

## Course Specification Template (Apprenticeships)

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical learner might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to learner and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a learner's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University's Course Approval and Review processes or Course and Unit Modification policy, as appropriate. Any changes will be balanced against our obligations to learners as set out in our Student Agreement and Apprentice Agreement and will be discussed with and communicated to learners in an appropriate and timely manner.

### Basic Course Information

<b>Final award and title</b>	BSc (Hons) Speech and Language Therapy (Integrated Degree Apprenticeship)	<b>Course Code</b>	BSSLTDAF
<b>FHEQ level and credit of final award</b>	FHEQ Level 6 360 credits		
<b>Intermediate awards titles</b>	Certificate in Higher Education (CertHE) Human Communication Diploma in Higher Education (DipHE) Human Communication Bachelor of Science (BSc) Human Communication  Aegrotat and intermediate exit awards do not convey eligibility to apply for registration with the HCPC		
<b>FHEQ level and credit of intermediate award</b>	Certificate in Higher Education (CertHE) Human Communication Level 4, 120 credits  Diploma in Higher Education (DipHE) Human Communication Level 5 – 240 credits  Bachelor of Science (BSc) Human Communication Level 6 – 300 credits		
<b>Awarding Institution</b>	Health Sciences University		
<b>Teaching Institution</b>	Health Sciences University		
<b>Apprenticeship</b>	<a href="#">Speech and Language Therapist</a>		
<b>Apprenticeship Code</b>	ST0618	<b>Apprenticeship Level</b>	6
<b>End Point Assessment Type</b>	Integrated		
<b>Apprenticeship Duration</b>	36 Months		

<b>Planned off the job learning hours protected learning time</b>	2169.5 Hours
<b>End Point Assessment preparation hours after gateway</b>	0
<b>Apprenticeship review date</b>	2026
<b>Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition</b>	Health and Care Professions Council (HCPC) - approval course Royal College of Speech and Language Therapy (RCSLT) - accreditation to be applied for at the earliest opportunity
<b>Duration of PSRB accreditation/ recognition where applicable)</b>	HCPC – ongoing approval
<b>Mode of study</b>	Hybrid
<b>Distance Learning- Proportion of the course</b>	See Appendix 4 for breakdown of learning hours
<b>Standard length of course</b>	36 months / 3 years
<b>Language of delivery</b>	English
<b>Place of delivery</b>	Health Sciences University, Bournemouth
<b>UCAS code (where applicable)</b>	Not Applicable
<b>HECOS Code(s)</b>	100255
<b>Date Course initially approved</b>	Aug 2025
<b>Version number</b>	1
<b>Date this version approved</b>	Aug 2025
<b>Academic year from which this applies</b>	2025/26
<b>Author and End Point Assessment (EPA) Lead</b>	Michelle Holmes, Sophie Mackenzie & Ann Kennedy EPA Lead – Stewart Cotterill (Head of School)

## Course Overview

<b>1. Admissions regulations and entry requirements</b>
<p><b>Admissions Regulations</b></p> <p>The regulations for this Course, with the exception of the English language requirements are the University's Standard Admission Regulations which may be found from the University's <a href="#">Academic</a></p>

[Policies and Procedures webpage](#). These regulations include the general entry requirements and programme specific requirements regarding English language.

As this is an Institute for Apprenticeships and Technical Education integrated degree, the learner, employer and university must also adhere to the requirements set for the [Speech and Language Therapist Apprenticeship](#) and the [eligibility funding criteria of the Department for Education](#) and be employed with full employer support.

In addition, apprenticeship funding comes with the following requirements:

- You must be employed for a minimum of 30 hours per week, at least 50% of these hours must be working in England.
- Your employment must be linked to this apprenticeship course.
- You must have resided in the UK for a minimum of 3 years.
- You must be eligible for apprenticeship funding through your employer.
- You must not be enrolled on another apprenticeship
- You are also required to complete an occupational health questionnaire and screening, to assess your readiness to undertake the course (e.g. physical and mental health, inoculation status etc). You also require a Disclosure and Barring Service (DBS) check. It is anticipated that these requirements will align to the requirements of your employment.

Speech and Language Therapy apprentices will have substantial access to children and vulnerable adults, and as such are required to undertake an enhanced DBS check before being eligible to proceed onto the course.

To comply with the requirements of HCPC, the English as a second language requirements are higher than for other undergraduate programmes. The requirements are for the standard equivalent to level 8.0 of the International Language Testing System, with no element below 7.5. The test covers reading, writing, listening and speaking. Alternatively, the requirements for the Occupational English Test (OET), individuals must have no individual sub-test score below 400 and an overall minimum score 1800. Test scores should be no more than 2 years old on application.

### **Entry Requirements**

The detailed entry requirements for the course may be found from the relevant course page on the University's [website](#).

The entry requirements for the course are the following:

- Learners must have GCSE pass (A-C or 4-9) English and Maths or equivalent e.g. level 2 functional skills in English and Maths **AND**
- Level 5 qualification i.e. FdSc Assistant Practitioner **OR**
- Three A Levels BBC or above **OR**
- BTEC: DMM or above in a relevant Extended Diploma **OR**
- Access to HE Diploma: A total of 112-120 UCAS points in a relevant Access to HE Diploma **OR**
- International Baccalaureate: Overall grade of 30-32 points or higher **OR**
- T Level: Merit

### **Recognition of Prior Learning (RPL)**

An initial assessment of your knowledge, skills and behaviours will be undertaken as part of the process for determining eligibility for admission to the apprenticeship. This will include consideration of:

- Prior education, training or associated qualifications in a related subject area, including any previous apprenticeships undertaken
- Learning or competence gained from prior work experience.

The University has a Recognition of Prior Learning Policy which can be found in the [University's Recruitment, Selection and Admission Policy and Procedure for Taught Courses](#).

## 2. Aims of the course

The aims of the course are to:

- Develop the knowledge, skills and behaviours required to meet the standards of proficiency to register as a speech and language therapist with the HCPC.
- Develop the key graduate capabilities associated with the five RCSLT core capabilities of: communication, partnerships, leadership and lifelong learning, research and evidence-based practice and professional autonomy and accountability.
- Develop the breadth and depth of competence, autonomy, reflection, reasoning, and compassion required to provide exceptional, professional, person-centred care and support within the legal and ethical frameworks of the profession.
- Develop speech and language therapists who ensure the well-being of service users if protected at all times, respecting and upholding the dignity, values and autonomy of all service users.
- Develop an appreciation of the impact of culture, equality and diversity on practice enabling graduates to practise in a non-discriminatory and inclusive manner, acting as ambassadors for the profession.
- Equip graduates with highly effective and sensitive communication skills
- Develop the skills to support the formation and maintenance of successful collaborative partnerships directly with service users but also with families, carers, other agencies and professionals to ensure the provision of the highest quality person-centred service.
- Train Speech and Language Therapists to practise autonomously, based on the best available evidence, integrating theory into practice, and in line with local, national and professional body guidelines to transform the lives of individuals with speech, language, communication and eating, drinking and swallowing needs, and more broadly, in health promotion and public health.
- Produce practitioners that can research, evaluate and improve practice, and can influence and lead change that enhances clinical outcomes, service provision and the development of the speech and language therapy profession.
- Develop reflective, critical practitioners with a commitment to lifelong learning to develop personal and professional skills within the professional and broader community of health, education and social care practitioners

## 3. Course Learning Outcomes *and* Knowledge, Skills and Behaviours (KSBs): what apprentices will be expected to achieve as set out in the Apprenticeship Standard

The **KSBs and learning outcomes mapping document** ([Appendix 2](#)) shows the relationship between the KSBs and ILOs for units and the overarching KSBs and ILOs of the course.

### Knowledge

- K1: The importance of continuing professional development throughout own career.
- K2: The importance of safeguarding, signs of abuse and relevant safeguarding processes.

K3: What is required of them by the Health and Care Professions Council, including but not limited to the Standards of conduct, performance and ethics.

K4: The importance of valid consent.

K5: The importance of capacity in the context of delivering care and treatment.

K6: The scope of a professional duty of care.

K7: Legislation, policies and guidance relevant to own profession and scope of practice.

K8: The ethical and legal implications of withholding and withdrawing feeding and nutrition and the impact of social, psychological and medical factors to service users' communication difficulties and/or swallowing status.

K9: The centrality of home language(s) to a service user's identity, family life and community, culture and/or religion, by working to maintain, develop or enhance a client's home language.

K10: The importance of own mental and physical health and wellbeing strategies in maintaining fitness to practise.

K11: How to take appropriate action if own health may affect own ability to practise safely and effectively, including seeking help and support when necessary.

K12: The need for active participation in training, supervision and mentoring in supporting high standards of practice, and personal and professional conduct, and the importance of demonstrating this in practice.

K13: Equality legislation and how to apply it to own practice.

K14: The duty to make reasonable adjustments in practice.

K15: The characteristics and consequences of barriers to inclusion, including for socially isolated groups.

K16: That regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards and across all areas of practice.

K17: When disclosure of confidential information may be required.

K18: The principles of information and data governance and the safe and effective use of health, social care and other relevant information.

K19: The need to ensure confidentiality is maintained in all situations in which service users rely on additional communication support, such as interpreters or translators.

K20: That the concepts of confidentiality and informed consent extend to all mediums, including illustrative clinical records such as photography, video and audio recordings and digital platforms.

K21: The characteristics and consequences of verbal and non-verbal communication and how these can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences.

K22: The need to support the communication needs of service users and carers, such as through the use of an appropriate interpreter.

K23: The need to provide service users or people acting on own behalf with the information necessary in accessible formats to enable them to make informed decisions.

K24: The possible contribution of social, psychological and medical factors to service users' communication difficulties and/or swallowing status.

K25: The role of the speech and language therapist in taking the lead responsibility on speech and language communication and swallowing within a multi-professional forum.

K26: That the need to work with others includes health, social care and educational professionals.

K27: The importance of working in partnership with service users and their families.

K28: The principles and practices of other health and care professionals and systems and how they interact with own profession.

K29: The need to build and sustain professional relationships as both an autonomous practitioner and collaboratively as a member of a team.

K30: The qualities, behaviours and benefits of leadership.

K31: That leadership is a skill all professionals can demonstrate.

K32: The value of reflective practice and the need to record the outcome of such reflection to support continuous improvement.

K33: The value of multi-disciplinary reviews, case conferences and other methods of review.

K34: The value of gathering and using data for quality assurance and improvement programmes.

K35: The structure and function of the human body, together with knowledge of physical and mental health, disease, disorder and dysfunction relevant to their profession.

K36: The roles of other professions in education, health and social care and understand how they may relate to the role of speech and language therapist.

K37: The structure and function of education, health and social care services and systems in the UK.

K38: The theoretical basis of, and the variety of approaches to, assessment and intervention taking account of the need to modify approaches in line with cultural, religious and linguistic needs.

K39: Educational theory and practice and the relationship between language and literacy in relation to speech and language therapy, including sound awareness and school readiness skills.

K40: Linguistics and phonetics, psycholinguistics, sociolinguistics and all levels of typical processing and the differences for individuals whose home language is not English.

K41: Biomedical and medical sciences as relevant to the development and maintenance of communication and swallowing.

K42: Psychology as relevant to lifespan development and change, typical and impaired communication, and psychological and social wellbeing.

K43: Sociology in relation to the practice of speech and language therapy, including its application to educational, health and workplace settings and within multi-cultural societies.

K44: Therapeutic contexts, models and processes, relevant to the practice of speech and language therapy.

	<p>K45: Developmental and acquired disorders of speech, language, communication and swallowing.</p> <p>K46: The diversity of client’s cultural background, including awareness of cultural groups, protected characteristics, and social class.</p> <p>K47: A range of research methodologies relevant to own role.</p> <p>K48: The value of research to the critical evaluation of practice.</p> <p>K49: Health education and how it relates to communication and swallowing.</p> <p>K50: The influence of situational contexts on communicative functioning and swallowing status.</p> <p>K51: The need to maintain the safety of themselves and others, including service users, carers and colleagues.</p> <p>K52: Relevant health and safety legislation and local operational procedures and policies.</p> <p>K53: The role of the profession in health promotion, health education and preventing ill health.</p> <p>K54: How social, economic and environmental factors, wider determinants of health, can influence a person’s health and well-being.</p>
<p><b>Skills</b></p>	<p>S1: Identify the limits of own practice and when to seek advice or refer to another professional or service.</p> <p>S2: Recognise the need to manage own workload and resources safely and effectively, including managing the emotional burden that comes with working in a pressured environment.</p> <p>S3: Keep own skills and knowledge up to date.</p> <p>S4: Maintain high standards of personal and professional conduct.</p> <p>S5: Engage in safeguarding processes where necessary.</p> <p>S6: Promote and protect the service user’s interests at all times.</p> <p>S7: Respect and uphold the rights, dignity, values, and autonomy of service users, including own role in the assessment, diagnostic, treatment and / or therapeutic process.</p> <p>S8: Recognise that relationships with service users, carers and others should be based on mutual respect and trust, and maintain high standards of care in all circumstances.</p> <p>S9: Obtain valid consent, which is voluntary and informed, has due regard to capacity, is proportionate to the circumstances and is appropriately documented.</p> <p>S10: Exercise a duty of care.</p> <p>S11: Apply legislation, policies and guidance relevant to own profession and scope of practice.</p> <p>S12: Recognise the power imbalance which comes with being a health care professional, and ensure it is not for personal gain.</p> <p>S13: Identify own anxiety and stress and recognise the potential impact on own practice.</p> <p>S14: Develop and adopt clear strategies for physical and mental self-care and self-awareness, to maintain a high standard of professional effectiveness and a safe working environment.</p>

S15: Recognise that they are personally responsible for, and must be able to, justify their decisions and actions.

S16: Use own skills, knowledge and experience, and the information available, to make informed decisions and/or take action where necessary.

S17: Make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately.

S18: Make and receive appropriate referrals, where necessary.

S19: Exercise personal initiative.

S20: Demonstrate a logical and systematic approach to problem solving.

S21: Use research, reasoning and problem-solving skills when determining appropriate actions.

S22: Respond appropriately to the needs of all different groups and individuals in practice, recognising this can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences.

S23: Recognise the potential impact of own values, beliefs and personal biases, which may be unconscious), on practice and take personal action to ensure all service users and carers are treated appropriately with respect and dignity.

S24: Make and support reasonable adjustments in own and others' practice.

S25: Actively challenge barriers to inclusion, supporting the implementation of change wherever possible.

S26: Adhere to the professional duty of confidentiality.

S27: Respond in a timely manner to situations where it is necessary to share information to safeguard service users, carers and/or the wider public and recognise situations where it is necessary to share information to safeguard service users, carers and/or the wider public.

S28: Use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others.

S29: Communicate in English to the standard equivalent to level 8 of the International English Language Testing System, with no element below 7.5. This requirement is stricter for speech and language therapists than for all other HCPC registered professions, as communication in English is a core professional skill.

S30: Work with service users and/or own carers to facilitate the service user's preferred role in decision-making, and provide service users and carers with the information they may need where appropriate.

S31: Modify own means of communication to address the individual communication needs and preferences of service users and carers, and remove any barriers to communication where possible.

S32: Use information, communication and digital technologies appropriate to own practice.

S33: Keep full, clear and accurate records in accordance with applicable legislation, protocols and guidelines.

S34: Manage records and all other information in accordance with applicable legislation, protocols and guidelines.

S35: Use digital record keeping tools, where required.

S36: Work in partnership with service users, carers, colleagues and others.

S37: Contribute effectively to work undertaken as part of a multi-disciplinary team.

S38: Identify anxiety and stress in service users, carers and colleagues, adapting own practice and providing support where appropriate.

S39: Identify own leadership qualities, behaviours and approaches, taking into account the importance of equality, diversity and inclusion.

S40: Demonstrate leadership behaviours appropriate to own practice.

S41: Act as a role model for others.

S42: Promote and engage in the learning of others.

S43: Work in partnership with service users and carers in planning and evaluating assessments, treatments and interventions to meet their needs and goals.

S44: Engage in evidence-based practice.

S45: Gather and use feedback and information, including qualitative and quantitative data, to evaluate the responses of service users to own care.

S46: Monitor and systematically evaluate the quality of practice, and maintain an effective quality management and quality assurance process working towards continual improvement.

S47: Participate in quality management, including quality control, quality assurance, clinical governance and the use of appropriate outcome measures.

S48: Evaluate care plans or intervention plans using recognised and appropriate outcome measures, in conjunction with the service user where possible, and revise the plans as necessary.

S49: Demonstrate awareness of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process.

S50: Change own practice as needed to take account of new developments, technologies and changing contexts.

S51: Gather appropriate information.

S52: Analyse and critically evaluate the information collected.

S53: Select and use appropriate assessment techniques and equipment.

S54: Undertake and record a thorough, sensitive, and detailed assessment.

S55: Undertake or arrange investigations as appropriate.

S56: Conduct appropriate assessment or monitoring procedures, treatment, therapy or other actions safely and effectively.

S57: Critically evaluate research and other evidence to inform own practice.

S58: Engage service users in research as appropriate.

S59: Formulate specific and appropriate management plans including the setting of timescales.

S60: Administer, record, score and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs using, where appropriate, phonetic transcription, linguistic analysis, instrumental analysis and psycholinguistic assessment.

	<p>S61: Apply knowledge of communication impairment, linguistics, phonetics, psychology and biomedical sciences to the identification, assessment and differential diagnosis of a range of communication and swallowing impairments.</p> <p>S62: Evaluate the effects of communication difficulties and swallowing status on the psychosocial wellbeing of service users, their families and carers.</p> <p>S63: Use knowledge of speech and language therapy to assess and work with people with the following impairments:– acquired speech and language impairments– developmental or acquired cognitive impairments– developmental speech and language disorders– dysfluency– dysphagia– voice disorders or voice modification needs.</p> <p>S64: Assess and plan interventions in the service user’s home language with the assistance of professional interpreters, and with reference to professional clinical guidelines and evidence-based practice.</p> <p>S65: Demonstrate awareness of relevant health and safety legislation and comply with all local operational procedures and policies.</p> <p>S66: Work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation.</p> <p>S67: Select appropriate personal protective equipment and use it correctly.</p> <p>S68: Establish safe environments for practice, which appropriately manages risk.</p> <p>S69: Empower and enable individuals, including service users and colleagues, to play a part in managing own health.</p> <p>S70: Engage in occupational health, including being aware of immunisation requirements.</p>
<b>Behaviours</b>	<p>B1: Collaborate with colleagues and other organisations to constructively challenge and influence relevant policies and legislation locally and nationally to articulate the SLT contribution, convey key messages and be an advocate for communities and the profession.</p> <p>B2: Respect diversity, individual differences, cultural beliefs and customs.</p> <p>B3: Be non-judgemental and respect people’s autonomy and rights to make their own decisions about their speech, language, communication and eating, drinking and swallowing needs, adopting a person -centred and co-production approach.</p> <p>B4: Be responsive and empathetic to the individual context of each person and their family.</p> <p>B5: Act in a manner consistent with HCPC Standards of Conduct, Performance and Ethics.</p> <p>B6: Practise with openness, honesty, integrity.</p>
<b>Core Apprenticeship Curriculum</b>	<p>CAC1: British Values (Democracy, Individual Liberty, Respect and Tolerance, Rule of Law)</p> <p>CAC2: Equality and Diversity</p> <p>CAC3: Further Development of Maths and English</p> <p>CAC4: Careers and Personal Development</p> <p>CAC5: Safeguarding and Prevent</p>
<b>This course provides opportunities for learners to develop and demonstrate</b>	<b>The methods used to enable outcomes to be achieved and demonstrated are as follows:</b>

<p><b>knowledge and understanding, qualities, skills and other attributes in the following areas:</b></p>	
<p><b>Subject Knowledge and Understanding</b></p> <p>Having successfully completed this course learners will be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• A1 A comprehensive range of speech, language, communication and eating, drinking and swallowing needs and the role of speech and language therapy in their assessment, treatment and management for a range of service-users</li> <li>• A2 The biomedical - physiological, biochemical, immunological, genetic, linguistic, environmental and sociological determinants of health and the role of the profession in the promotion of good health and wellbeing to improve the health, educational and social outcomes of people.</li> <li>• A3 Social, educational and psychological theories in relation to health behaviour and behaviour change.</li> <li>• A4 The ethical, moral, regulatory and legal frameworks relating to speech and language therapy practice</li> <li>• A5 The roles, responsibilities and boundaries of professional specialisms, their relevance to and interactions with speech and language therapy and interdisciplinary practice.</li> <li>• A6 Research and information management in the development, evaluation, and enhancement of speech and language therapy.</li> </ul>	<p><b>Teaching and Learning Methods</b></p> <p>The teaching and learning strategies for this course use a blended learning approach. For the outcomes related to subject knowledge and understanding this includes: lectures, seminars, tutorials, simulation, case-based discussions, clinical skills tutorials, group discussions, independent project, lectures, multidisciplinary work, online quizzes, peer-led discussions, practical sessions, practice-based learning, problem-based discussions, profession-specific group work, reflection</p> <p><b>Assessment Methods</b></p> <p>The assessment methods for subject knowledge and understanding include: case study, case study and oral assessment, essay, group project, leadership report, personal statement and career development plan, poster, practice placement portfolio, presentation, reflective portfolio, report, research skills portfolio, viva, written examination.</p>
<p><b>Cognitive Skills</b></p> <p>Having successfully completed this course learners will be able to:</p> <ul style="list-style-type: none"> <li>• B1 Source, critically appraise, analyse, evaluate, interpret and apply research to practice</li> <li>• B2 Critically appraise and select relevant assessments of speech,</li> </ul>	<p><b>Teaching and Learning Methods</b></p> <p>The teaching and learning strategies for this course use a blended learning approach. For the outcomes related to cognitive skills this includes: group discussions, in class discussion, independent project, lectures, multidisciplinary work, peer-led discussions, practical sessions, practice-based learning, reflections, role play, self-assessment, seminars, simulation, small group activities, tutorials, workshops</p>

<p>language and eating, drinking and swallowing needs</p> <ul style="list-style-type: none"> <li>• B3 Formulate diagnoses, implement and evaluate reasoned, evidence-based interventions and management plans to improve outcomes for people who have speech, language, communication and/or eating and drinking difficulties</li> <li>• B4 Monitor, assess and evaluate the effectiveness of interventions and service delivery and contribute to the evolution and enhancement of the profession.</li> <li>• B5 Engage in research-related, service evaluation or audit activity, including dissemination of findings in a variety of ways to a range of stakeholders</li> </ul>	<p><b>Assessment Methods</b></p> <p>The assessment methods for cognitive skills include: case study and oral assessment, individual case study presentation, leadership report, practice placement portfolio, presentation, reflective portfolio, research skills portfolio, viva and individual presentation</p>
<p><b>Practical Skills</b></p> <p>Having successfully completed this course learners will be able to:</p> <ul style="list-style-type: none"> <li>• C1 Apply advanced communications skills and behaviour change practices, including using advancing technology, to support effective speech and language therapy, whilst respecting the needs, rights, dignity, values and autonomy of service users.</li> <li>• C2 Undertake appropriate assessments to diagnose and monitor the progress of service users.</li> <li>• C3 Plan appropriate interventions with service users and other relevant stakeholders</li> <li>• C4 Practise safely and effectively within the legal, ethical, policy and professional frameworks relevant to the speech and language therapy profession</li> <li>• C5 Demonstrate the ability to manage their self, their caseload and to plan work effectively, organising, directing and facilitating appropriate action to ensure effective use of all resources</li> <li>• C6 Apply the principles of continuous professional development and research to support evidence informed practice to innovate and enhance speech and language therapy practice.</li> </ul>	<p><b>Teaching and Learning Methods</b></p> <p>The teaching and learning strategies for this course use a blended learning approach. For the outcomes related to practical skills this includes: Group discussions, In class discussion, Independent project, Lectures, Multidisciplinary work, Peer-led discussions, Practical sessions, Practice-based learning, Profession-specific group work, Reflections, Role play, Self-assessment, Seminars, Simulation, Small group activities, Tutorials, Workshops</p> <p><b>Assessment Methods</b></p> <p>The assessment methods for practical skills include: case study and oral assessment, individual case study presentation, leadership report, practice placement portfolio, presentation, reflective portfolio, research skills portfolio, viva and individual presentation</p>

<p><b>Transferable skills</b></p> <p>Having successfully completed this course learners will be able to:</p> <ul style="list-style-type: none"> <li>• D1 Demonstrate highly effective and sensitive communication skills in all contexts, including to negotiate, advocate, mediate and influence others</li> <li>• D2 Effectively manage time, organise and prioritise tasks to work effectively independently and in partnership with others</li> <li>• D3 Take responsibility for own wellbeing, reflection, self-evaluation and commit to lifelong learning and professional development</li> <li>• D4 Critically evaluate information from a range of sources to problem solve and deal with complex issues systematically and creatively</li> <li>• D5 Contribute to innovation and change</li> <li>• D6 Within the scope of practice, work effectively in a changing environment, demonstrating adaptability, independence, resilience and maturity</li> <li>• D7 Respect diversity, individual differences, cultural beliefs and customs</li> <li>• D8 Make effective use of all resources including digital skills, information systems and technology to support and improve the quality-of-service provision and outcomes.</li> <li>• D9 Undertake research, clinical audit and service improvement to support the adoption of best practice and the advancement of the profession</li> </ul>	<p><b>Teaching and Learning Methods</b></p> <p>The teaching and learning strategies for this course use a blended learning approach. For the outcomes related to transferable skills this includes: Group discussions, Independent project, Lectures, Multidisciplinary work, Peer-led discussions, Practical sessions, Practice-based learning, Profession-specific group work, Reflections, Role play, Self-assessment, Seminars, Simulation, Small group activities, Tutorials, Workshops</p> <hr/> <p><b>Assessment Methods</b></p> <p>The assessment methods for transferable skills include: case study and oral assessment, individual case study presentation, leadership report, practice placement portfolio, presentation, reflective portfolio, research skills portfolio, viva and individual presentation</p>
<p><b>Professional competencies</b></p> <p>Having successfully completed this course learners will be able to:</p> <ul style="list-style-type: none"> <li>• E1 Practice as an autonomous practitioner to deliver evidence-based speech and language therapy, in compliance with regulatory, legal and ethical frameworks that govern the profession</li> </ul>	<p><b>Teaching and Learning Methods</b></p> <p>The teaching and learning strategies for this course use a blended learning approach. For the outcomes related to professional competencies this includes: Group discussions, In class discussion, Independent project, Lectures, Multidisciplinary work, Peer-led discussions, Practical sessions, Practice-based learning, Profession-specific group work, Reflections, Role play, Self-assessment, Seminars, Simulation, Small group activities, Tutorials, Workshops</p>

<ul style="list-style-type: none"> <li>• E2 Promote health and wellbeing, and improve health, educational and social outcomes for people with speech, language and eating, drinking and swallowing needs</li> <li>• E3 Create environments which facilitate and enable inclusive access to person-centred care.</li> <li>• E4 Through continual and systematic reflection, promote and contribute to the development and enhancement of the profession of Speech and Language Therapy</li> <li>• E5 Demonstrate leadership skills and be able to work independently and as part of a team to deliver a high-quality service to service users and stakeholders</li> </ul>	<p><b>Assessment Methods</b></p> <p>The assessment methods for professional competencies include: case study and oral assessment, individual case study presentation, leadership report, practice placement portfolio, presentation, reflective portfolio, research skills portfolio, viva and individual presentation</p>
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### Intermediate exit award outcomes

#### Certificate in Higher Education (CertHE) Human Communication

- A2 The biomedical - physiological, biochemical, immunological, genetic, environmental and sociological determinants of health and the role of the profession in the promotion of good health and wellbeing to improve the health, educational and social outcomes of people.
- A3 Social, educational and psychological theories in relation to health behaviour and behaviour change.
- A4 The ethical, moral, regulatory and legal frameworks relating to speech and language therapy practice
- A5 The roles, responsibilities and boundaries of professional specialisms, their relevance to and interactions with speech and language therapy and interdisciplinary practice.
- B1 Source, critically appraise, analyse, evaluate, interpret and apply research to practice
- B2 Critically appraise and select relevant assessments of speech, language and eating, drinking and swallowing needs
- C1 Apply advanced communications skills and behaviour change practices, including using advancing technology, to support effective speech and language therapy
- C2 Undertake appropriate assessments to diagnose and monitor the progress of service users.
- C4 Practise within the legal, ethical, policy and professional frameworks relevant to the speech and language therapy profession
- D2 Effectively manage time, organise and prioritise tasks to work effectively independently and in partnership with others
- D3 Take responsibility for own wellbeing, reflection, self-evaluation and commit to lifelong learning and professional development
- D7 Respect diversity, individual differences, cultural beliefs and customs
- E2 Promote health and wellbeing, and improve health, educational and social outcomes for people with speech, language and eating, drinking and swallowing needs.

## **Diploma in Higher Education (DipHE) Human Communication**

- A1 A comprehensive range of speech, language, communication and eating, drinking and swallowing needs and the role of speech and language therapy in their assessment, treatment and management for a range of service-users
- A2 The biomedical - physiological, biochemical, immunological, genetic, environmental and sociological determinants of health and the role of the profession in the promotion of good health and wellbeing to improve the health, educational and social outcomes of people.
- A3 Social, educational and psychological theories in relation to health behaviour and behaviour change.
- A4 The ethical, moral, regulatory and legal frameworks relating to speech and language therapy practice
- A5 The roles, responsibilities and boundaries of professional specialisms, their relevance to and interactions with speech and language therapy and interdisciplinary practice.
- B1 Source, critically appraise, analyse, evaluate, interpret and apply research to practice
- B2 Critically appraise and select relevant assessments of speech, language and eating, drinking and swallowing needs
- B3 Formulate diagnoses, implement and evaluate reasoned, evidence-based interventions and management plans to improve outcomes for people who have speech, language, communication and/or eating and drinking difficulties
- C1 Apply advanced communications skills and behaviour change practices, including using advancing technology, to support effective speech and language therapy
- C2 Undertake appropriate assessments to diagnose and monitor the progress of service users.
- C3 Plan appropriate interventions with service users and other relevant stakeholders
- D1 Demonstrate highly effective and sensitive communication skills in all contexts, including to negotiate, advocate, mediate and influence others
- D2 Effectively manage time, organise and prioritise tasks to work effectively independently and in partnership with others
- D3 Take responsibility for own wellbeing, reflection, self-evaluation and commit to lifelong learning and professional development
- D6 Within the scope of practice, work effectively in a changing environment, demonstrating adaptability, independence, resilience and maturity
- D7 Respect diversity, individual differences, cultural beliefs and customs
- E2 Promote health and wellbeing, and improve health, educational and social outcomes for people with speech, language and eating, drinking and swallowing needs.
- E3 Create environments which facilitate and enable inclusive access to services

## **Bachelor of Science (BSc) Human Communication**

*Depending on the units undertaken, it is possible to achieve several of the following learning outcomes:*

- A1 A comprehensive range of speech, language, communication and eating, drinking and swallowing needs and the role of speech and language therapy in their assessment, treatment and management for a range of service-users
- A2 The biomedical - physiological, biochemical, immunological, genetic, environmental and sociological determinants of health and the role of the profession in the promotion of good health and wellbeing to improve the health, educational and social outcomes of people.

- A3 Social, educational and psychological theories in relation to health behaviour and behaviour change.
- A4 The ethical, moral, regulatory and legal frameworks relating to speech and language therapy practice
- A5 The roles, responsibilities and boundaries of professional specialisms, their relevance to and interactions with speech and language therapy and interdisciplinary practice.
- A6 Research and information management in the development, evaluation, and enhancement of speech and language therapy.
- B1 Source, critically appraise, analyse, evaluate, interpret and apply research to practice
- B2 Critically appraise and select relevant assessments of speech, language and eating, drinking and swallowing needs
- B3 Formulate diagnoses, implement and evaluate reasoned, evidence-based interventions and management plans to improve outcomes for people who have speech, language, communication and/or eating and drinking difficulties
- B4 Monitor, assess and evaluate the effectiveness of interventions and service delivery and contribute to the evolution and enhancement of the profession.
- B5 Engage in research-related, service evaluation or audit activity, including dissemination of findings in a variety of ways to a range of stakeholders
- C1 Apply advanced communications skills and behaviour change practices, including using advancing technology, to support effective speech and language therapy, whilst respecting the needs, rights, dignity, values and autonomy of service users.
- C2 Undertake appropriate assessments to diagnose and monitor the progress of service users.
- C3 Plan appropriate interventions with service users and other relevant stakeholders
- C4 Practise safely and effectively within the legal, ethical, policy and professional frameworks relevant to the speech and language therapy profession
- C5 Demonstrate the ability to manage their self, their caseload and to plan work effectively, organising, directing and facilitating appropriate action to ensure effective use of all resources
- C6 Apply the principles of continuous professional development and research to support evidence informed practice to innovate and enhance speech and language therapy practice.
- D1 Demonstrate highly effective and sensitive communication skills in all contexts, including to negotiate, advocate, mediate and influence others
- D2 Effectively manage time, organise and prioritise tasks to work effectively independently and in partnership with others
- D3 Take responsibility for own wellbeing, reflection, self-evaluation and commit to lifelong learning and professional development
- D4 Critically evaluate information from a range of sources to problem solve and deal with complex issues systematically and creatively
- D5 Contribute to innovation and change
- D6 Within the scope of practice, work effectively in a changing environment, demonstrating adaptability, independence, resilience and maturity
- D7 Respect diversity, individual differences, cultural beliefs and customs

- D8 Make effective use of all resources including digital skills, information systems and technology to support and improve the quality-of-service provision and outcomes.
- D9 Undertake research, clinical audit and service improvement to support the adoption of best practice and the advancement of the profession
- E1 Practice as an autonomous practitioner to deliver evidence-based speech and language therapy, in compliance with regulatory, legal and ethical frameworks that govern the profession
- E2 Promote health and wellbeing, and improve health, educational and social outcomes for people with speech, language and eating, drinking and swallowing needs
- E3 Create environments which facilitate and enable inclusive access to person centred care.
- E4 Through continual and systematic reflection, promote and contribute to the development and enhancement of the profession of Speech and Language Therapy
- E5 Demonstrate leadership skills and be able to work independently and as part of a team to deliver a high-quality service to service users and stakeholders

## Course Structure

### 4. Outline of course content

The speech and language therapy degree apprenticeship provides a comprehensive pathway to meet the knowledge skills and behaviours; standards of proficiency and professional standards to register as a speech and language therapist with the Health and Care Professions Council (HCPC) and the Royal College of Speech and Language Therapy (RCSLT). This course is mapped to:

- [The apprenticeship standard for speech and language therapists from the Institute for Apprenticeships and Technical Education \(IfATE\);](#)
- [The standards of proficiency of the regulator for the profession, the Health and Care Professions Council \(HCPC\).](#)
- [The Royal College of Speech and Language Therapy curriculum guidance.](#)

This means on successful completion you would be eligible to join the professional register and become a full member of the professional body.

The aims and learning outcomes of the course are underpinned by the following four principles: professionalism, evidence-based practice, autonomy and teamwork, and person-centred care. You will develop the ability to think critically and analytically, and become resilient, evidence-based, reflective and empathetic practitioners able to respond to the complex needs of patients and service users, and make important decision in pressured environments. Under the guidance of mentors and educators, learners will have the opportunity to apply theoretical concepts in practice with service users from various backgrounds, and where appropriate collaborate with interdisciplinary healthcare teams to deliver excellent person-centred services.

The BSc (Hons) Speech and Language Therapy (Integrated Degree Apprenticeship) course consists of 17 core units:

HRA4001	The Determinants of Health
HRA4002	Foundations of Professional Practice
HRA4003	Health and Wellbeing - the role of Allied Health Professionals

#### 4. Outline of course content

SLA4011	Anatomy and Physiology for Speech and Language Therapy
SLA4012	Phonetics and Linguistics
SLA4013	SLT Clinical Practice 1: Observation and Assessment
HRA5001	Developing Professional Practice
HRA5002	Leadership and Learning in Allied Health
HRA5003	Research, Improvement and Innovation Methods
SLA5011	Acquired Communication Disorders
SLA5012	Paediatric Communication Disorders
SLA5013	SLT Clinical Practice 2: Goal-setting and Intervention-planning
HRA6001	Independent Project for Allied Health Professionals
HRA6002	The Reflexive Practitioner
SLA6011	Communication and Swallowing Needs across the Lifespan
SLA6012	Eating, Drinking and Swallowing Needs across the Lifespan
SLA6013	SLT Clinical Practice 3: Clinical Reasoning and Measuring Outcome

The course includes theoretical subjects which underpin the profession, including the study of anatomy, neurology, phonetics, phonology and linguistics, communication across the lifespan, acquired and paediatric communication disorders.

#### 5. Tripartite arrangements, placements, work-based learning and End Point Assessment (and any other special features of the course)

##### **Work-based learning and workplace supervision:**

The apprenticeship has been developed in association a range of stakeholders including with local healthcare providers and service users. Its development recognises the demand locally, regionally and nationally to grow the existing speech and language therapy workforce offering services in both NHS and private settings. This three-year apprenticeship programme offers you the opportunity to train for professional registration, with the support of an employer, whilst earning a salary. You will study part-time and work part-time. The average off the job learning time would be two days a week, plus blocks of practice-based learning.

##### **Practice-based learning**

You are required to undertake 150 sessions of 3.75 hours (562.5 hours) of practice-based learning, supported by a practice-educator, which allow you to consolidate your academic learning. The practice-based learning supports you to develop a range of transferable skills such as communication, collaboration, leadership and critical appraisal. Practice-based learning will familiarise you with and allow you to be comfortable and confident in the practice environment, with all its demands and develop the knowledge, skills and behaviours required to become a reflective autonomous practitioner.

Through these placements you will gain a variety of experiences with a wide range of client groups, under the guidance of skilled clinicians. You will gain experience of speech and language therapy within various clinical, private and voluntary settings. With the support of Practice Educators, you will observe experienced clinicians, assess and manage patients and participate in all aspects of care including case conferences, ward rounds and home visits.

Practice-based learning is included in units:

HRA4003 Health and Wellbeing - the role of Allied Health Professionals,  
SLA4013 SLT Clinical Practice 1: Observation and Assessment,

SLA5013 SLT Clinical Practice 2: Goal-setting and Intervention-planning, and  
 SLA6013 SLT Clinical Practice 3: Clinical Reasoning and Measuring Outcome.

### Tripartite review structure and process

Tripartite progress reviews take place every 12 weeks with you, your workplace supervisor, and apprenticeship tutor. This provides an opportunity to review your progress towards the targets set out in your training plan. The tri-partite reviews will consist of a discussion to:

- Check progress against the relevant apprenticeship standard, discuss personal and career development, including any successes and achievements
- Review off-the-job learning hours and attendance
- Discuss and review your learning and any additional support needs
- Agree future targets and objectives and identify any improvements that could be made, discuss the preparation for the end-point assessment.
- Identify any revisions required to the learning plan
- Feedback on the apprenticeship or any concerns about employer support, or time for off-the-job training

### Preparation for EPA and EPA overview

The EPA for this apprenticeship is the completion of the examination board and submission of documentation to HCPC. There are no additional assessments for the EPA.

### Interdisciplinary learning

Some of the units will be studied alongside apprentices from other allied health professions, allowing for interdisciplinary learning between diagnostic radiography, occupational therapy, podiatry, and speech and language therapy students. These interprofessional units cover some key concepts common to all AHP professions such as professionalism, leadership, communication skills and health behaviour. You will also cover the skills required to undertake research and quality improvement initiatives to enhance and improve practise in your chosen profession. These units will have some shared sessions but also profession specific sessions where appropriate.

## 6. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided in [Appendix 1](#).

The **KSBs and learning outcomes mapping document** provided in [Appendix 2](#) shows the relationship between ILOs for units, KSBs and the overarching ILOs of the course.

The **Course summary** provided in [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/ workload for each unit.

### Apprenticeship course structure (Also refer to Appendix 1)

	Autumn	Spring	Summer
YEAR 1 (Level 4)	HRA4001 Determinants of Health	SLA4011 Anatomy and Physiology for Speech and Language Therapy	SLA4013 SLT Clinical Practice 1: Observation and Assessment
	HRA4002 Foundations of Professional Practice	SLA4012 Phonetics and Linguistics	HRA4003 Health and Wellbeing. The Role of AHPs.

6. Course structure, levels, units credit and award			
YEAR 2 (Level 5)	SLA5011 Acquired Communication Disorders	HRA5001 Developing Professional Practice	HRA5002 Leadership and Learning in Allied Health
	SLA5012 Paediatric Communication Disorders	SLA5013 SLT Clinical Practice 2: Goal-setting and Intervention-planning	HRA5003 Research, Improvement and Innovation Methods
YEAR 3 (Level 6)	SLA6011 Communication and Swallowing Needs across the Lifespan	HRA6002 The Reflexive Practitioner	
	SLA6012 Eating, Drinking and Swallowing Needs across the Lifespan	SLA6013 SLT Clinical Practice 3: Clinical Reasoning and Measuring Outcome	
	HRA6001 Independent Project for Allied Health Professions		

7. Learning hours/ workload
<p>The total off the job learning hours are set out in the <b>Planned Learning Hours / Credits matrix</b> provided in <a href="#">Appendix 4</a>.</p> <p>This is the indicative planned off the job / protected learning time designated and planned for a typical apprentice to achieve the level of competence required to successfully achieve this apprenticeship. This is the indicative time that the apprentice will need to plan for and set aside during your paid working hours to achieve the Knowledge, Skills and Behaviours required for this course. You may need more, or less time – this time is a guide.</p> <p>Off the job learning is prescribed in the following ways;</p> <p><b>Learner contact time</b> is a broad term, referring to the amount of time learners can expect to engage with University staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a learner and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face to face (in person) through on-campus seminars, labs, studios and workshops and online, for example through Teams seminars, online discussion forums, webinars, e-mail or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified time-frame.</p> <p>Opportunities for one-to-one interaction with members of staff, during which you can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email is another example of contact time.</p> <p><b>Tutor-guided learning</b> covers specific learning activities that you are asked to undertake by a tutor, such as directed reading and review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.</p> <p><b>Work-based learning</b> – You will negotiate your mandatory off-course (both on the job and off the job) hours, based on their agreed, signed, individual training plan. This is critical and a mandatory requirement for ensuring you have the opportunity to apply knowledge, skills and behaviours from your overall academic and work-based learning into your practice.</p>

Within the work-based learning hours, you will be required to undertake 562.5 hours of practice-based learning, only one of your placements can be within your own workplace, but in a different area from your apprentice role and not under the supervision of your line manager.

**Independent study** incorporates learner-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks.

Independent study helps you build an understanding of how to manage your own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning.

This has been split into self-directed learning to be reported for your off-the-job learning log, this includes assessment preparation and completion. In addition, there are a number of elective additional self-directed learning hours that you complete as part of your 'on-the-job' hours or as part of individual study time. These are enhancement opportunities for you to pursue further learning but are outside the requirements for logging off-the-job learning hours

### **Completion of the Off-the-Job Learning Log**

You are required to maintain a live log of the activities, learning and time that you spend undertaking your apprenticeship. This record of progress and achievement will be reviewed regularly by the university to confirm that you are being provided with the protected learning time planned and you are achieving the progress planned in your Training Plan.

**Tri-partite progress reviews** take place four times every year of your apprenticeship with your coordinating workplace supervisor and university apprenticeship tutor. This meeting includes the line manager and is a formal, mandatory review of progress towards meeting the KSBs in your apprenticeship and preparation for your End-Point Assessment. This review will also review your progress in meeting the protected off the job learning required by the apprenticeship. All off-the-job learning hours must be recorded in accordance with your individual training plan. At this meeting we will review progress and set objectives for the next phase of learning. We will check that you are able to make the progress at work required and that you are on target to achieve your apprenticeship, based on your achievements in learning and at work. You and your employer will sign and return the record of this meeting and any action plans arising

More detail about apprentice workload is provided in unit specifications and in the individual learning plan document.

## **8. Staff supporting and delivering the course**

You will be taught by University academic staff and qualified professional practitioners with relevant expertise. All apprentices will be allocated an apprenticeship tutor and workplace supervisor who will lead their tripartite progress reviews.

## **9. Academic progression and assessment regulations**

The regulations for this course are the University's standard Assessment Regulations which are published here: <https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures/>

However, please note that there are some variations to the above regulations which apply specifically to this course. These variations are specified in the variants to Standard Assessment Regulations which are published in the appendix at the above link. The variations are also outlined below.

### **Proceed at Risk [exception to reg 8.1 and 8.4]**

Apprentices will not have to complete the requirements of one level before proceeding to the next.

Apprentices who have undertaken assessment/reassessment opportunities at the end of one academic year may proceed onto the next level of the course, for a period of one month, whilst awaiting the outcome of these components of assessment.

This rule is specified as 'proceed at risk'. If successful in these assessment/reassessment elements, the apprentices' progression will be formally confirmed by the relevant Assessment Board.

If unsuccessful in these assessment/reassessment components, the apprentice will not be permitted to continue further with the next academic year/level of study. An alternative outcome will be considered by the relevant Assessment Board and clearly explained to the apprentice.

#### **Provision for failed candidates - Failure and reassessment [exception to reg 12.7 and 12.12]**

Apprentices will not be eligible for a further opportunity to redeem failed units during the second reassessment period for any unit.

### **10. Employment progression routes**

Graduates from this course will be able to register as Speech and Language Therapists with the Health and Care Professions Council (HCPC). There is both national and local demand for Speech and Language Therapists, with both acute local needs for this role in NHS settings, and at a national level.

Graduates may wish to go onto specialist training such as Enhanced Clinical Practice or Advanced Clinical Practice. In addition, this qualification will provide the basis for further study such as clinical academics, doctoral study, or as a practice educator.

Units of learning and practice-based learning opportunities focus on professional practice, developing the knowledge, understanding and cognitive and practical skills to demonstrate person-centred care. Through the content of this course, you will have opportunities to develop transferable skills such as problem-solving, communication, effective use of IT, quality improvement processes, time management and research skills. In addition, career guidance and personal development opportunities are embedded throughout the apprenticeship in the units: HRA4002 Foundations of Professional Practice, HRA5001 Developing Professional Practice, and HRA6002 The Reflexive Practitioner.

### **11. Additional costs and special or unusual conditions which apply to this course**

Additional costs are mandatory or optional costs which will need to be met for full participation in and successful completion of the course. Mandatory additional costs should be met by the employer. Optional costs may be met by the apprentice. Employers and apprentices will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which apprentices and employers may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to apprentices on this course can be found in the **important information to take into account when choosing your course** available from <https://www.hsu.ac.uk/student-life/student-finances/additional-costs/>

### **12. Methods for evaluating the quality of learning and teaching**

A Course Steering Committee meeting is held at least four times a year, for every course at the University, including apprenticeship courses. Apprentice representatives are included in every Course Steering Committee meeting and have the opportunity to feedback on their learning experiences.

The Course Steering Committee is responsible for maintaining the academic standards of the course and ensuring that it operates in accordance with the approved course specification. The Course Steering Committee is also responsible for maintaining and enhance the quality of opportunities for learners on the course, ensuring that issues requiring improvement are addressed, and good practice shared.

The Course Steering Committees for apprenticeship courses have additional and specific responsibilities for monitoring and ensuring compliance with external regulatory requirements.

In addition, the quality of the University' courses is monitored and assured, both inside and outside the institution, through the following mechanisms:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years
- Appointed external examiners, who produce an annual report
- Professional body accreditation and annual reports to these bodies
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board

Apprentices have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Providing feedback via the tripartite progress review meetings
- Completing surveys annually to give feedback on individual units and on the course as a whole
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative or engaging with the elected learner representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course

### **13. Inclusivity statement**

The University is committed to being an institution where students and staff from all backgrounds can flourish. We recognise the importance of equality of opportunity and promoting diversity, in accordance with our [Equality, Diversity, Inclusion and Belonging Policy](#).

We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

The University seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

### **14. External reference points**

The course has been developed in line with the following appropriate external reference points including:

- QAA Higher Education Credit Framework for England (2021)
- QAA Characteristics Statement: Higher Education in Apprenticeships (2022)
- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024)
- ESFA Apprenticeship Accountability Framework (2023, updated 2024)
- IfATE Apprenticeship Quality Statement
- Ofsted Inspection Framework (2019, updated 2023)
- Apprenticeship standard - Speech and language therapist - ST0618 (2023)
- HCPC Standard of Proficiency for Speech and Language Therapists (2023)
- Royal College of Speech and Language Therapists – Curriculum guidance for the pre-registration education of speech and language therapists (2021)
- HCPC Standards of Education and Training Guidance (2021)
- HCPC Standards of Conduct, Performance and Conduct (2024)
- NHS Knowledge and Skills Framework (2010)
- NHS Clinical Leadership Competency Framework (2011)
- Health Education England Digital Competency Framework for UK Allied Health Professions (2020)

### 15. Internal reference points and policy frameworks

The University's Strategic Plan

The University's Course Design Framework

The University's Feedback on Assessments policy

The course conforms fully with the University's academic policies and procedures applicable to Taught Courses.

### Record of Modifications

#### Course Level

Description of Modification	Date approved	Intake to which modification applies

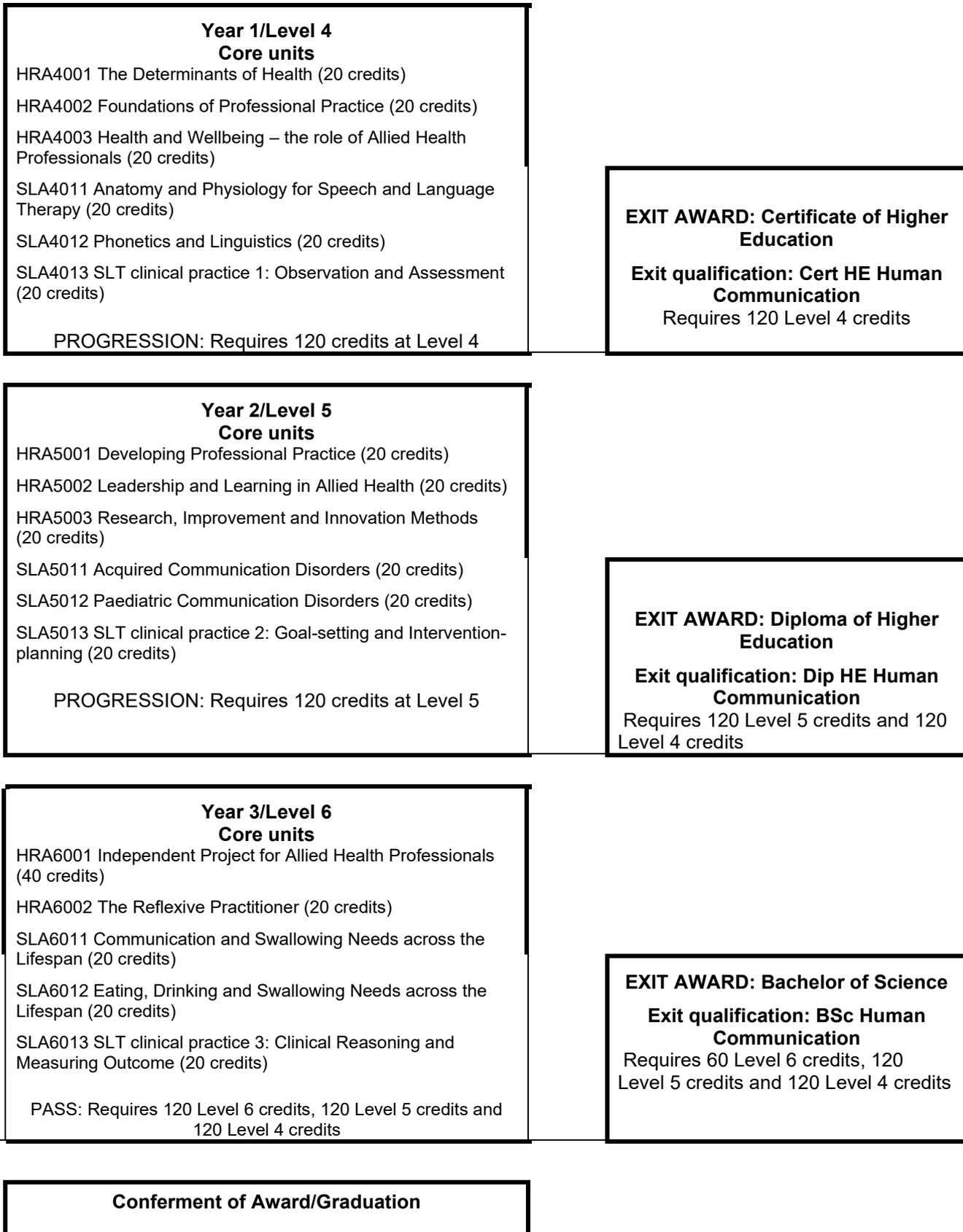
#### Unit Level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies



**Appendix 1: Course Diagram**

The level of study, units and credits required for the course and for final and exit awards are set out in this **course diagram**.



**BSc (Hons) Speech and Language Therapy  
(Integrated Degree Apprenticeship)**

**Appendix 2: KSBs and Course Learning Outcomes Mapping**

**KSBs**

The map of units to the knowledge, skills and behaviours required to demonstrate competency in the Apprenticeship Standard (this refers to the unit map included in each unit specification).

*K – Knowledge*

*S – Skills*

*B - Behaviours*

	HRA4001	HRA4002	HRA4003	SLA4011	SLA4012	SLA4013	HRA5001	HRA5002	HRA5003	SLA5011	SLA5012	SLA5013	HRA6001	HRA6002	SLA6011	SLA6012	SLA6013
K1							*							*			
K2		*															*
K3		*				*	*					*		*			*
K4		*				*						*					*
K5		*				*						*					*
K6		*				*	*					*		*			*
K7		*				*	*					*		*			*
K8							*							*	*	*	*
K9					*					*							*
K10		*					*							*			*
K11		*					*							*			*
K12		*				*	*	*				*		*			*
K13		*				*	*	*				*		*			*
K14	*	*				*						*					*
K15	*		*									*					*

	HRA4001	HRA4002	HRA4003	SLA4011	SLA4012	SLA4013	HRA5001	HRA5002	HRA5003	SLA5011	SLA5012	SLA5013	HRA6001	HRA6002	SLA6011	SLA6012	SLA6013
K16	*		*			*		*				*		*			*
K17		*					*					*					*
K18		*				*			*			*	*				*
K19		*					*					*					*
K20		*				*			*			*	*				*
K21		*	*		*	*	*			*		*					
K22		*				*	*					*					
K23		*				*	*					*					
K24					*					*	*				*	*	
K25																*	*
K26			*									*				*	*
K27												*				*	*
K28		*	*				*	*						*		*	*
K29			*			*	*	*				*		*		*	*
K30								*						*			*
K31								*						*			*
K32		*					*					*		*			*
K33							*	*						*		*	*
K34									*				*				*
K35	*			*												*	
K36			*					*						*		*	*
K37								*						*			
K38			*			*				*	*	*			*		
K39			*								*						

	HRA4001	HRA4002	HRA4003	SLA4011	SLA4012	SLA4013	HRA5001	HRA5002	HRA5003	SLA5011	SLA5012	SLA5013	HRA6001	HRA6002	SLA6011	SLA6012	SLA6013
K40					*												
K41		*		*	*					*	*						
K42										*	*						
K43										*	*						
K44										*	*	*			*	*	*
K45										*	*				*	*	
K46												*					*
K47								*					*				
K48		*						*					*				
K49																	
K50											*				*	*	
K51		*				*	*	*				*		*			*
K52		*				*	*					*		*			*
K53	*		*														
K54	*		*							*							
S1		*				*	*					*		*		*	*
S2		*	*				*	*				*	*	*			*
S3		*					*					*		*			*
S4		*	*			*	*	*				*		*			*
S5		*	*			*						*					*
S6		*	*			*						*	*				*
S7		*	*			*						*	*				*
S8		*				*						*	*				*

	HRA4001	HRA4002	HRA4003	SLA4011	SLA4012	SLA4013	HRA5001	HRA5002	HRA5003	SLA5011	SLA5012	SLA5013	HRA6001	HRA6002	SLA6011	SLA6012	SLA6013
S9		*				*						*	*				*
S10		*				*						*					*
S11		*				*	*	*				*		*			*
S12		*					*					*	*	*			*
S13		*					*						*	*			*
S14		*					*							*			*
S15		*				*	*							*			*
S16						*						*					*
S17												*			*	*	*
S18												*					*
S19			*					*				*	*				*
S20						*				*		*	*			*	*
S21						*			*	*		*	*			*	*
S22			*					*				*					*
S23							*					*		*			*
S24	*		*									*					*
S25	*		*														
S26		*				*						*					*
S27		*															*
S28			*	*		*		*			*	*	*	*		*	*
S29	*		*	*			*	*	*				*	*			
S30												*					*
S31			*			*						*					*
S32			*									*	*				*

	HRA4001	HRA4002	HRA4003	SLA4011	SLA4012	SLA4013	HRA5001	HRA5002	HRA5003	SLA5011	SLA5012	SLA5013	HRA6001	HRA6002	SLA6011	SLA6012	SLA6013
S33		*				*						*					*
S34		*				*						*					*
S35		*				*	*					*	*	*			*
S36			*			*	*	*				*		*			*
S37			*				*	*						*			*
S38							*	*				*		*			*
S39								*						*			*
S40								*						*			*
S41		*	*			*		*				*					*
S42		*	*					*									*
S43						*						*					*
S44			*			*			*	*		*				*	*
S45									*			*	*				*
S46									*				*				*
S47									*				*				*
S48												*				*	*
S49									*				*				
S50																	*
S51									*	*		*	*				*
S52									*	*		*	*				*
S53					*	*				*	*	*				*	*
S54						*				*		*					*
S55										*		*					*
S56						*				*		*				*	*

	HRA4001	HRA4002	HRA4003	SLA4011	SLA4012	SLA4013	HRA5001	HRA5002	HRA5003	SLA5011	SLA5012	SLA5013	HRA6001	HRA6002	SLA6011	SLA6012	SLA6013
S57				*					*	*			*			*	
S58													*				
S59								*			*	*			*	*	*
S60					*	*				*	*						
S61					*	*				*	*						
S62										*	*					*	
S63					*	*				*	*	*					*
S64																	*
S65		*				*						*					*
S66		*				*						*					*
S67		*				*						*					*
S68		*				*						*					*
S69	*		*									*					*
S70		*				*											
B1			*										*	*			*
B2	*	*	*			*		*				*					*
B3		*				*						*					*
B4		*				*				*		*					*
B5		*	*			*	*	*	*			*	*	*			*
B6		*				*	*	*	*			*	*	*			*

## Course Outcomes

This table shows where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template

		Course Outcomes																				
Unit Code	Level	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
HRA4001	4		TA	TA																		
HRA4002	4				TA	TA		TA					T			T	T		T	T	T	
HRA4003	4			TA									TDA		TA				TDA			
SLA4011	4		TDA															D				
SLA4012	4	TDA							TDA	D				TDA	TDA			D				D
SLA4013	4	TDA			D				TDA				D	TDA	DA			DA				
HRA5001	5					TDA							TD								TDA	
HRA5002	5			DA		TDA													TDA			
HRA5003	5						TA	TDA			TA	TA						TA				
SLA5011	5	TDA	TD					DA	TDA	TDA			TDA	TDA	D							
SLA5012	5	TDA	TD					DA	TDA	TDA				TDA	DA							
SLA5013	5	TDA	DA		DA	DA	D	DA	DA	TDA	D		TDA	TDA	TDA	DA	D		TDA	D	D	TDA
HRA6001	6						TDA	DA			TDA	TDA						TDA				
HRA6002	6					TDA							TD								TDA	
SLA6011	6	TDA	TD				TD	DA	TDA	TDA	TDA			TD	D			D				DA
SLA6012	6	TDA	TD				D	DA	TDA	TDA	TD			TD	TDA			D				DA
SLA6013	6	DA	D	DA	DA	TDA	TDA	DA	DA	DA	DA	D	DA	DA	DA	DA	TDA	DA	DA	TDA	TDA	DA
		Course Outcomes																				
Unit Code	Level	D5	D6	D7	D8	D9	E1	E2	E3	E4	E5											
HRA4001	4																					
HRA4002	4			T	T		T		T	T	T											
HRA4003	4							TD	DA	TDA	T											
SLA4011	4																					
SLA4012	4																					
SLA4013	4						D															
HRA5001	5			D						TDA												
HRA5002	5									TDA	TDA											
HRA5003	5	TA	TDA		TDA	TA	TDA		DA	TDA												
SLA5011	5						TDA															
SLA5012	5						TDA															
SLA5013	5	DA	DA	DA	DA		DA	DA	DA	DA	TDA											
HRA6001	6	TDA				TDA				TDA												
HRA6002	6			D						TDA												
SLA6011	6						TDA															
SLA6012	6						TDA															
SLA6013	6	DA	DA	DA	DA		DA	DA	DA	DA	TDA											

**Appendix 3: Course Summary**

**Course title:** BSc (Hons) Speech and Language Therapy (Integrated Degree Apprenticeship)

Unit details						Assessment Component Weightings (%)						PSRB Requirement Applies*	Estimated Off the Job Learning Hours			
Code	Title	Version	Credits	Core/Option	Pre / Co Requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		Scheduled Contact	Directed Non-Contact	Self-Directed	Total
HRA4001	The Determinants of Health	1.0	20	C	N/A	50%		50%				N	42	27.5	32	101.5
HRA4002	Foundations of Professional Practice	1.0	20	C	N/A			100%				N	52.5	25	31	108.5
HRA4003	Health and Wellbeing – the role of Allied Health Professionals	1.0	20	C	N/A			100%				N	46	0	24	70
SLA4011	Anatomy and Physiology for Speech and Language Therapy	1.0	20	C	N/A			100%				N	49	25	31	105
SLA4012	Phonetics and Linguistics	1.0	20	C	N/A	50%		50%				N	49	25	31	105
SLA4013	SLT clinical practice 1: Observation and Assessment	1.0	20	C	HRA4002			100%		P/F		Y	206.5	0	24	230.5
HRA5001	Developing Professional Practice	1.0	20	C	N/A			100%				N	12	21.5	33	66.5
HRA5002	Leadership and Learning in Allied Health	1.0	20	C	N/A			40%		60%		N	42	30	33	105
HRA5003	Research, Improvement and Innovation Methods	1.0	20	C	N/A			40%		60%		N	42	30	33	105
SLA5011	Acquired Communication Disorders	1.0	20	C	N/A					50%	50%	N	34	30	41	105
SLA5012	Paediatric Communication Disorders	1.0	20	C	N/A			60%		40%		N	34	30	41	105

Unit details						Assessment Component Weightings (%)*						PSRB Requirement Applies*	Estimated Off the Job Learning Hours			
Code	Title	Version	Credits	Core/Option	Pre / Co Requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		Scheduled Contact	Directed Non-Contact	Self-Directed	Total
SLA5013	SLT clinical practice 2: Goal-setting and Intervention-planning	1.0	20	C	SLA4013					P/F	100%	Y	206.5	0	37	243.5
HRA6001	Independent Project for Allied Health Professionals	1.0	40	C				100%				N	22.5	11	116.5	150
HRA6002	The Reflexive Practitioner	1.0	20	C				50%		50%		N	15	19	32.5	66.5
SLA6011	Communication and Swallowing needs across the Lifespan	1.0	20	C		100%						N	34	30	41	105
SLA6012	Eating, Drinking and Swallowing Needs across the Lifespan	1.0	20	C		40%		60%				N	34	30	41	105
SLA6013	SLT clinical practice 3: Clinical Reasoning and Measuring Outcome	1.0	20	C	SLA5013			100%		P/F		Y	201.5	6	43	250.5
<p>* Scheduled contact includes on-campus learning, live online learning and practice-based learning hours. Directed non-contact time includes tutor-guided learning and workplace planned learning hours.</p> <p><b>Progression requirements:</b></p> <p><b>Level 4</b> - Requires 120 credits at Level 4</p> <p><b>Level 5</b> – Requires 120 credits at Level 4 and 120 credits at Level 5</p> <p>Where the PSRB Requirements box is marked 'yes,' then it is a requirement set by the relevant professional statutory or regulatory body that <b>the pass mark must be achieved in all components of assessment to pass the unit, regardless of the overall aggregated mark.</b> (detail within the Basic Course Information, page 1)</p> <p><b>Exit qualification:</b></p> <p>BSc (Hons) Speech and Language Therapy - 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6</p> <p>BSc Human Communication – 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6</p> <p>DipHE Human Communication - 120 credits at Level 4 and 120 credits at Level 5</p> <p>CertHE Human Communication - 120 credits at Level 4</p>																

**Appendix 4: Planned Learning Hours / Credits**

The breakdown of planned learning hours in the apprenticeship required to deliver the KSBs and demonstrate competency in the Apprenticeship Standard including the calculation of *minimum* and actual planned hours over the duration.

Unit Code	Unit Name	Off the job learning hours by unit of learning					Independent Study	Total off the job learning hours by unit of learning	Tripartite progress reviews
		Learner Contact Time (Hours)		Tutor guided learning	Workplace planned learning hours				
		On-campus learning	Live online learning hours	*Logged as asynchronous online learning hours	In your workplace	Practice-based learning			
	Induction	0	14	0	0	0	0	14	0
HRA4001	The Determinants of Health	7	35	11	16.5	0	32	101.5	0
HRA4002	Foundations of Professional Practice	17.5	35	10	15	0	31	108.5	1
HRA4003	Health and Wellbeing – the role of Allied Health Professionals	7	10	0	0	29	24	70	1
SLA4011	Anatomy and Physiology for Speech and Language Therapy	14	35	15	10	0	31	105	1
SLA4012	Phonetics and Linguistics	14	35	15	10	0	31	105	0
SLA4013	SLT clinical practice 1: Observation and Assessment	14	5	0	0	187.5	24	230.5	1
	Transition Week	0	14	0	0	0	0	14	0
HRA5001	Developing Professional Practice	7	5	5	16.5	0	33	66.5	1
HRA5002	Leadership and Learning in Allied Health	7	35	18	12	0	33	105	1

HRA5003	Research, Improvement and Innovation Methods	7	35	18	12	0	33	105	0	
SLA5011	Acquired Communication Disorders	14	20	10	20	0	41	105	1	
SLA5012	Paediatric Communication Disorders	14	20	10	20	0	41	105	0	
SLA5013	SLT clinical practice 2: Goal-setting and Intervention-planning	7	5	0	0	194.5	37	243.5	1	
	Transition Week	0	14	0	0	0	0	14	0	
HRA6001	Independent Project for Allied Health Professionals	10.5	12	0	11	0	116.5	150	1	
HRA6002	The Reflexive Practitioner	7	8	8	11	0	32.5	66.5	1	
SLA6011	Communication and Swallowing Needs across the Lifespan	14	20	10	20	0	41	105	1	
SLA6012	Eating, Drinking and Swallowing across the Lifespan	14	20	10	20	0	41	105	0	
SLA6013	SLT clinical practice 3: Clinical Reasoning and Measuring Outcome	14	0	6	0	187.5	43	250.5	1	
DURATION – 35 MONTHS TRAINING AND 36 MONTHS TO END OF APPRENTICESHIP										
OTJ Total HOURS CALCULATION planned learning hours for this apprenticeship								2169.5 HOURS		