill Level 3: A WORKER AT THIS LEVEL IN ASSESSMENT SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS IN ADDITION TO THOSE REQUIRED FOR LEVELS 1 AND 2 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| My AAC needs and abilities are identified without too much delay, and by people who know what they're doing | AAC Assessment | Knowledge of factors to be included in an AAC assessment for individuals who have communication support needs in addition to other complex needs (e.g. additional physical, sensory, cognitive or behavioural issues) | Able to independently contribute as part of the multidisciplinary team. May lead on aspects of the assessment, depending on professional background |
| | | Knowledge of more personalised and holistic assessment procedures | Able to adapt assessment procedures to meet individual needs and abilities, using both informal and more formal approaches |
| | | Knowledge of the AAC assessment evidence base | Able to provide a second opinion when required |
| | | Knowledge of alternative accessing and mounting options for both low- and high-tech AAC systems | Able to include alternative access and mounting options in the assessment process |

“One of my tasks, once we’ve identified what the person needs, is to pull together a detailed report outlining the next steps and summarising the evidence supporting the decisions made. This report usually includes specific information about any equipment required.”

Technologist

AAC specific knowledge and skills: Assessment (Skill Level 3)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: ASSESSMENT | | | |
|---|-------------------------|--|--|
| Skill Level 3: A WORKER AT THIS LEVEL IN ASSESSMENT SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVELS 1 AND 2 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| My AAC needs and abilities are identified without too much delay, and by people who know what they're doing | AAC Assessment | Operational knowledge of current AAC approaches (unaided, low- and high-tech) and other assistive technology systems for learning, mobility, environmental control etc. | Able to include current knowledge of other assistive technologies in the AAC assessment process |
| | | | Able to integrate highly complex AAC equipment, which may require technical knowledge and support, into the assessment process |
| | | | Able to provide a recommendation and specification of equipment, systems and implementation programmes, following assessment |
| | | Knowledge of when a specialist AAC Assessment is required | Recognise when referral to a specialist AAC assessment service is required |

AAC specific knowledge and skills: Assessment (Skill Level 4)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: ASSESSMENT | | | |
|---|-------------------------|---|--|
| Skill Level 4: A WORKER AT THIS LEVEL IN ASSESSMENT SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS IN ADDITION TO THOSE REQUIRED FOR LEVELS 1, 2 AND 3 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| My AAC needs and abilities are identified without too much delay, and by people who know what they're doing | AAC Assessment | Expert knowledge of the AAC assessment process, and the range of interventions that may be required | Provides and supervises advanced level assessment to address the highly complex AAC needs of individuals who require personalised adaptations of existing AAC hardware or software, where off-the-shelf solutions are not possible |
| | | | Able to modify equipment and software to meet the changing needs of an individual during an evaluation period |
| | | | Leads on the provision of detailed recommendations and specifications of equipment, systems and implementation programmes, following assessment |
| | | | Actively contributes to the AAC assessment evidence base |
| | | | Able to provide a second opinion in cases where there are differences of opinion |
| | | | May provide expert assessment and testimony in legal proceedings |

"People are referred to our service if they need specialist advice about positioning and mounting AAC equipment in a range of different environments."

OT working in a specialist AAC service

AAC Specific knowlege and skills: Implementation

AAC Specific knowledge and skills: Implementation (Skill Level 1)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: IMPLEMENTATION | | | |
|--|---|---|---|
| Skill Level 1 | | | |
| Outcome for the person using AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of support I need to use and communicate using my AAC system | Implementation - working with the person who uses AAC | Aware of techniques to support the individual to communicate using their AAC system(s) | Able to support and encourage the individual to communicate functionally using their AAC system(s), as well as all other modes of communication available to them, with guidance from more experienced colleagues |
| | | Aware of the time and effort involved in learning to communicate using AAC | |
| | | Aware that an individual who uses AAC may use different AAC systems in different settings | |
| | | Aware of different modes of communication , and how these may be used in conjunction with AAC | |
| | | Aware of the underpinning knowledge required by the person using AAC | Support the person using AAC to develop the required knowledge and skills |
| | | Knowledge of basic operation and programming of the individual's AAC system | Able, with guidance and instruction, to add relevant vocabulary (or messages e.g. news) to the individual's AAC system |
| | | Aware of the importance of having the individual's AAC equipment available to them at all times, and in working order, to promote use | <p>Able, with guidance, and under supervision, to place AAC equipment in an agreed position to enable optimal use by the individual</p> <p>Able, with guidance, to check that all AAC peripheral and access equipment is working appropriately for the individual</p> |

"I hadn't realised how important it was to work on developing the pupils categorising skills to help them find vocabulary in their communication aids"

Teacher

AAC specific knowledge and skills: Implementation (Skill Level 1)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: IMPLEMENTATION | | | |
|---|---|--|---|
| Skill Level 1 | | | |
| Outcome for the person using AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of support I need to learn to use and communicate using my AAC system | Implementation - working with the person who uses AAC | Aware of the importance of skilled communication partners in enhancing communication for the person using AAC | Able, with support, to promote effective use of the AAC system to the team around the person using AAC |
| | | | Able, with support, to show unfamiliar communication partners how to adjust their communication style to suit the needs and abilities of the person using AAC |
| | | Aware of the need to integrate AAC use into every day activities | Able, with support and guidance, to integrate and promote use of the AAC system in everyday activities |
| | | Aware of the importance of setting personalised goals for AAC implementation | Able to provide information to inform goal setting and outcome measurement processes |
| | | Aware of the need to involve the person using AAC as a partner in the goal setting process | |
| Aware of the importance of measuring outcomes of intervention | | | |

AAC specific knowledge and skills: Implementation (Skill Level 2)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: IMPLEMENTATION | | | |
|--|---|---|--|
| Skill Level 2: A WORKER AT THIS LEVEL IN IMPLEMENTATION SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVEL 1 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of support I need to learn to use and communicate using my AAC system | Implementation - working with the person who uses AAC | Aware of the fundamental skills required in order to learn to communicate using unaided, low- or high-tech AAC systems | Able to independently introduce and develop communication for an individual using unaided, low-and high-tech direct selection AAC systems |
| | | | Able, with support, to introduce and develop communication for an individual requiring alternative access to a low- or high-tech AAC system |
| | | Aware of issues relating to language and communication development/disorder, and issues in supporting and developing functional communication | Able to incorporate evidence from research into AAC intervention |

"Having a backup is important – not just relying on equipment to get your message across. Hands, face, expressions are good too"

Person using AAC

"I need to have an understanding of language development – what are the next steps? Where should we be going next?"

Teacher

AAC specific knowledge and skills: Implementation (Skill Level 2)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: IMPLEMENTATION | | | |
|--|---|---|---|
| Skill Level 2: A WORKER AT THIS LEVEL IN IMPLEMENTATION SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVEL 1 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of support I need to learn to use and communicate using my AAC system | Implementation - working with the person who uses AAC | Knowledge of the role of skilled communication partners in enhancing communication for the person using AAC | Able to independently promote effective use of the AAC system to the team around the person using AAC |
| | | Aware of barriers to successful use of AAC by an individual | Able to identify the barriers for an individual and provide practical solutions to overcome them, seeking support if required |
| | | Aware of vocabulary selection methodologies | Able to select and format vocabulary appropriate to the person using AAC, with guidance as appropriate |
| | | Aware of the importance of selecting vocabulary appropriate for the individual | |
| | | Aware of individual vocabulary needs based on language level, age, culture etc., as well as environmental and participation demands | |

"David told the group that he had his new communication aid in the house for 3 months before he really knew how to use it properly."

Focus group participant

AAC specific knowledge and skills: Implementation (Skill Level 2)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: IMPLEMENTATION | | | |
|--|---|---|---|
| Skill Level 2: A WORKER AT THIS LEVEL IN IMPLEMENTATION SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVEL 1 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of support I need to learn to use and communicate using my AAC system | Implementation - working with the person who uses AAC | Knowledge of formal and informal goal setting procedures | Able to independently set personalised goals and monitor change against these goals |
| | | Aware of methods to involve the person using AAC as a partner in the goal setting process | |
| | | Knowledge of formal and informal outcome measurement systems | Able to use outcome measurements to inform future intervention |

“Somebody has to have an awareness of what is realistic in time scales and help you set realistic targets”

Survey respondent

AAC specific knowledge and skills: Implementation (Skill Level 3)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: IMPLEMENTATION | | | |
|---|---|--|---|
| Skill Level 3: A WORKER AT THIS LEVEL IN IMPLEMENTATION SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVELS 1 AND 2 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of support I need to learn to use and communicate using my AAC system | Implementation - working with the person who uses AAC | Knowledge of the current AAC implementation evidence base. | Able to contribute to, and integrate evidence-based practice into programmes of AAC implementation, and to constantly monitor and improve service delivery |
| | | Knowledge of a range of different vocabulary selection methodologies | Able to adapt vocabulary selection techniques to suit individual needs and situations |
| | | | Able to select and format vocabulary suitable for the individual |
| | | Knowledge of methods of adapting the environment to promote successful AAC implementation | Able to take into account environmental and human factors in the development of a programme of implementation |
| | | Operational knowledge of current AAC approaches (unaided, low- and high-tech) and other assistive technology systems for learning, mobility, environmental control | Able to independently introduce and develop complex AAC systems, taking into account the individual's cognitive, sensory, physical and linguistic needs and abilities |
| | | | Able to bring current knowledge of other assistive technology to the AAC implementation process |
| Able to integrate highly complex AAC equipment, which may require technical knowledge and support, into the implementation process | | | |

AAC specific knowledge and skills: Implementation (Skill Level 4)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: IMPLEMENTATION | | | |
|---|--|---|---|
| Skill Level 4: A WORKER AT THIS LEVEL IN IMPLEMENTATION SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS IN ADDITION TO THOSE REQUIRED FOR LEVELS 1, 2 AND 3 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of support I need to learn to use and communicate using my AAC system | Implementation - working with the person who uses AAC | Expert knowledge of the evidence base about the the nature and level of support required to learn to communicate using AAC, across a wide variety of ability and need | Actively contributes to and integrates the evidence base about the nature and level of support required to learn to communicate using AAC |
| | | | Able to evaluate current implementation strategies and take action in order to improve quality of service delivery |
| | | | Able to develop new ways of working with people who use AAC |
| | | | Able to provide a second opinion at a local, regional or national level, where there are differences of opinion in relation to AAC implementation |
| | | Expert knowledge of the evidence base about goal setting and outcome measurement processes as applied to AAC | Develops service or sector-specific goal and outcome measure implementation systems in relation to AAC |

"Everyone is an individual. Language is always changing. AAC has to be able to change to meet daily needs"

Survey respondent

AAC Specific knowlege and skills: Review

AAC specific knowledge and skills: Review (Skill Level 1)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: REVIEW | | | |
|---|-----------------------------------|--|--|
| Skill Level 1 | | | |
| Outcome for the person using AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| If my needs and abilities change, I know that I can get an appropriate AAC system to suit me | Review of AAC needs and abilities | Aware that an individual's AAC needs and abilities will change over time, and with their changing circumstances | Able to identify that the current AAC system no longer meets the needs or abilities of an individual |
| | | Aware of some of the factors that might result in changing AAC needs and abilities eg transition to secondary school, transfer to a care home, the impact of ageing or a progressive illness | Able to help the individual access services and information to address their changing AAC needs |
| | | | With support, may be able to identify what is required to meet the individual's changing AAC needs |

AAC specific knowledge and skills: Review (Skill Level 2)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: REVIEW | | | |
|--|-----------------------------------|---|--|
| Skill Level 2: A WORKER AT THIS LEVEL IN REVIEW SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVEL 1 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| If my needs and abilities change, I know that I can get an appropriate AAC system to suit me | Review of AAC needs and abilities | Aware of the need to monitor whether or not an individual's current AAC system continues to meet their needs | Able to gather information, and to observe and make judgements in relation to whether or not an AAC system continues to be appropriate and to meet the needs and abilities of the individual |
| | | Aware of the impact changing environments and personal circumstances may have on the need for, or ability to use, AAC | |
| | | Knowledge of how to adapt AAC systems to meet the changing needs and abilities of an individual | Able to make adaptations to an existing AAC system as required, and where possible, to meet changing needs and abilities |
| | | Aware of when a multidisciplinary review would be beneficial | Able to refer an individual on for a more comprehensive review of the individual's AAC needs and abilities |
| | | | Able to contribute to the multidisciplinary review process |

"Things change, so having help quickly is good."

Person using AAC

AAC specific knowledge and skills: Review (Skill Level 3)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: REVIEW | | | |
|---|-----------------------------------|--|---|
| Skill Level 3: A WORKER AT THIS LEVEL IN REVIEW SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION TO</u> THOSE REQUIRED FOR LEVELS 1 AND 2 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| If my needs and abilities change, I know that I can get an appropriate AAC system to suit me | Review of AAC needs and abilities | Knowledge of factors to be considered in an AAC review | Able to independently contribute as part of a multidisciplinary team – may lead on aspects of the review depending on professional background |
| | | Knowledge of the evidence base behind ongoing monitoring and review of AAC use | Able to contribute to the development of procedures at a local or regional level in relation to establishing mechanisms for review and ongoing support for people who use AAC |

“In our particular case AAC support is lifelong. It has to be able to change according to the challenges and continuum of life. Also the quickly changing world of AAC in a modern technological age”

Survey respondent

AAC Specific knowledge and skills: Review (Skill Level 4)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: REVIEW | | | |
|--|-----------------------------------|--|--|
| Skill Level 4: A WORKER AT THIS LEVEL IN REVIEW SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION TO</u> THOSE REQUIRED FOR LEVELS 1, 2 AND 3 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| If my needs and abilities change, I know that I can get an appropriate AAC system to suit me | Review of AAC needs and abilities | Expert knowledge of the AAC review process and requirements for ongoing monitoring and support | Able to play a key role in the development of procedures and policy at a local, regional and national level in relation to establishing mechanisms for review and ongoing support for people who use AAC |
| | | | Able to contribute to the AAC review evidence base |

AAC Specific knowlege and skills: AAC Technology: Preparation, Adaptation and Integration

AAC Specific knowledge and skills: AAC Technology - Preparation, Adaptation and Integration

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC TECHNOLOGY - PREPARATION, ADAPTATION AND INTEGRATION | | | |
|---|---|---|--|
| Skill Level 1 | | | |
| Outcome for the person using AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of AAC equipment I need when I need it | AAC system preparation, adaptation and integration | Knowledge of how to create communication and symbol resources using appropriate software packages | Able to use appropriate software packages to create written material and other low-tech resources in an inclusive and accessible format with guidance from more experienced colleagues |
| | | | Able to create basic communication books , alphabet and word boards , with experience and guidance from more experienced colleagues |
| | | Knowledge of how to add vocabulary to an individual's high-tech AAC system, using pre-defined page sets or templates | With experience and with guidance from a more experienced colleague, able to add individual vocabulary items to a high-tech AAC system, within pre-determined parameters |
| All my equipment works together | Integration with other assistive technology for learning, mobility, environmental control | Aware that people who use AAC may also use other assistive technology and mobility equipment , and that it is important that all the equipment is working, and working together | Able to signpost to appropriate services for help with repair and integration of assistive technology and AAC equipment |
| | | Aware of local services for repair of assistive technology as it relates to AAC | |

"It's important to have the right words"
Person using AAC

"Using photos really gets people involved"
Speech and Language Therapist

AAC specific knowledge and skills: AAC Technology - Preparation, Adaptation and Integration

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC TECHNOLOGY - PREPARATION, ADAPTATION AND INTEGRATION | | | |
|--|--|---|--|
| Skill Level 2: A WORKER AT THIS LEVEL IN TECHNOLOGY - PREPARATION, ADAPTATION AND INTEGRATION SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVEL 1 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of AAC equipment I need when I need it | AAC system preparation, adaptation and integration | Knowledge of the factors to be considered in creating individualised communication books, taking the individual's language and communication needs and abilities into consideration | Able to independently produce personalised communication books, communication passports and other low-tech AAC resources |
| | | Knowledge of basic programming of an identified high-tech device for a specific individual | Able to independently personalise an existing vocabulary package on a high-tech AAC device. |

"I think it is important for the pupils in my class who use AAC to be able to tell jokes, have fun things, rude words etc not just vocabulary for learning in their communication aids"

Teacher

AAC specific knowledge and skills: AAC Technology - Preparation, Adaptation and Integration

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC TECHNOLOGY - PREPARATION, ADAPTATION AND INTEGRATION | | | |
|--|---|--|---|
| Skill Level 2: A WORKER AT THIS LEVEL IN TECHNOLOGY - PREPARATION, ADAPTATION AND INTEGRATION SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVEL 1 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| All my equipment works together | Integration with other assistive technology for learning, mobility, environmental control | Aware of a range of assistive technologies that may be appropriate for people who use AAC (e.g. mobility interfaces, environmental controls, computer access options etc.) | Able to describe the key features of such equipment and advise on their potential appropriateness for an individual |
| | | Aware of the potential advantages and disadvantages of having an integrated system for the individual | |
| | | Knowledge of local procedures for onward referral for advice and assessment in relation to assistive technology services | Able to sign post to, or refer on to, specialist services for assessment for an assistive technology/AAC system |
| | | | Able to contribute observations to a multidisciplinary assistive technology assessment in relation to AAC |

AAC specific knowledge and skills: AAC Technology - Preparation, Adaptation and Integration

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC TECHNOLOGY - PREPARATION, ADAPTATION AND INTEGRATION | | | |
|--|--|---|---|
| Skill Level 3: A WORKER AT THIS LEVEL IN TECHNOLOGY - PREPARATION, ADAPTATION AND INTEGRATION SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVELS 1 AND 2 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of AAC equipment I need when I need it | AAC system preparation, adaptation and integration | Knowledge of how to create a wide range of low-tech communication resources, using the evidence base to inform activity | Able to develop bespoke low-tech AAC systems for a wide range of individuals, taking into consideration access and sensory needs as well as communication abilities |
| | | Knowledge of programming a wide range of high-tech communication aids, including the incorporation of different access methods – using the evidence base to inform activity | Able to independently adapt existing vocabulary packages on a range of high-tech AAC device, taking into consideration the individual's physical, cognitive and sensory requirements as well as their communication needs |
| | | | Able to create an individualised vocabulary layout from scratch for an individual |

AAC specific knowledge and skills: AAC Technology - Preparation, Adaptation and Integration

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC TECHNOLOGY - PREPARATION, ADAPTATION AND INTEGRATION | | | |
|---|---|---|--|
| Skill Level 3: A WORKER AT THIS LEVEL IN TECHNOLOGY - PREPARATION, ADAPTATION AND INTEGRATION SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVELS 1 AND 2 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| All my equipment works together | Integration with other assistive technology for learning, mobility, environmental control | Aware of the characteristics of a range of currently available equipment relevant for communication, mobility, curricular access and/or environmental control | Able to integrate highly complex AAC and other assistive technology, and apply that knowledge to the AAC assessment and intervention process |
| | | Aware of the factors to be considered in relation to integrated systems for communication, mobility, curricular access etc. | |
| | | Aware of relevant regulatory requirements, risk analysis and quality standards in relation to AAC and other assistive technology | <p>Able to ensure the implementation of protocols in relation to risk management for AAC and other assistive technology, particularly as applied to any modifications to standard equipment or integrated systems – ensuring that safety and quality are maintained</p> <p>Able to integrate highly complex AAC and other equipment, which may require technical knowledge and support</p> |

AAC specific knowledge and skills: AAC Technology - Preparation, Adaptation and Integration

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC TECHNOLOGY - PREPARATION, ADAPTATION AND INTEGRATION | | | |
|---|--|---|---|
| Skill Level 4: A WORKER AT THIS LEVEL IN TECHNOLOGY - PREPARATION, ADAPTATION AND INTEGRATION SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVELS 1, 2 AND 3 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of AAC equipment I need when I need it | AAC system preparation, adaptation and integration | Advanced knowledge of the evidence base behind AAC design, vocabulary requirements etc. | Able to develop new and innovative resources (equipment, software, vocabulary packages, etc.) |
| | | | Able to design or specify new resources in detail to a high standard |
| | | | Contributes to the evidence base in relation to the development of vocabulary packages/layouts for a wide range of AAC systems (unaided, low- and high-tech) |
| All my equipment works together | Integration with other assistive technology and mobility equipment | Aware of the characteristics of a range of currently available equipment relevant for communication, mobility, curricular access or environmental control | Able to specify equipment that crosses modalities (communication, mobility, environmental control etc.) |
| | | Aware of the factors to be considered in relation to integrated systems for communication, mobility, curricular access etc. | |
| | | Aware of relevant regulatory requirements, risk analysis and quality standards in relation to AAC and other assistive technology equipment | Able to ensure that regulatory requirements are met as well as any risks minimised in relation to AAC equipment and other assistive technologies, particularly as applied to any modifications to standard equipment or integrated systems, ensuring that safety and quality are maintained |

AAC Specific knowlege and skills: AAC Technology: Management of resources

AAC specific knowledge and skills: AAC Technology - Management of resources (Skill Level 1)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC TECHNOLOGY - MANAGEMENT OF RESOURCES | | | |
|--|--|---|--|
| Skill Level 1 | | | |
| Outcome for the person using AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of AAC equipment I need when I need it | High-tech AAC system: provision and delivery | A knowledge of local procedures for delivering AAC equipment and initial set up | If relevant to role, takes appropriate action according to local procedures in relation to equipment delivery |
| | | | Able to demonstrate basic operation of AAC equipment i.e. charging, switching on and off |
| If my communication aid breaks down I know I can get it fixed or replaced quickly | High-tech AAC system: maintenance | Knowledge of how to maintain AAC equipment on a daily basis e.g. charging and cleaning requirements | Able to maintain the individual's AAC system (low- and high-tech) so that it is available and safe for them to use as required, on a daily basis |
| | | | Able to follow troubleshooting guides and device manuals to rectify common user-orientated faults |
| | | Aware of local procedures for arranging repair of AAC equipment | Able to signpost to appropriate services for help with repairing AAC equipment |
| | | | Able to package the AAC equipment securely for return to the manufacturer for repair |
| Aware of confidentiality issues in relation to AAC equipment | Able to deal appropriately with sensitive and personal data which may be stored on AAC equipment | | |

"Joe has no other means of communication when his communication aid isn't working."

Focus group participant

"People can get a bit freaked out by equipment"

Person using AAC

AAC specific knowledge and skills: AAC Technology - Management of resources (Skill Level 2)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC TECHNOLOGY - MANAGEMENT OF RESOURCES | | | |
|---|--|--|---|
| Skill Level 2: A WORKER AT THIS LEVEL IN TECHNOLOGY - MANAGEMENT OF RESOURCES SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS IN ADDITION TO THOSE REQUIRED FOR LEVEL 1 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of AAC equipment I need when I need it | High-tech AAC system: provision and delivery | Knowledge of local procurement procedures for AAC equipment | Takes appropriate action according to local procurement procedures |
| | | | Takes appropriate action according to local procedures, including any logging equipment, health and safety checks etc. |
| | | Knowledge of local procedures for delivery of AAC equipment to the end user, and processes that may need to be completed prior to delivery | Able to install appropriate personalised vocabulary package or app |
| | | | Ensure that all access and other peripherals are installed appropriately |
| Ensure that any wheelchair (and other) mounting systems are installed correctly and their operation explained to appropriate individuals | | | |
| | | | |
| If my communication aid breaks down I know that I can get it fixed or replaced quickly | High-tech AAC system: maintenance | Knowledge of local procedures for arranging repair of communication aids and other AAC equipment | Identify faults or problems, with assistance from experienced staff when necessary, and within local health and safety guidelines |

"My communication aid is one of the things I can't live without and when it breaks that is my worst time ever. Think about it, would you like it if your voice went away for a day or maybe a week? No-one on this earth knows how talker users feel."

Person using AAC

AAC specific knowledge and skills: AAC Technology - Management of resources (Skill Level 2)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC TECHNOLOGY - MANAGEMENT OF RESOURCES | | | |
|--|-----------------------------------|---|--|
| Skill Level 2: A WORKER AT THIS LEVEL IN TECHNOLOGY - MANAGEMENT OF RESOURCES SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVEL 1 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| If my communication aid breaks down I know that I can get it fixed or replaced quickly | High-tech AAC system: maintenance | Knowledge of local procedures for arranging repair of communication aids and other AAC equipment | Undertake basic repairs when appropriate, and if sufficiently qualified to do so |
| | | | Liaise with manufacturer or supplier on occasions when AAC equipment has to be returned for repair, to ensure a satisfactory outcome |
| | | | Maintain a log of repairs and faults |
| | | Understand legal and regulatory framework for medical devices such as communication aids, and the time periods for safe and effective use of equipment | If appropriately qualified, able to undertake safety checking |
| | | | Identify times when planned maintenance of equipment is required |
| | | Aware of legal and policy frameworks in reference to correct and safe use of AAC equipment (e.g. Medical Device Directives, Risk Assessments etc.) | Able to carry out decontamination procedures on AAC equipment as required |
| Able to carry out risk assessments in relation to IT security etc., with guidance from senior staff | | | |

AAC specific knowledge and skills: AAC Technology - Management of resources (Skill Level 2)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC TECHNOLOGY - MANAGEMENT OF RESOURCES | | | |
|--|-----------------------------------|--|---|
| Skill Level 2: A WORKER AT THIS LEVEL IN TECHNOLOGY - MANAGEMENT OF RESOURCES SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVEL 1 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| If my communication aid breaks down I know that I can get it fixed or replaced quickly | High-tech AAC system: maintenance | Knowledge of how to create resources to support the safe use of AAC technology | Able to write support documentation, troubleshooting guides etc. around safe use and daily maintenance of AAC equipment |
| | | | With guidance, able to write training documentation to support the safe and effective use of AAC equipment for people who use AAC, and their carers and professionals |
| | | Aware of confidentiality issues in relation to AAC equipment | Able to deal appropriately with sensitive and personal data which may be stored on AAC equipment |

AAC specific knowledge and skills: AAC Technology - Management of resources (Skill Level 3)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC TECHNOLOGY - MANAGEMENT OF RESOURCES | | | |
|---|--|---|--|
| Skill Level 3: A WORKER AT THIS LEVEL IN TECHNOLOGY - MANAGEMENT OF RESOURCES SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVELS 1 AND 2 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of AAC equipment I need when I need it | High-tech AAC system: provision/delivery | Knowledge of local AAC procurement processes | Able to negotiate local funding and procurement arrangements with AAC suppliers and appropriate purchasing bodies e.g. NHS, Education etc. |
| | | | Able to influence and develop local and regional funding routes for AAC |
| If my communication aid breaks down I know that I can get it fixed or replaced quickly | High-tech AAC system: maintenance | Knowledge of local procedures for arranging repair of communication aids and other AAC equipment | Fault find problems within local health and safety guidelines |
| | | | Undertake repair of AAC equipment when appropriate |
| | | | Establish and maintain a log of repairs and faults |
| | | Knowledge of the legal and regulatory framework for medical devices such as AAC equipment, and the time periods for safe and effective use of equipment | Establish and maintain an equipment register for planned maintenance |
| Maintains records relating to incidents, and reports incidents to nationally recognised incident reporting schemes | | | |

“When positive work has been done to provide you with AAC, you are more disabled if it breaks down and you are left with nothing and unsupported”

Survey Respondent

AAC specific knowledge and skills: AAC Technology - Management of resources (Skill Level 4)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC TECHNOLOGY - MANAGEMENT OF RESOURCES | | | |
|--|--|---|--|
| Skill Level 4: A WORKER AT THIS LEVEL IN TECHNOLOGY - MANAGEMENT OF RESOURCES SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVELS 1, 2 AND 3 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get the kind of AAC equipment I need when I need it | High-tech AAC system: provision and delivery | Knowledge of regional and national AAC procurement processes | Able to advise on, and develop, regional and national processes for acquiring funding for AAC equipment |
| | | | |
| If my communication aid breaks down I know that I can get it fixed or replaced quickly | High-tech AAC system: maintenance | Knowledge of the legal and regulatory framework for medical devices such as communication aids, and requirements for maintenance and end of life procedures | Responsible for the planned maintenance of AAC equipment and may manage staff necessary to complete this task |
| | | | Develops protocols, policies and audits in regard to safe and correct breakdown maintenance and end of life procedures |
| | | | Responsible for and maintains records relating to incidents, reporting such incidents to nationally recognised incident reporting schemes |
| | | Aware of legal and policy frameworks in reference to correct and safe use of AAC equipment (e.g. Medical Device Directives, Risk Assessments etc.) | Able to ensure regulatory requirements are met as well as any risks minimised in relation to AAC equipment, particularly as applied to any modifications to standard equipment – ensuring that safety and quality are maintained |

“Funding can be a major problem and difficulty for many families. However, in order to maximise and develop communication – and to meet the communication needs of the user – funding should be an irritation, not an obstacle.”

Survey Respondent

AAC Specific knowledge and skills: AAC Leadership



AAC Specific knowledge and skills: AAC Leadership (Skill Level 1)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC LEADERSHIP | | | |
|---|-------------------------|--|---|
| Skill Level 1 | | | |
| Outcome for the person using AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get an efficient and effective AAC service that is appropriate to my needs | Leadership in AAC | Aware of how to communicate with people who use AAC | Act as a positive role model for others in their interaction with people who use AAC |
| | | Aware of the various professionals and agencies who are involved with the person using AAC | Able to work effectively across professional and agency boundaries, giving and receiving feedback in an open and constructive manner. |
| | | Aware of the need to raise the profile of AAC amongst the general public | Able to contribute to local awareness-raising activities, as appropriate |
| | | | Able to support people who use AAC who wish to be involved in awareness-raising activities |

AAC specific knowledge and skills: AAC Leadership (Skill Level 2)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC LEADERSHIP | | | |
|--|-------------------------|--|--|
| Skill Level 2: A WORKER AT THIS LEVEL IN AAC LEADERSHIP SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVEL 1 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get an efficient and effective AAC service that is appropriate to my needs | Leadership in AAC | Aware of local AAC policies and procedures | Able to play a role in the development of local AAC guidelines and policy, and, where appropriate, contribute to regional and national initiatives |
| | | Aware of techniques for building and developing support networks around the person using AAC | Able to influence and negotiate with other team members, and across professional and agency boundaries, contributing to the establishment of a network of support for the individual using AAC |
| | | Awareness of appropriate research methodologies | Contribute to the AAC research agenda by participating in research activity. May identify ideas for research activity. |
| | | Knowledge of awareness raising methods | Able raise awareness at a local level about AAC, organising awareness-raising events, as appropriate |

“There are so many different professionals involved in all aspects of AAC users – who is going to drive forward the AAC development? Who can you work with?”

Survey respondent

AAC specific knowledge and skills: AAC Leadership (Skill Level 3)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC LEADERSHIP | | | |
|---|-------------------------|--|---|
| Skill Level 3: A WORKER AT THIS LEVEL IN AAC LEADERSHIP SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVELS 1 AND 2 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get an efficient and effective AAC service that is appropriate to my needs | Leadership in AAC | Knowledge of relevant legislation, as well as organisational and sector guidance on issues relevant to AAC | Able to influence policy at local level, and where appropriate at national level, around AAC needs and provision of appropriate support |
| | | | Able to implement local and national guidance about AAC use |
| | | Knowledge of team building and group working | Able to inform, lead and participate in practice and service developments relating to AAC |
| | | | Able to create a culture of support and empowerment within the AAC team |
| | | Knowledge of techniques for building and developing support networks around the person using AAC | Able to provide strong and effective leadership around AAC across professional and sector boundaries, establishing appropriate support mechanisms and networks for people who use AAC |
| | | Aware of the need to develop and monitor the provision of high-quality, person-centred AAC services | Able to develop and evaluate AAC pathways, taking into account local need |
| | | | Able to act as a role model highlighting good practice in AAC interventions |

“Being in a remote location it might be unrealistic to have a local service, but strong local knowledge is brilliant with support of a national service.”

Survey Respondent

AAC specific knowledge and skills: AAC Leadership (Skill Level 3)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC LEADERSHIP | | | |
|---|-------------------------|---|---|
| Skill Level 3: A WORKER AT THIS LEVEL IN AAC LEADERSHIP SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVELS 1 AND 2 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get an efficient and effective AAC service that is appropriate to my needs | Leadership in AAC | Knowledge of techniques for involving people who use AAC and their families in the delivery of an AAC service | Able to actively involve people who use AAC and their families to influence and improve AAC service delivery |
| | | Knowledge of appropriate research methodologies | Contribute to the AAC research agenda through initiating or supporting research activity |
| | | Knowledge of methods for encouraging exchange of information, skills and resources relating to AAC | Able to organise regional or national events to raise awareness of the role of AAC in meeting communication support needs |

AAC specific knowledge and skills: AAC Leadership (Skill Level 4)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC LEADERSHIP | | | |
|--|-------------------------|---|---|
| Skill Level 4: A WORKER AT THIS LEVEL IN AAC LEADERSHIP SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVELS 1, 2 AND 3 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get an efficient and effective AAC service that is appropriate to my needs | Leadership in AAC | Advanced understanding of relevant legislation, as well as organisational and sector guidance on issues relevant to AAC | Able to play a key role in influencing policy and improving service delivery to people with communication support needs and people who use AAC at local, regional and national level |
| | | | Initiate, influence and lead new developments in relation to AAC |
| | | Advanced understanding of the legal and ethical complexities which may relate to an individual who uses AAC across their lifetime | Able to play a key role as part of an interagency or multidisciplinary team in developing, implementing and monitoring ethical and legal policies at local and national level |
| | | Advanced knowledge of team building and improving the effectiveness of AAC implementation and quality intervention | Promote, sustain and develop services providing therapy, education, training or support to people who use AAC, raising awareness of the need to provide quality intervention for people who are learning to communicate using AAC |
| | | | Able to gauge the knowledge and skills of teams or individuals in different environments and sectors, providing them with appropriate guidance |

AAC specific knowledge and skills: AAC Leadership (Skill Level 4)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: AAC LEADERSHIP | | | |
|--|-------------------------|--|---|
| Skill Level 4: A WORKER AT THIS LEVEL IN AAC LEADERSHIP SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS <u>IN ADDITION</u> TO THOSE REQUIRED FOR LEVELS 1, 2 AND 3 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| I get an efficient and effective AAC service that is appropriate to my needs | Leadership in AAC | Advanced knowledge of team building and improving the effectiveness of AAC implementation and quality intervention | Participate in the leadership or management of professional AAC organisations |
| | | Knowledge of appropriate research design methodologies | Initiate research and development projects in relation to AAC |
| | | Knowledge of the political and social environment in relation to AAC | Campaign with and on behalf of people who use AAC and professional organisations to raise the profile of the AAC field |
| | | | Organise and contribute to AAC related awareness-raising events, study days and conferences at national and international level |

AAC Specific knowlege and skills:

Facilitating AAC Learning



AAC Specific knowledge and skills: Facilitating AAC Learning (Skill Level 1)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: FACILITATING AAC LEARNING | | | |
|--|------------------------------|---|---|
| Skill Level 1 | | | |
| Outcome for the person using AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| Other people know about AAC and know how to communicate with me | Facilitating learning in AAC | Aware of what AAC is and that it can help people who have communication support needs | Able to describe how AAC may help some people overcome some of their communication difficulties |
| | | | Able to describe some of the potential benefits of using AAC |
| | | | Able to model positive interaction in relation to communicating with someone who uses AAC. |

"It's important that the people I work with can understand what I'm saying and this takes a while to develop"

Person using AAC

AAC specific knowledge and skills: Facilitating AAC Learning (Skill Level 2)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: FACILITATING AAC LEARNING | | | |
|--|------------------------------|--|---|
| Skill Level 2: A WORKER AT THIS LEVEL IN FACILITATING AAC LEARNING SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS IN ADDITION TO THOSE REQUIRED FOR LEVEL 1 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| Other people know about AAC and know how to communicate with me | Facilitating learning in AAC | Aware of methods to support others in learning about AAC | Able to identify potential learning needs in fellow team members |
| | | | Able to support other team members in their learning about AAC |
| | | | Able to provide training to team members, and others within the workplace, in defined areas |

"I'm going to respite this weekend and I'm worried people won't understand me"

Focus group participant

AAC specific knowledge and skills: Facilitating AAC Learning (Skill Level 3)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: FACILITATING AAC LEARNING | | | |
|---|------------------------------|--|--|
| Skill Level 3: A WORKER AT THIS LEVEL IN FACILITATING AAC LEARNING SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS IN ADDITION TO THOSE REQUIRED FOR LEVELS 1 AND 2 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| Other people know about AAC and know how to communicate with me | Facilitating learning in AAC | Knowledge of methods to support others in learning about AAC | Able to develop educational materials relating to AAC for other staff as well as the general public |
| | | | Able to provide mentoring, coaching and supervision of staff working in AAC |
| | | | Able to establish, lead and support a variety of professional networks with peers across professional groups, promoting exchange of knowledge, skills and resources in relation to AAC |
| | | Knowledge of current AAC policies, procedures and techniques | Able to design, plan, implement and evaluate learning and development programmes for people working in AAC |
| Able to advise on appropriate and relevant AAC learning opportunities for all levels of worker, including advising education providers | | | |

"We live on a remote island with few AAC users. Opportunities to attend conferences and parent groups provided essential networking and learning and friendship."

Survey Respondent

AAC specific knowledge and skills: Facilitating AAC Learning (Skill Level 4)

| AAC SPECIFIC KNOWLEDGE AND SKILLS: FACILITATING AAC LEARNING | | | |
|---|------------------------------|---|---|
| Skill Level 3: A WORKER AT THIS LEVEL IN FACILITATING AAC LEARNING SHOULD DEMONSTRATE THE FOLLOWING AAC SPECIFIC KNOWLEDGE AND SKILLS IN ADDITION TO THOSE REQUIRED FOR LEVELS 1 AND 2 | | | |
| Outcome for person who uses AAC | AAC specific capability | What workers know | What workers are able to do (skills) |
| Other people know about AAC and know how to communicate with me | Facilitating learning in AAC | Advanced knowledge of current evidence and practice in relation to AAC and | Develop and deliver continuing education courses and other learning opportunities for all levels of AAC worker |
| | | | Develop and deliver AAC specific modules on vocational courses, professional undergraduate and postgraduate courses |
| | | Knowledge of educational and training techniques specifically appropriate for a wide range of audiences | Advise on the AAC specific content on new courses in development (vocational, undergraduate and postgraduate) |
| | | | Able to influence the development of the learning environment in relation to AAC |
| | | Knowledge of methodologies for evaluating the effectiveness of AAC related training | Able to evaluate the effectiveness of training interventions |

Glossary of terms used, References & Sources of further information about AAC

Glossary of terms used

This glossary provides a definition or description of the AAC specific terminology used throughout IPAAACKS. Some of these terms have a specific meaning within this document – where this is the case the description is prefaced with “This term is used within IPAAACKS to describe ... e.g. “implementation”; other terms described are used in the more generally accepted manner within an AAC context e.g. “access”

| Abbreviation | Definition |
|--------------|--|
| AAC | see Augmentative and Alternative Communication |

| Abbreviation | Definition |
|-------------------------|---|
| AAC assessment | This term is used to describe the process of evaluating an individual's condition, abilities and skills in order to determine the most appropriate communication options to meet their needs and preferences. Assessment includes the consideration of the person's physical, cognitive, sensory and linguistic abilities, their current and future communication needs, and their environment. The assessment will also take into account any known future considerations e.g. the impact of a deteriorating medical condition, transition from school to college etc. |
| AAC assessment provider | Any organisation providing AAC assessments. The organisation may be statutory sector, voluntary sector, independent or commercial |
| AAC equipment | This broad term encompasses any or all equipment relating to aided AAC – it can include low-tech AAC systems, high-tech communication aids, specialised software, access equipment, wheelchair mounting equipment etc. |

| Abbreviation | Definition |
|----------------------|--|
| AAC leadership | This term is used within IPAAACKS to describe the worker's capabilities in working with others to improve services, to create a vision and set the direction for AAC services |
| AAC pathway | This term is used to describe the “journey” taken by the individual with communication support needs – from when a potential need for AAC is identified, through assessment, provision of the AAC system(s), learning to communicate using the AAC system(s), adapting the AAC system depending on changing need and/or ability. The pathway will usually highlight the resources and personnel required at each stage. There may be sub-sets within the overall AAC journey e.g. an AAC assessment pathway. |
| AAC service | Any service that directly assists an individual with a disability in the selection, acquisition, or use of an AAC system. |
| AAC specific strands | This term is used within IPAAACKS to describe those capabilities that are specific to the AAC process or journey |
| AAC system | An integrated group of components, including the symbols, aids, strategies, and techniques used by individuals to enhance communication |
| AAC team | People whose role relates to AAC and who are involved in working with/supporting an individual who uses AAC. The person using AAC and their family and immediate carers are central to this team and are integral members of it |

Glossary of terms used (continued...)

| Abbreviation | Definition |
|--|---|
| AAC techniques | This term is an umbrella term covering how the message is conveyed using AAC |
| AAC technology: management of resources | This term is used within IPAAKS to describe the knowledge and skills involved in the maintenance of high-tech AAC systems, and the provision and delivery of such systems |
| AAC technology: preparation, adaptation, integration | This term is used within IPAAKS to describe the knowledge and skills involved in preparing low-tech AAC resources as well as programming high-tech AAC systems, adapting to suit the needs of the individual, and ensuring the user's high-tech AAC system links with other assistive technology used where appropriate |
| Access/ alternative access | Refers to the way in which the user interacts with a communication aid (low- or high-tech) and selects items for communication e.g. by pointing, by using a switch to scan etc. |
| Access equipment | Equipment used to allow the user to access their communication aid – see direct selection, head tracker, eye gaze, switch scanning |
| Alphabet board/ chart | A chart with the letters of the alphabet written on it – to allow the user to spell out words |
| App | Short for “application software” – computer (or mobile device) software for a specific purpose |
| Assistive technology | This is an umbrella term covering devices, equipment and software designed to give disabled people greater control and independence |

| Abbreviation | Definition |
|--|--|
| Augmentative and Alternative Communication | Augmentative and Alternative Communication is an umbrella term covering a wide range of techniques, systems and approaches used to support or replace spoken communication. AAC techniques can also be used to support an individual's understanding of what is said. In some definitions AAC also include techniques for supporting/replacing written communication. |
| Communication | This term describes the exchange of information between two or more people. Communication can be via speech, writing, symbols, pictures, signing, gesture, facial expression or behaviour etc. Communication requires a sender, a message, and a recipient, although the receiver does not have to be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. |
| Communication aid | This is a piece of equipment which helps a person to communicate. Communication aids can be low-tech or high-tech. |
| Communication board/chart | A single board or sheet with photos, pictures, graphic symbols, letters or words displayed. Some people may have a number of boards/charts displaying vocabulary for different topics/environments e.g. a board for shopping, a board for playing in the sand, a board with specific vocabulary for going to the bank etc. |
| Communication book | These provide pages of symbols usually organised by topic. |

Glossary of terms used (continued...)

| Abbreviation | Definition |
|--------------------------------|---|
| Communication partner | Anyone who interacts with, or talks to, an individual who uses AAC |
| Communication support needs | An individual has a communication support need if they need help with understanding, expressing themselves or interacting with other people |
| Core values and commitments | This term is used within IP AACKS to describe the essential principles and responsibilities that underpin all work in relation to AAC |
| Decontamination procedures | Procedures required to reduce the risk of infectious agents being transferred between individuals, or the environment and AAC equipment. Procedures may include cleaning, disinfection, disposal, packaging, transportation and storage |
| Direct selection | This describes a method of access in which the person makes a selection by activating the desired choice without intermediate steps e.g. pointing to a picture or a letter using a finger or toe, or pointing using an electronic pointer |
| Environmental control (system) | This is a type of assistive technology designed to give the person without full mobility control over equipment within the home e.g. opening doors/windows, turning on lights, answering the telephone etc. |

| Abbreviation | Definition |
|---------------------------|---|
| Eye gaze | This describes a method of access in which the person looks at objects, symbols, letters etc. Eye gaze can be either a low-tech access method, or it can be used with specialised equipment to give the user control over high-tech AAC systems |
| Facilitating AAC learning | This term is used within IP AACKS to describe the knowledge and skills required of the worker in order to educate others and raise awareness about AAC |
| Functional communication | This term is used to describe communication skills required for daily interaction |
| Gesture | Any unaided action that is performed with the intent to communicate, e.g. waving goodbye |
| Goal setting | Setting objectives that are specific, can be measured, are achievable and realistic within a given time frame |
| Graphic symbols | A written symbol or picture used to represent speech. (also see symbol) |
| Head tracker | This is a device that allows the user to control their computer or high-tech electronic communication aid simply by moving their head. The user moves the cursor around the screen by moving their head |
| High-tech | See High-tech electronic communication aid |
| High-tech AAC system | See high-tech electronic communication aid |

Glossary of terms used (continued...)

| Abbreviation | Definition |
|--|---|
| High-tech electronic communication aid | This is a broad term describing communication aids which require some power to function and produce spoken and/or text output. High-tech AAC systems range from single recorded message output devices to highly complex electronic devices |
| Holistic (AAC) assessment | This term is used within IPAAKS to describe an in-depth AAC assessment taking all factors into account (see AAC assessment) |
| Identifying need | This term is used within IPAAKS to describe the knowledge required to recognise when an individual has a communication support need or that they are using an AAC system, as well as knowing where to go for help when there are problems |
| Implementation | This term is used within IPAAKS to describe what happens when a worker is working directly with the person on developing their communication using AAC |
| Informal (AAC) assessment | This term is used within IPAAKS to describe an AAC assessment based on observation, usually more superficial in its scope. Informal assessment may be an initial step (or screening) in a more detailed AAC assessment (see AAC assessment) |

| Abbreviation | Definition |
|---|--|
| Integrated system | An integrated system provides control of all an individual's assistive technology devices from the same access method, allowing them to perform a range of different functions e.g. communicate, move, control their environment etc. |
| Language and communication development | Communication and language development starts at birth and continues throughout childhood. Children typically go through a number of distinct stages of language development, from early babbling, saying single words, putting 2 words together, to creating complex sentences. Even before they are able to speak, a baby is learning communication skills |
| Learning culture | People take responsibility for their own learning and for helping and supporting others to learn. They share experience and learn from mistakes as well as successes. A learning culture requires commitment and involvement from management as well as individual workers |
| Low-tech/ Low-tech AAC system/Low-tech communication aid | Communication aids that do not require power (mains or battery) to function. Communication books and alphabet charts are examples of low-tech AAC |
| Medical device | A medical device can be an instrument used to treat people. Communication aids are classified as medical devices and are subject to the relevant legislation |

Glossary of terms used (continued...)

| Abbreviation | Definition |
|----------------------------|---|
| Mobility equipment | This is an umbrella term describing equipment designed to help people move around e.g. wheelchair, walking aid, rollator |
| Mode of communication | "How" a person communicates e.g. gesture, facial expression, posture, spoken words, drawing, writing etc. |
| Mounting equipment/systems | This is an umbrella term describing equipment used to hold, fix or position the communication aid when the device is not handheld |
| Multidisciplinary team | This term describes a group of people from different professional backgrounds and with different areas of expertise working together in a co-ordinated fashion, usually on an ongoing basis |
| Operational capabilities | This term is used within IPAAACKS to describe a range of knowledge and skills required of the worker to use an AAC system |
| Operational knowledge | This term is used within IPAAACKS to describe what workers need to know to be able to use an AAC system |
| Outcome measure | This is a term used to describe tools used to measure change due to an intervention over a period of time |
| People who use AAC | This term is used within IPAAACKS to describe children, young people and adults who use any form of AAC (unaided, low-tech and/or high-tech) |
| Positive interaction | This term is used within IPAAACKS to describe successful and effective communication between an individual who uses AAC and their communication partner |

| Abbreviation | Definition |
|--------------------------|--|
| Review | This term is used within IPAAACKS to describe the process of ongoing monitoring and reassessment of an individual's AAC use/need |
| Scanning | This term describes an indirect method of accessing communication aid. A series of options is presented in turn to the user who makes a sequence of selections to achieve the desired message (see also switch scanning) |
| Signing/Signing system | A method of communication using standardised hand and body movements |
| Speech-generating device | See High-tech electronic communication aid This is sometimes abbreviated as SGD |
| Symbol | Something that stands for or represents something else. The symbol could be a gesture, photo, a sign, printed word or objects |
| Switch | A mechanical or electronic input device used to make a selection and/or control a communication aid, computer or other assistive technology |
| Switch scanning | This term describes scanning using one switch or a combination of switches to control a moving cursor (see scanning) |
| Team | A group of people working towards a common goal |
| Unaided techniques | This term describes methods of AAC which do not involve additional equipment. Examples of unaided techniques are signing, gesture, body language |

Glossary of terms used (continued...)

| Abbreviation | Definition |
|--------------------------------|---|
| Vocabulary | This refers to a set of words within a language that are familiar to, and used by, an individual. Vocabulary usually develops with age |
| Vocabulary package | A pre-determined starter set of vocabulary items and/or phrases, usually programmed into a high-tech communication aid. Some vocabulary packages can be used on multiple platforms; others are device/software specific. Any vocabulary package needs to be individualised to meet the user's age, interests, gender, environments etc. |
| Vocabulary selection | The process of choosing a list of appropriate words or phrases for an individual |
| Voice output communication aid | See High-tech electronic communication aid. This is sometimes abbreviated as VOCA |
| Word board | A chart with words written on it – to allow the user to indicate the words he/she wants |

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Sources of further information about AAC

- **Communication Matters** is a UK-wide organisation focusing on AAC. Communication Matters aims to raise awareness of AAC and organises an annual conference and study days on AAC as well as AAC supplier roadshows across the country. A range of publications (downloadable leaflets, books, videos and a journal) are available. The Communication Matters website has lots of information about AAC, as well as links to other sources of help and information: www.communicationmatters.org.uk
- Communication Matters hosts a publicly accessible email **AAC Forum**. This can be a very useful source of information and help. Joining instructions are available at: www.communicationmatters.org.uk/aacforum
- Communication Matters is the UK branch of an international AAC organisation: **ISAAC**. See www.isaac-online.org/english/home/
- The **AACKnowledge** website has case stories of people who use AAC, FAQs, information sheets, plain English summaries of journal articles etc.: www.aacknowledge.org.uk
- **1Voice** is an AAC organisation set up and run by people who use AAC and their families and supporters. 1 Voice organise events for children and young people who use AAC and their families: www.1voice.info
- **Augmentative Communication in Practice: Scotland** is a Scottish network of AAC service providers and people who use AAC. It acts as a central point of contact for AAC in Scotland: providing information and publications, study days, and events for people who use AAC and for professionals. www.acipscotland.org.uk/ACPS.html
- **Royal College of Speech and Language Therapists** is the professional body for speech and language therapists in the UK and has a variety of resources and guidance to help those looking for more information about AAC. www.rcslt.org

Appendix 1: IP**AACKS** Self-Assessment

IPAACKS Self-Assessment

Self-Assessment

IPAACKS has been designed to assist workers who work with, support or interact with a child, young person or adult who uses AAC. IPAACKS enables workers to assess their current knowledge and skills in AAC. It can help a team to evaluate the current levels of knowledge and skills of its members. In highlighting existing levels of knowledge and skills of the individual or team, and measuring these against the levels described in IPAACKS, individuals and team members are able to reflect on further learning requirements in this area.

There are four steps in this self-assessment. It is important to be honest and provide an accurate reflection of your current knowledge and skills so that you can identify the most appropriate and relevant learning opportunities. There are no right or wrong answers! Sometimes it is helpful to undertake the self-assessment, or parts of it, with assistance from a line manager, client or 'critical friend'.

- 1st step: **Your job specification:** decide on what the job expectations are of you or your team in relation to AAC and, therefore, which AAC specific strands are required in addition to the core values and commitments.
- 2nd step: **Identification of skill level required:** identify what skill level is required in each of the AAC specific strands you have identified in the 1st step.
- 3rd step: **Your current knowledge and skills:** evaluate your or your team's current levels of knowledge and skills, and identify areas that require to be improved.
- 4th step: **AAC learning and development action plan:** prepare a realistic action plan with a time frame, to ensure that you, or your team, undertake the relevant AAC learning and development.

IPAACKS Self-Assessment (continued...)

1st step: Your job specification: identifying the key AAC specific strands in addition to core values and commitments

In discussion with your line manager or team think about the core values and the **key** strands of your role in relation to AAC. Don't worry if some of the AAC specific strands are not relevant for your role. Try to rate those strands according to how "key" or essential they are for your role.

Identifying the AAC specific strands relevant for your role will help you identify which sections of the IPAACKS you need to focus on.

| Core Values | Key | Some | Minimal |
|---|-----|------|---------|
| Working in partnership | | | |
| Respecting diversity, challenging inequality, promoting opportunity | | | |
| Promoting inclusion and participation | | | |
| Promoting emotional, psychological and physical wellbeing | | | |
| Promoting positive interaction | | | |
| AAC Specific Strands | Key | Some | Minimal |
| Identification of need for AAC (identifying people who may benefit from AAC as well as being able to identify the appropriate routes for accessing an AAC assessment) | | | |
| AAC assessment (involvement in AAC assessment) | | | |
| Implementation (working directly with someone who uses AAC, developing their communication skills) | | | |
| Review (involvement in AAC review, ensuring that any AAC systems continues to meet the needs and abilities of the individual) | | | |

IPAACKS Self-Assessment (continued...)

| AAC Specific Strands | Key | Some | Minimal |
|--|-----|------|---------|
| AAC Technology: preparation, adaptation and integration (AAC system preparation, adaptation and integration with other assistive technology) | | | |
| AAC Technology: management of resources (AAC equipment management including provision, delivery and maintenance) | | | |
| AAC leadership (raising awareness about AAC, helping to develop more AAC friendly services) | | | |
| Facilitating AAC learning (helping others to learn about AAC) | | | |

IPAACKS Self-Assessment (continued...)

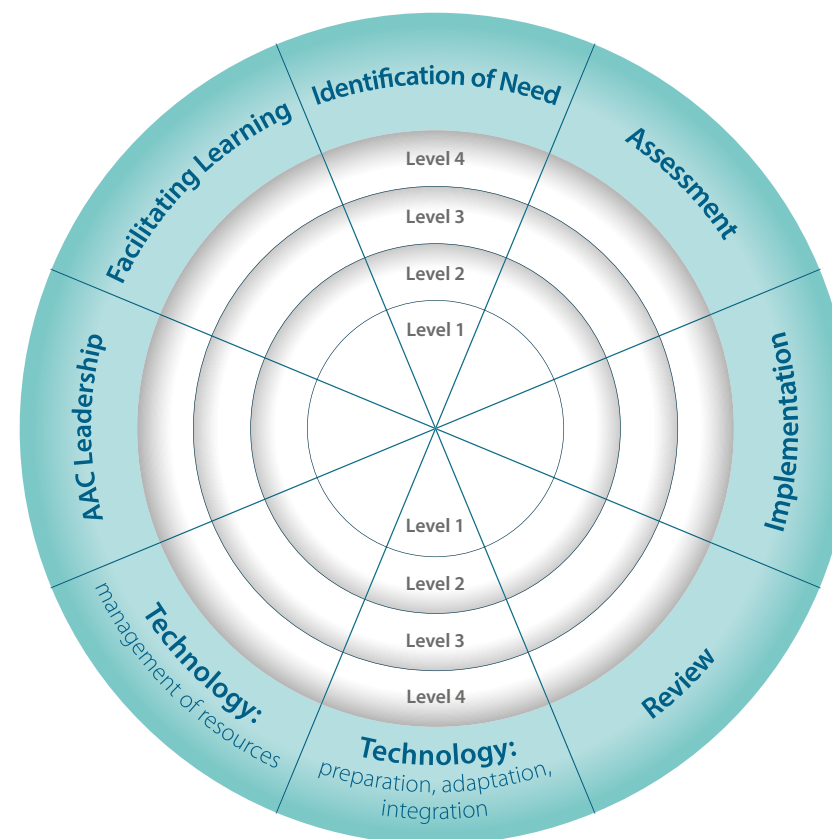
2nd step: Identification of skill level required

You now need to agree the level of knowledge and skills required for your role in each of the AAC strands you have identified. You will find it helpful to refer to the knowledge and skills descriptors for the AAC strands (levels 1-4) and the core values in IPAACKS to agree the level most appropriate to your role. Sometimes this might be above your current level of knowledge and skills but identifying the level required of your role will help you to understand what your learning needs are. This might be something that you do in discussion with your line manager or team.

Click on the agreed level for each AAC specific capability in the table below, or shade in the appropriate sections.

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--|---------|---------|---------|---------|
| Identification of Need | | | | |
| Assessment | | | | |
| Implementation | | | | |
| Review | | | | |
| Technology: preparation, adaptation, integration | | | | |
| Technology: management of resources | | | | |
| AAC Leadership | | | | |
| Facilitating Learning | | | | |

My AAC knowledge and skills pie
























IPAACKS Self-Assessment (continued...)

3rd step: Your current knowledge and skills

Now it is time to think about how confident **you** feel in your role in relation to AAC. Think about the core values and each of the AAC strands you have identified; think about how well you feel you and your team are able to achieve the outcomes identified for the person using AAC. Read the knowledge and skills descriptors in IP**AACKS** for the core values and commitments and for the level (1-4) you have identified for your AAC specific strands – refer to your AAC knowledge and skills pie.

How confident do you feel? You can fill this in as (a) a summary for your overall level of confidence in being able to demonstrate the core values and the knowledge and skills in each of the AAC strands relevant for your role, or (b) for each of the core values and your AAC specific strands.

| | How confident do I feel in my knowledge and skills? | | |
|---|---|---|---|
| |  |  |  |
| In summary, overall, I feel | | | |
| MY CORE VALUES | | | |
| Working in partnership |  |  |  |
| Respecting diversity, challenging inequality, promoting opportunity |  |  |  |
| Promoting inclusion and participation |  |  |  |
| Promoting emotional, psychological and physical wellbeing |  |  |  |
| Promoting positive interaction |  |  |  |
| MY AAC SPECIFIC STRANDS | | | |
| |  |  |  |

IPAACKS Self-Assessment (continued...)

| MY AAC SPECIFIC STRANDS | How confident do I feel in my knowledge and skills? | | |
|-------------------------|---|---|----|
| | 😊 | 😐 | ☹️ |
| | 😊 | 😐 | ☹️ |
| | 😊 | 😐 | ☹️ |
| | 😊 | 😐 | ☹️ |
| | 😊 | 😐 | ☹️ |
| | 😊 | 😐 | ☹️ |

IPAACKS Self-Assessment (continued...)

What can you feel proud of? What could you have done differently?

For the core values and for the AAC strands you have chosen, think of something you have done well that you can feel proud of; think of something you could have done differently or done better.

| MY CORE VALUES | |
|--|--|
| I feel proud of this | |
| I could have done this differently or better | |
| MY AAC SPECIFIC STRANDS | |
| I feel proud of this | |
| I could have done this differently/better | |

IPAACKS Self-Assessment (continued...)

4th step: AAC learning and development action plan

This action plan is for your own personal use. You may also find it helpful to discuss this with your line manager.

My AAC learning and development needs

Use the IPAACKS descriptions of “What workers know” and “What workers are able to do” in the Core Values and the relevant AAC strands at the levels you have identified as being required of your role.

My learning and development action plan – what I am going to do to meet my learning needs

The learning opportunities outlined in IPAACKS may give you some ideas.

Name:

Date:.....

Appendix 2: AAC Learning Opportunities

AAC Learning Opportunities

The section contains signposting to a range of AAC learning and development providers. The list provided here is a “starter” set rather than an exhaustive list. More detailed, and updated, information is available at:

www.nes.scot.nhs.uk/education-and-training/by-discipline/allied-health-professions/aac-learning-opportunities.aspx

This also includes information about learning opportunities available locally.

You need to identify your own learning and development needs, using the self assessment within IPAACKS, in association with your line-manager and/or CPD provider. Not all courses/materials detailed will be relevant to your post or role in relation to people who use AAC

Because a course or other materials is delivered by one of the organisations listed here does not mean that it has been endorsed in any way by NHS Education for Scotland, nor should it be taken as an indication of quality.

Organisations providing information and training on topics relating to AAC:

- **ACE Centre:** The ACE Centres (in Oxford and Oldham) provide a range of AAC related services and information, including a variety of training opportunities, from accredited modules to day courses.
<http://acecentre.org.uk/>
- **Augmentative Communication in Practice: Scotland:** This is a pan Scotland network that links together specialist AAC services and professionals; children and adults who use AAC (and their families); statutory services and voluntary agencies; and that provides resources, information and support.
www.acipscotland.org.uk
- **CALL Scotland:** CALL Scotland (in Edinburgh) provides a range of AAC related service and information, and is a registered provider of CPD for all staff working within Curriculum for Excellence or with pupils with Additional Support Needs. CALL Scotland offer a wide range of in-service training opportunities, including webinars and training courses.
<http://callcentre.education.ed.ac.uk/Training-and-CPD>
- **Communication Matters:** This is a UK wide organisation concerned with AAC. The website is kept up-to-date, with information about AAC including available training and other events, publications, useful resources, research and news.
www.communicationmatters.org.uk
- **Communication Matters AAC Knowledge:** This website brings together information and research evidence about AAC in one place, including case studies, publications, plain language summaries, factsheets, FAQs, glossary of terms and more...
www.aacknowledge.org.uk

AAC Learning Opportunities

- **Regional and national specialist AAC services:** This section of the Communication Matters website lists the specialist AAC services by region, throughout the UK. Your nearest specialist AAC service may provide training in different AAC systems, techniques and approaches. Contact the specific service directly to ascertain eligibility to attend. There may be geographical or budgetary exclusions to being able to attend these sessions.
www.communicationmatters.org.uk/page/resources/aac-assessment-services
- **SCTCI:** SCTCI (in Glasgow) provides a range of AAC related service and information, including training courses and workshops. Contact SCTCI for more information. (sctci@ggc.scot.nhs.uk)
- **Suppliers of AAC products and services:** This section of the Communication Matters website lists all those suppliers who are organisational members of Communication Matters and who are bound by an agreed code of conduct. Many of these suppliers will provide training associated with their products. Check out the individual suppliers' website to identify what is available, and whether there is a charge.
www.communicationmatters.org.uk/page/resources/aac-suppliers
- **Ways to Communicate:** This website hosts the awareness raising and learning resources produced by CALL Scotland, funded by NHS Education for Scotland, as part of the Right to Speak project.
www.aacscotland.org.uk/Home

Appendix 3:

Links to Professional and Sector Specific Frameworks

Links to Professional and Sector Specific Frameworks

The NHS Knowledge and Skills Framework

The NHS Knowledge and Skills Framework (the NHS KSF) defines and describes the knowledge and skills which NHS staff need to apply in their work in order to deliver quality services. It provides a single, consistent, comprehensive and explicit framework on which to base review and development for all staff. Development of essential values and commitments and AAC specific strands provides evidence to demonstrate knowledge and skills within the core and specific dimensions of KSF.

| Core values and commitments | KSF Dimensions | |
|--|--|---|
| | Core KSF | Specific KSF |
| 1. Working in Partnership | 4: Service Improvement | HWB2: Assessment and care planning to meet health and wellbeing needs HWB4: Enablement to address health and wellbeing needs HWB5: Provision of care to meet health and wellbeing needs |
| 2. Respecting diversity, challenging inequality, promoting opportunity | 6: Equality and diversity | |
| 3. Promoting inclusion and participation | 2: Personal and People Development 5: Quality | |
| 4. Promoting emotional, psychological and physical wellbeing | 3: Health, safety and security | HWB3: Protection of health and wellbeing HWB4: Enablement to address health and wellbeing needs |
| 5. Promoting positive interaction | 1: Communication | |

Links to Professional and Sector Specific Frameworks

| AAC specific strands | KSF Dimensions | |
|--|---|---|
| | Core KSF | Specific KSF |
| 1. Identification of Need | 1: Communication 2: Personal and People Development 4: Service Improvement | HWB1: Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing HWB4: Enablement to address health and wellbeing needs IK2: Information collection and analysis IK3: Knowledge and information resources |
| 2. Assessment | 2: Personal and People Development 4: Service Improvement 6: Equality and Diversity | HWB2: Assessment and care planning to meet health and wellbeing needs HWB4: Enablement to address health and wellbeing needs HWB6: Assessment and treatment planning |
| 3. Implementation | 2: Personal and People Development 4: Service Improvement | HWB4: Enablement to address health and wellbeing needs HWB5: Provision of care to meet health and wellbeing needs HWB7: Interventions and treatments |
| 4. Review | 4: Service Improvement 5: Quality | HWB2: Assessment and care planning to meet health and wellbeing needs HWB4: Enablement to address health and wellbeing needs HWB7: Interventions and treatments |
| 5. Technology: preparation, adaptation and integration | 2: Personal and People Development | HWB5: Provision of care to meet health and wellbeing needs HWB9: Equipment and devices to meet health and wellbeing needs G2: Development and innovation |

Links to Professional and Sector Specific Frameworks

| AAC specific strands | KSF Dimensions | |
|--|--|---|
| | Core KSF | Specific KSF |
| 6. Technology: management of resources | 3: Health, Safety and Security 4: Service Improvement | HWB9: Equipment and devices to meet health and wellbeing needs HWB10: Products to meet health and wellbeing needs EF1: Systems, vehicles and equipment G2: Development and innovation G3: Procurement and commissioning (at higher IPAAACKS Skill Levels) |
| 7. AAC leadership | 4: Service Improvement 5: Quality | G2: Development and innovation G5: Services and project management G6: People management |
| 8. Facilitating AAC Learning | 2: Personal and People Development | IK3: Knowledge and information resources G1: Learning and development G7: Capacity and capability |

Links to Professional and Sector Specific Frameworks

The Continuous Learning Framework (CLF)

The Continuous Learning Framework (CLF) is for all social service workers and organisations. For individual workers it defines, as capabilities, behaviours that are based on values, reflection and relationships. Social service workers should evidence these capabilities at work in order to improve the quality of their practice and deliver quality services. The CLF facilitates reflective dialogues that can be used in personal and professional development for all staff. Development of essential values and commitments and AAC specific strands provides evidence to contribute to satisfying descriptors within the different stages of the Personal Capabilities of the CLF.

| Core values and commitments | Continuous Learning Framework - indicative links with the following Personal Capabilities within the SSSC Continuous Learning Framework (2008) |
|--|---|
| 1. Working in Partnership | Working in Partnership A Focus on People who use Services and their Carers (Empowering Individuals, Families and Communities) Motivating and Leading Others (Leadership) Empathy |
| 2. Respecting diversity, challenging inequality, promoting opportunity | Organisational Awareness (Awareness of Wider Context) A Focus on People who use Services and their Carers (Empowering Individuals, Families and Communities) Empathy Confidence |
| 3. Promoting inclusion and participation | A Focus on People who use Services and their Carers (Empowering Individuals, Families and Communities) Flexibility Organisational Awareness (Awareness of the wider context) |

Links to Professional and Sector Specific Frameworks

| Core values and commitments | Continuous Learning Framework - indicative links with the following Personal Capabilities within the SSSC Continuous Learning Framework (2008) |
|--|--|
| 4. Promoting emotional, psychological and physical wellbeing | Professional Autonomy A Focus on People who use Services and their Carers (Empowering Individuals, Families and Communities) Organisational Awareness (Awareness of Wider Context) |
| 5. Promoting positive interaction | A Focus on People who use Services and their Carers (Empowering Individuals, Families and Communities) Working in Partnership Flexibility |

| AAC specific strands | Continuous Learning Framework - indicative links with the following Personal Capabilities within the SSSC Continuous Learning Framework (2008) |
|-----------------------------|--|
| 1. Identification of Need | A Focus on People who use Services and their Carers (Empowering Individuals, Families and Communities) Motivating and Leading Others (Leadership) Working In Partnership Empathy Organisational Awareness (Awareness of Wider Context) |

Links to Professional and Sector Specific Frameworks

| AAC specific strands | Continuous Learning Framework - indicative links with the following Personal Capabilities within the SSSC Continuous Learning Framework (2008) |
|----------------------|--|
| 2. Assessment | A Focus on People who use Services and their Carers (Empowering Individuals, Families and Communities) Organisational Awareness (Awareness of wider context) Working in Partnership Empathy Professional Autonomy Motivating and Leading Others (Leadership) Dealing With Conflict - (at higher IP AACKS Skill Levels) Resilience - (at higher IP AACKS Skill Levels) Flexibility (at higher IP AACKS Skill Levels) |
| 3. Implementation | A Focus on People who use Services and their Carers (Empowering Individuals, Families and Communities) Lifelong Learning Empathy Flexibility Confidence Working In Partnership Motivating and Leading Others (Leadership) Dealing With Conflict - (at higher IP AACKS Skill Levels) Organisational Awareness (Awareness of Wider Context) - (at higher IP AACKS Skill Levels) Professional Autonomy |

Links to Professional and Sector Specific Frameworks

| AAC specific strands | Continuous Learning Framework - indicative links with the following Personal Capabilities within the SSSC Continuous Learning Framework (2008) |
|--|--|
| 4. Review | Working In Partnership Motivating and Leading Others (Leadership) - (at higher IP AACKS Skill Levels) Flexibility Confidence A Focus on People who use Services and their Carers (Empowering Individuals, Families and Communities) |
| 5. Technology: preparation, adaptation and integration | Flexibility Organisational Awareness (Awareness of wider context) Professional Autonomy Working In Partnership |
| 6. Technology: management of resources | Organisational Awareness (Awareness of Wider Context) Professional Autonomy |
| 7. AAC leadership | Motivating And Leading Others (Leadership) A Focus On People Who Use Services And Their Carers (Empowering individuals, families and communities) Awareness Of Impact On Others |
| 8. Facilitating AAC Learning | Lifelong Learning Confidence Working In Partnership |

Links to Professional and Sector Specific Frameworks

National Occupational Standards

National Occupational Standards (NOS) are benchmark statements of competence you can expect an individual to demonstrate at a given level and for a specific activity. NOS are developed, maintained and updated by Sector Skills Councils relevant to the sector and occupations they represent. The Scottish Social Services Council (SSSC), in partnership with the UK-wide sector skills council, Skills for Care and Development, is the sector skills council for social services in Scotland. In Scotland the NOS form the basis of Scottish Vocational Qualifications.

There are a number of groups of NOS that the SSSC work with however the focus here is on two groups:

- Social Services and Healthcare (SS&H) for workers working with adults
- Social Services (Children and Young People) (SSCYP) for workers working with children and young people

The following tables provide examples of NOS that link to the core values, commitments, and AAC specific strands, although the lists are not exhaustive and many more links can be made. The levels referred to below relate to workers at support worker (level 2), practitioner (level 3) and supervisor/manager (level 4) levels. All NOS referred to in this document can be accessed at: <http://workforcesolutions.sssc.uk.com>.

Links to Professional and Sector Specific Frameworks

| Core values and commitments | Social Services and Healthcare (SS&H) | | |
|--|---|---|---|
| | Level 2 | Level 3 | Level 4 |
| All | Core NOS: SCDHSC0021: Support effective communication SCDHSC0022: Support health and safety of yourself and individuals SCDHSC0023: Develop your own knowledge and practice SCDHSC0024: Support the safeguarding of individuals | Core NOS: SCDHSC0031: Promote effective communication SCDHSC0032: Promote health, safety and security in the work setting SCDHSC0033: Develop your practice through reflection and learning SCDHSC0035: Promote the safeguarding of individuals | Core NOS: SCDHSC0041: Maintain effective communication systems and practice SCDHSC0042: Lead practice for health and safety in the working setting SCDHSC0043: Take responsibility for the continuing professional development of yourself and others SCDHSC0045: Support the safeguarding of individuals |
| 1. Working in Partnership | SCDHSC0025: Contribute to the implementation of care or support activities SCDHSC0227: Contribute to working in partnership with carers SCDHSC0233: Develop effective relationships with people | SCDHSC0331: Support individuals to develop and maintain social networks and relationships SCDHSC0371: Support individuals to communicate using interpreting and translation services SCDHSC0387: Work in partnership with carers to support individuals | SCDHSC0410: Advocate with and on behalf of individuals SCDHSC0426: Empower families, carers and others to support individuals SCDHSC0427: Assess the needs of carers and families |
| 2. Respecting diversity, challenging inequality, promoting opportunity | SCDHSC0234: Uphold the rights of individuals | SCDHSC3111: Promote the rights and diversity of individuals | SCDHSC0452: Lead practice that promotes the rights, responsibilities, equality and diversity of individuals |

Links to Professional and Sector Specific Frameworks

| Core values and commitments | Social Services and Healthcare (SS&H) | | |
|--|---|---|--|
| | Level 2 | Level 3 | Level 4 |
| 3. Promoting inclusion and participation | <p>SCDHSC0027: Support individuals in their daily living</p> <p>SCDHSC0210: Support individuals to participate in recreational activities</p> <p>SCDHSC0211: Support individuals to take part in development activities</p> | <p>SCDHSC0328: Contribute to the planning process with individuals</p> <p>SCDHSC0343: Support individuals to live at home</p> <p>SCDHSC0366: Support individuals to represent their own wishes and needs at decision making events</p> | <p>SCDHSC0416: Lead the planning process with individuals</p> <p>SCDHSC0420: Promote leisure opportunities and activities for individuals</p> <p>SCDHSC0429: Work with groups to promote individual growth, development and independence</p> |
| 4. Promoting emotional, psychological and physical wellbeing | <p>SCDHSC0029: Support individuals to meet their domestic and personal needs</p> <p>SCDHSC0216: Help address the physical comfort needs of individuals</p> <p>SCDHSC0222: Support the rights and wellbeing of individuals when they undergo healthcare procedures</p> | <p>SCDHSC0332: Promote individuals' positive self esteem and sense of identity</p> <p>SCDHSC0344: Support individuals to retain, regain and develop skills to manage their daily living</p> <p>SCDHSC0348: Support individuals to access learning, training and development opportunities</p> | <p>SCDHSC0421: Promote employment, training and education opportunities for individuals</p> <p>SCDHSC0422: Promote housing opportunities for individuals</p> <p>SCDHSC0431: Support individuals who have experienced harm or abuse</p> |
| 5. Promoting positive interaction | <p>SCDHSC0225: Support individuals to carry out their own healthcare and monitoring procedures</p> <p>SCDHSC0235: Enable individuals to make their way around specific places</p> <p>SCDHSC0244: Support individuals in the community</p> | <p>SCDHSC0343: Support individuals to live at home</p> <p>SCDHSC0382: Support individuals to manage change in their lives</p> <p>SCDHSC3101: Support the development of community networks and partnerships</p> | <p>SCDHSC0415: Lead the service delivery planning process to achieve outcomes for individuals</p> <p>SCDHSC0429: Work with groups to promote individual growth, development and independence</p> <p>SCDHSC0433: Develop joint working arrangements for health and social care services</p> |

Links to Professional and Sector Specific Frameworks

| AAC specific strands | Social Services and Healthcare (SS&H) | | |
|---------------------------|--|---|---|
| | Level 2 | Level 3 | Level 4 |
| 1. Identification of Need | <p>SCDHSC0022: Support the health and safety of yourself and individuals</p> <p>SCDHSC0218: Support individuals with their personal care needs</p> <p>SCDHSC0226: Support individuals who are distressed</p> | <p>SCDHSC0031: Promote effective communication</p> <p>SCDHSC0328: Contribute to the planning process with individuals</p> <p>SCDHSC0368: Present individuals' preferences and needs</p> <p>SCDHSC0372: Develop programmes to enable individuals to find their way around environments</p> | <p>SCDHSC0041: Maintain effective communication systems and practices</p> <p>SCDHSC0416: Lead the planning process with individuals</p> <p>SCDHSC0450: Develop risk management plans to promote independence in daily living</p> |
| 2. Assessment | <p>SCDHSC0021: Support effective communication</p> <p>SCDHSC0028: Support individuals to make journeys</p> <p>SCDHSC0224: Monitor the condition of individuals</p> | <p>SCDHSC0035: Promote the safeguarding of individuals</p> <p>SCDHSC0332: Promote individuals' positive self esteem and sense of identity</p> <p>SCDHSC0344: Support individuals to retain, regain and develop skills to manage their daily living</p> <p>SCDHSC3120: Assess performance in health and social care services</p> | <p>SCDHSC0045: Lead practice that promotes the safeguarding of individuals</p> <p>SCDHSC0414: Assess individual preference and needs</p> <p>SCDHSC0420: Promote leisure opportunities and activities for individuals</p> <p>SCDHSC0427: Assess the needs of carers and families</p> |
| 3. Implementation | <p>SCDHSC0022: Support the health and safety of yourself and individuals</p> <p>SCDHSC0025: Contribute to the implementation of care or support plan activities</p> <p>SCDHSC0218: Undertake agreed pressure area care</p> | <p>SCDHSC0032: Promote health, safety and security in the work setting</p> <p>SCDHSC0330: Support individuals to use services and facilities</p> <p>SCDHSC0351: Implement development activities to meet individuals' goals and preferences</p> <p>SCDHSC3101: Support the development of community networks and partnerships</p> | <p>SCDHSC0045: Take responsibility for the continuing professional development of yourself and others</p> <p>SCDHSC0410: Advocate with and on behalf of individuals</p> <p>SCDHSC0413: Manage requests for health, social or other care services</p> <p>SCDHSC0423: Assist individuals at formal hearings</p> |

Links to Professional and Sector Specific Frameworks

| AAC specific strands | Social Services and Healthcare (SS&H) | | |
|--|--|---|--|
| | Level 2 | Level 3 | Level 4 |
| 4. Review | <p>SCDHSC0023: Develop own knowledge and practice</p> <p>SCDHSC0027: Support individuals in their daily living</p> <p>SCDHSC0241: Contribute to the effectiveness of teams</p> | <p>SCDHSC0033: Develop your own practice through reflection and learning</p> <p>SCDHSC0329: Support individuals to plan, monitor and review the delivery of services</p> <p>SCDHSC0387: Support individuals to manage change in their lives</p> <p>SCDHSC3121: Promote the effectiveness of teams</p> | <p>SCDHSC0044: Lead practice for health and safety in the work setting</p> <p>SCDHSC0415: Lead the service delivery planning process to achieve outcomes for individuals</p> <p>SCDHSC0422: Promote housing opportunities for individuals</p> <p>SCDHSC0429: Work with groups to promote growth, development and independence</p> |
| 5. Technology: preparation, adaptation and integration | <p>SCDHSC0235: Enable individuals to make their way around specific places</p> | <p>SCDHSC0369: Support individuals with specific communication needs</p> <p>SCDHSC0370: Support the use of technological aids to promote independence</p> | <p>SCDHSC0041: Maintain effective communication systems and practices</p> |
| 6. Technology: management of resources | <p>SCDHSC0225: Support individuals to carry out their own healthcare and monitoring procedures</p> <p>SCDHSC0230: Manage environments and resources for health care procedures in the social care setting</p> <p>SCDHSC0243: Receive and store medication and products</p> | <p>SCDHSC0031: Promote effective communication</p> <p>SCDHSC0032: Promote health, safety and security in the work setting</p> <p>SCDHSC0330: Support individuals to use services and facilities</p> <p>SCDHSC0343: Support individuals to live at home</p> | <p>SCDHSC0413: Manage requests for health, social or other care services</p> <p>SCDHSC0415: Lead the service delivery planning process to achieve outcomes for individuals</p> <p>SCDHSC0427: Assess the needs of carers and families</p> <p>SCDHSC0441: Manage tendering and contracting processes in health and social care settings</p> |

Links to Professional and Sector Specific Frameworks

| AAC specific strands | Social Services and Healthcare (SS&H) | | |
|------------------------------|---|---|--|
| | Level 2 | Level 3 | Level 4 |
| 7. AAC leadership | <p>SCDHSC0023: Develop your own knowledge and practice</p> <p>SCDHSC0027: Support individuals in their daily living</p> <p>SCDHSC0228: Contribute to effective group care</p> | <p>SCDHSC0345: Support individuals to manage their financial affairs</p> <p>SCDHSC0346: Support individuals to access employment</p> <p>SCDHSC0351: Implement development activities to meet individuals' goals, preferences and needs</p> <p>SCDHSC3104: Support the development of networks to achieve planned outcomes</p> | <p>SCDHSC0045: Lead practice that promotes the safeguarding of individuals</p> <p>SCDHSC0426: Empower families, carers and others to support individuals</p> <p>SCDHSC0452: Lead practice that promotes the rights, responsibilities, equality and diversity of individuals</p> <p>SCDHSC0439: Contribute to the development of organisational policy and practice</p> |
| 8. Facilitating AAC Learning | <p>SCDHSC0023: Develop your own knowledge and practice</p> <p>SCDHSC0241: Contribute to the effectiveness of teams</p> | <p>SCDHSC0033: Develop your practice through reflection and learning</p> <p>SCDHSC0348: Support individuals to access learning, training and development opportunities</p> <p>SCDHSC3108: Facilitate learning through presentations in health and social care settings</p> | <p>SCDHSC0043: Take responsibility for the continuing professional development of yourself and others</p> <p>SCDHSC0421: Promote employment, training and education opportunities for individuals</p> <p>SCDHSC0438: Develop and disseminate information and advice about health and social wellbeing</p> |

Links to Professional and Sector Specific Frameworks

| Core values and commitments | Social Services (Children and Young People) (SSCYP) | | |
|--|--|---|--|
| | Level 2 | Level 3 | Level 4 |
| All | Core NOS: SDCCLD0201: Support effective communication SCDHSC0022: Support the health and safety of yourself and individuals SDCCLD0202: Support the safeguarding of children SCDHSC0023: Develop your own knowledge and practice | Core NOS: SDCCLD0301: Promote effective communication SCDHSC0032: Promote health, safety and security in the work setting SCDHSC0033: Develop your practice through reflection and learning SCDHSC0035: Promote the safeguarding of individuals | Core NOS: SDCCLD0401: Maintain effective communication systems and practice SCDHSC0042: Lead practice for health and safety in the work setting SCDHSC0043: Take responsibility for the continuing professional development of yourself and others SCDHSC0045: Support the safeguarding of individuals |
| 1. Working in Partnership | SDCCLD0203: Support the development of children and young people SDCCLD0206: Support children's learning through play | SDCCLD0303: Promote the development of children and young people SDCCLD0338: Develop productive relationships with others SDCCLD0320: Empower families through the development of parenting skills | SDCCLD0405: Lead provision for babies and children in partnership with parents and carers SDCCLD0418: Lead in the revision of policies, procedures and practice for registration and inspection SDCCLD0422: Lead the monitoring of procedures, policies and practice in partnership with families to benefit children's care, learning and development |
| 2. Respecting diversity, challenging inequality, promoting opportunity | SDCCLD0209: Support a child with additional support needs | SDCCLD0321: Promote the care, learning and development of children with additional requirements in partnership with their families SDCCLD0334: Deliver services to families, children and young people from diverse cultural and language communities | SDCCLD0409: Lead the support of children's communication SDCCLD0415: Lead in advising and supporting practitioners in early years work settings working with children who have additional support needs |

Links to Professional and Sector Specific Frameworks

| Core values and commitments | Social Services (Children and Young People) (SSCYP) | | |
|--|--|---|---|
| | Level 2 | Level 3 | Level 4 |
| 3. Promoting inclusion and participation | <p>SCDHSC0205: Maintain environments to meet children's needs</p> <p>SCDHSC0247: Support the acquisition of a new language through immersion by children in an early years setting</p> | <p>SCDCCLD0303: Promote the development of children and young people</p> <p>SCDCCLD0317: Engage with families in ways that encourage them to be involved with their children's learning and development</p> | <p>SCDCCLD0407: Lead curriculum provision of early education for children</p> <p>SCDCCLD0412: Evaluate the environment for children and families</p> |
| 4. Promoting emotional, psychological and physical wellbeing | <p>SCDHSC0203: Support the development of children and young people</p> <p>SCDHSC0208: Support the care of babies and children</p> | <p>SCDCCLD0307: Promote the health and physical development of children</p> <p>SCDCCLD0308: Promote children's wellbeing and resilience</p> <p>SCDCCLD0345: Promote literacy, numeracy and language development for children's early learning</p> | <p>SCDCCLD0403: Lead programmes for the promotion of children and young people's development</p> <p>SCDCCLD0408: Lead the physical, cognitive, emotional and social development of children</p> <p>SCDCCLD0417: Lead service providers in accessing information to support the care, learning and development of children</p> |
| 5. Promoting positive interaction | <p>SCDCCLD0206: Support children's learning through play</p> <p>SCDCCLD0209: Support a child with additional support needs</p> | <p>SCDCCLD0312: Implement positive environments for babies and children</p> <p>SCDCCLD0331: Support children and families within the community</p> <p>SCDCCLD0332: Support families to engage in groups within the childcare setting</p> | <p>SCDCCLD0423: Lead multi-agency working arrangements in childcare settings</p> <p>SCDCCLD0431: Provide leadership and management of integrated childcare provision</p> |

Links to Professional and Sector Specific Frameworks

| AAC specific strands | Social Services (Children and Young People) (SSCYP) | | |
|---------------------------|---|--|---|
| | Level 2 | Level 3 | Level 4 |
| 1. Identification of Need | <p>SCDHSC0023: Develop your own knowledge and practice</p> <p>SCDCCLD0209: Support a child with additional support needs</p> | <p>SCDHSC0033: Develop your practice through reflection and learning</p> <p>SCDCCLD0306: Plan and organise environments for children and families</p> <p>SCDHSC0039: Support children and young people to achieve their educational potential</p> | <p>SCDCCLD0401: Maintain effective communication systems and practice</p> <p>SCDCCLD0407: Lead the curriculum provision of early education for children</p> <p>SCDCCLD0433: Prepare the childcare setting for regulatory inspections</p> |
| 2. Assessment | <p>SCDCCLD0201: Support effective communication</p> <p>SCDCCLD0203: Support the development of children and young people</p> | <p>SCDCCLD0301: Promote effective communication</p> <p>SCDCCLD310: Assess children's well-being and resilience</p> <p>SCDHSC0036: Contribute to the assessment and planning process with children and young people</p> | <p>SCDCCLD0412: Evaluate the environment for children and families</p> <p>SCDCCLD0415: Lead the assessment of quality assurance schemes</p> <p>SCDCCLD0422: Lead the monitoring of procedures, policies and practice in partnership with families to benefit children's care, learning and development</p> |
| 3. Implementation | <p>SCDHSC0022: Support the health and safety of yourself and individuals</p> <p>SCDCCLD0205: Maintain environments to meet children's needs</p> | <p>SCDCCLD0309: Implement frameworks for early education through the development of curriculum planning</p> <p>SCDCCLD0312: Implement positive environments for babies and children</p> <p>SCDHSC0310: Work with children and young people to prepare them for adulthood, citizenship and independence</p> | <p>SCDHSC0042: Lead practice for health and safety in the work setting</p> <p>SCDCCLD0403: Lead the programmes for the promotion of children and young people's development</p> <p>SCDCCLD0415: Lead in advising and supporting practitioners in early years settings working with children who have additional support needs</p> |

Links to Professional and Sector Specific Frameworks

| AAC specific strands | Social Services (Children and Young People) (SSCYP) | | |
|--|--|--|--|
| | Level 2 | Level 3 | Level 4 |
| 4. Review | <p>SCDCCLD0202: Support the safeguarding of children</p> <p>SCDCCLD0208: Support the care of babies and children</p> | <p>SCDCCLD0307: Promote the health and physical development of children</p> <p>SCDCCLD0345: Promote literacy, numeracy and language development for children's early learning</p> <p>SCDHSC0038: Support children and young people to manage aspects of their lives</p> | <p>SCDCCLD0414: Lead the review of policies, procedures and practice for children with additional support needs</p> <p>SCDCCLD0418: Lead in the revision of policies, procedures and practice for registration and inspection</p> <p>SCDCCLD0411: Lead the support for children's mathematical learning, exploration and problem solving</p> |
| 5. Technology: preparation, adaptation and integration | <p>SCDCCLD0209: Support a child with additional support needs</p> | <p>SCDCCLD0301: Promote effective communication</p> <p>SCDCCLD0323: Use information and communication technology to promote children's early learning</p> <p>SCDHSC0315: Work with children and young people with additional requirements to meet their personal support needs</p> | <p>SCDCCLD0401: Maintain effective communication systems and practice</p> <p>SCDCCLD0409: Lead the support of children's communication</p> <p>SCDCCLD0414: Lead and review policies, procedures and practice for children with additional support needs</p> |
| 6. Technology: management of resources | <p>At this level there was no evidence in the NOS to support the management of resources</p> | <p>SCDCCLD0306: Plan and organise the environments for children and families</p> <p>SCDCCLD0309: Implement frameworks for early education through the development of curriculum planning</p> <p>SCDHSC0316: Work with children and young people with additional requirements to meet their development needs</p> | <p>SCDCCLD0403: Lead programmes for the promotion of children and young people's development</p> <p>SCDCCLD0412: Evaluate the environment for children and families</p> <p>SCDCCLD0423: Lead multi-agency working arrangements in childcare settings</p> |

Links to Professional and Sector Specific Frameworks

| AAC specific strands | Social Services (Children and Young People) (SSCYP) | | |
|------------------------------|--|---|---|
| | Level 2 | Level 3 | Level 4 |
| 7. AAC leadership | <p>SCDCCLD0203: Support the development of children and young people</p> <p>SCDCCLD0247: Support the acquisition of a new language through immersion by children in an early years setting</p> | <p>SCDCCLD0330: Maintain a service for children and families</p> <p>SCDCCLD0340: Promote quality systems and procedures for the delivery of childcare services</p> <p>SCDHSC0313: Work with children and young people to promote their own physical and mental health</p> | <p>SCDHSC0044: Lead practice that promotes the safeguarding of children and young people</p> <p>SCDCCLD0408: Lead the physical, cognitive, emotional and social development of children</p> <p>SCDCCLD0431: Provide leadership and management of integrated childcare provision</p> |
| 8. Facilitating AAC Learning | <p>SCDHSC0023: Develop your own knowledge and practice</p> <p>SCDCCLD0206: Support children's learning through play</p> | <p>SCDHSC0033: Develop your practice through reflection and learning</p> <p>SCDCCLD0316: Promote children's learning in the school environment</p> <p>SCDHSC0321: Support parents and guardians to care for babies during their first year of life</p> | <p>SCDHSC0043: Take responsibility for the continuing professional development of yourself and others</p> <p>SCDCCLD0420: Undertake a research project</p> <p>SCDHSC0047: Support parent and carers to acquire skills to care for and protect babies, children and young people</p> |

Links to Professional and Sector Specific Frameworks

Professional Standards for Teachers in Education

The Standard for Full Registration (SFR) is the gateway to the profession and the benchmark of teacher competence for all teachers and constitutes standards of capability in relation to teaching in which learners, parents, the profession itself and the wider community can have confidence. Development of core values and commitments and AAC specific strands provides evidence to demonstrate teacher competence for Standard for Full Registration (SFR).

| Core values and commitments | Professional Standards for Teachers in Scotland |
|--|--|
| 1. Working in Partnership | 1. Professional Values and Personal Commitment <ul style="list-style-type: none"> ▪ Professional Commitment |
| 2. Respecting diversity, challenging inequality, promoting opportunity | 1. Professional Values and Personal Commitment <ul style="list-style-type: none"> ▪ Social Justice ▪ Integrity 2. Professional Knowledge and Understanding <ul style="list-style-type: none"> ▪ 2.2.1 |
| 3. Promoting inclusion and participation | 1. Professional Values and Personal Commitment <ul style="list-style-type: none"> ▪ Social Justice 3. Professional Skills and Abilities <ul style="list-style-type: none"> ▪ 3.1.1 ▪ 3.1.2 ▪ 3.1.5 |
| 4. Promoting emotional, psychological and physical wellbeing | 1. Professional Values and Personal Commitment <ul style="list-style-type: none"> ▪ Trust and Respect 2. Professional Knowledge and Understanding <ul style="list-style-type: none"> ▪ 2.1.4 |

Links to Professional and Sector Specific Frameworks

| Core values and commitments | Professional Standards for Teachers in Scotland |
|-----------------------------------|---|
| 5. Promoting positive interaction | 1. Professional Values and Personal Commitment <ul style="list-style-type: none"> ▪ Trust and Respect 3. Professional Skills and Abilities <ul style="list-style-type: none"> ▪ 3.1.2 |

| AAC specific strands | Professional Standards for Teachers in Scotland |
|--|--|
| 1. Identification of Need | 2. Professional Knowledge and Understanding <ul style="list-style-type: none"> ▪ 2.3.1 ▪ 3.1.4 |
| 2. Assessment | 2. Professional Knowledge and Understanding <ul style="list-style-type: none"> ▪ 2.1.5 3. Professional Skills and Abilities <ul style="list-style-type: none"> ▪ 3.1.1 |
| 3. Implementation | 2. Professional Knowledge and Understanding <ul style="list-style-type: none"> ▪ 2.1.2 |
| 4. Review | 2. Professional Knowledge and Understanding <ul style="list-style-type: none"> ▪ 2.3.1 ▪ 3.1.1 |
| 5. Technology: preparation, adaptation and integration | 3. Professional Skills and Abilities <ul style="list-style-type: none"> ▪ 3.1.3 ▪ 3.2.1 |

Links to Professional and Sector Specific Frameworks

| AAC specific strands | Professional Standards for Teachers in Scotland |
|--|--|
| 6. Technology: management of resources | |
| 7. AAC leadership | Leadership is central to all standards. All teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage. They also work with and support the development of colleagues and other partners. The Standards for Registration include a focus on leadership for learning. |
| 8. Facilitating AAC Learning | 3. Professional Skills and Abilities <ul style="list-style-type: none"> ▪ 3.1.5 ▪ 3.4.1 |

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