

Programme Specification: Undergraduate

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Speech and Language Therapy (Integrated Degree Apprenticeship)
Award type	Single Honours
Mode of study	Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years Entry point: January
Maximum period of registration	5 years
Location of study	Keele Campus
Accreditation (if applicable)	Accreditation from the Health and Care Professions Council (HCPC) and Royal College of Speech and Language Therapists is currently being sought.
Regulator	Office for Students (OfS); Skills England
Tuition Fees	The employer pays all course fees and no fees are charged to apprentice students. Programme price is set at the maximum funding band for this apprenticeship standard, as determined by Skills England, the government non-departmental body sponsored by the Department for Education (DFE). We reserve the right to increase price in future. Fees will be paid by the employer on behalf of the apprentice using Levy or co-funding arrangements. For further information please visit: https://www.gov.uk/government/publications/apprenticeship-funding A full breakdown of costs is set out in the training plan.

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus exclusively on this subject, Speech and Language Therapy.

All Higher and Degree Apprenticeships combine higher education study and work-based learning to enable you to achieve a higher-level award whilst in work. The integration of academic theory with experience and learning within the workplace where you have paid employment status and discrete practice-based learning placements culminate in the academic award. Higher and Degree Apprenticeships are co-designed by training and education providers and employers to ensure that you are equipped with the skills employers need and to develop your own careers.

3. Overview of the Programme

This BSc (Hons) Speech and Language Therapy apprenticeship programme is mapped to deliver the level 6 Speech and Language Therapy apprenticeship standard. Apprenticeship standards are co-designed by employers and training and education providers to ensure that you are equipped with the skills employers require. All higher and degree apprenticeships combine work-based learning with part-time study and lead to a recognised qualification. The programme has been designed for delivery in a work-based learning context, where learning and assessments provide opportunities for you to apply your learning into your workplace context and beyond.

Throughout the programme we will work with you and your employer to ensure that you progress through your apprenticeship. This will involve regular (4 per year) tripartite review meetings, between you, your employer and a member of the programme team. To meet the robust academic learning and in line with the Royal College of Speech and Language Therapists (RCSLT) expectations, you will spend 40% of your time engaged in off-the-job academic study. Approximately 20% (one day per week) will be delivered through online asynchronous teaching (with 6 in situ days per year), 20% of your time (one day per week) is allocated for guided study and placement and 60% is carried out with your employer. Throughout your apprenticeship, you and your employer will have access to APTEM, our apprenticeships management system, where you will be required to sign and submit documents to demonstrate your progress and adhere to compliance requirements.

Achievement of the apprenticeship is through the End Point Assessment (EPA) and further details are provided in the section titled 'How is the programme assessed?' The End Point Assessment (EPA) for this programme is integrated.

Speech and Language Therapy provides treatment, support and care for individuals of all ages who have difficulty with speech, language, communication or with eating, drinking and swallowing. Speech and Language Therapists apply their knowledge and skills to transform the communication, eating, drinking and swallowing abilities of individuals, groups and communities with difficulties in these areas. They do this by assessing, treating and managing speech, language and communication problems in adults and children. They also assess, treat and develop tailored treatment plans to support people who have eating, drinking and swallowing problems as well as contributing to the prevention and self-management of speech, language and swallowing difficulties. Speech and Language Therapists work in a variety of settings with a diverse range of individuals, health care professionals, education staff and psychologists to develop holistic, individualised treatment plans (Royal College of Speech and Language Therapists, 2022).

This BSc (Hons) Speech and Language Therapy degree apprenticeship programme aims to facilitate the development of graduates who are effective, evidence based, and innovative Speech and Language Therapists prepared for the breadth of contemporary Speech and Language Therapy practice. The programme enables apprentices to develop the competencies and standards of proficiency, knowledge, skills, behaviours and values required to become a Speech and Language Therapist, alongside the further development of their academic, professional and leadership skills.

The programme has been designed to promote autonomy in learning and practice, as you are encouraged to take responsibility for planning and implementing your continuing professional development. The curriculum is aligned with the principles of CPD and lifelong learning (Broughton and Harris, 2019) and utilises the Professional Development Framework (RCSLT, 2023) as a resource within teaching and academic mentor sessions.

The programme will support you to gain the competencies required for speech and language therapy practice. The programme aims to support the development of a strong sense of professional identity, professionalism and core professional knowledge and skills.

As a professionally regulated programme the BSc (Hons) Speech and Language Therapy apprenticeship programme and its learners are subject to the Fitness to Practice regulation (Regulation B5) and Health and Conduct processes if required. Further details of these can be found online at [Regulation B5](#).

4. Aims of the programme

The programme aims to enable the development of the knowledge, skills, behaviours and values that underpin contemporary speech and language therapy practice and develop competence in applying clinical skills to the practice of speech and language therapy. Throughout the programme there will be opportunities to the different domains of knowledge, skills, values and behaviours to specific clinical contexts.

The broad aims of the programme are to enable you to:

- safely and effectively practice, working within legal and ethical boundaries, in accordance with professional and governing bodies.
- develop an understanding of the profession's philosophy, values and beliefs, theoretical knowledge base and research underpinning speech and language therapy practice.
- demonstrate professional competence and confidence in the assessment and management of speech, language and communication and eating, drinking and swallowing difficulties and/or disorders.
- demonstrate an awareness of the value of roles of different members of the multi-professional teams and their contribution to the management of speech, language and communication and eating, drinking and swallowing difficulties and/or disorders.
- become an independent life-long learner who engages in continuing professional development with the ability to reflect and evaluate your own clinical practice.
- develop skills in critical thinking, professional reasoning, research and leadership.
- practice in an inclusive, anti-oppressive manner, reflecting and evaluating your own practice, health and wellbeing and seeking support as necessary to assure the quality of and fitness to practice.
- become a non-discriminatory, non-judgmental advocate and ally for service users and advocate of the profession, promoting change towards a more inclusive and participatory society.

5. What you will learn

The programme is designed to provide education and training that is approved by the Health and Care Professions Council (HCPC) and accredited by the Royal College of Speech and Language Therapists (RCSLT), therefore allowing the title of 'Speech and Language Therapist' to be awarded. While the HCPC determines fitness to practice, the RCSLT determines fitness for the profession and sets standards for speech and language therapy practice.

The BSc Speech and Language Therapy apprenticeship programme at Keele will, in an environment of reflection and research awareness, enable apprentices to develop into autonomous professionals who are able to initiate and respond to change in a wide variety of settings. Apprentices will develop the attributes of a competent practitioner underpinned by knowledge and skills which enable the delivery of high quality, safe, integrated and effective care.

The programme is designed to meet the HCPC Standards of Education and Training, therefore graduates of the programme will be equipped to meet the

- HCPC Standards of Proficiency - Speech and Language Therapy (2023)
- HCPC Standards of Conduct, Performance and Ethics (2024)

The programme is designed to meet the expected knowledge, skills and values of new graduates entering the speech and language therapy workforce as outlined in the RCSLT curriculum guidance. Furthermore, the course is mapped to the RCSLT's five Core Capabilities (2021) which are foundational to the practice of speech and language therapy. The five Core Capabilities are:

Core Capability 1 (CC1) Communication - Learners develop the knowledge, skills and behaviours required to:

- support service users in developing their abilities
- support the abilities and methods that others use in their communication with service users
- demonstrate adaptability, self-awareness and sensitivity in their own interactions with service users and with members of their teams and other agencies

Core Capability 3 (CC3) Leadership and lifelong learning - Learners develop the knowledge, skills and behaviours required to:

- keep pace with the clinical and professional landscape and respond proactively, leading innovation within their area of practice
- become confident at engaging with new ideas, to build resilience even in challenging times, and to pave the way for others to do the same
- engage in professional networks - essential to the development of the leadership skills needed to innovate and drive improvements in service delivery.

Core Capability 4 (CC4) Research and evidence-based practice - Learners develop the knowledge, skills and behaviours required to:

- identify, critically evaluate, and contribute to the body of professional knowledge and best practice
- deliver service-user-focused, evidenced-informed and professionally reasoned practice by accessing, evaluating, applying and informing the latest evidence
- deliver evidence-informed and professionally reasoned practice at a theoretical level in the classroom and at a practical level through placement experience

- reflecting on learning and practice in order to develop their professional knowledge and skills base

Core Capability 5 (CC5) Professional autonomy and accountability - where apprentices will develop the knowledge, skills and behaviours required to:

- be autonomous and accountable for their practice
- develop insight into the professional scope of practice by working with integrity and with commitment to continuous reflective practice

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful apprentices will be able to demonstrate knowledge and understanding of:

- Assessment, intervention and management of a range of speech, language, communication and eating, drinking and swallowing difficulties.
- Disciplines underpinning speech and language therapy professional practice, including linguistics, phonology, psychology and biomedical sciences.
- The scope and breadth of contemporary speech and language therapy practice.
- Inclusive communication approaches, how to advise and support others to communicate effectively with service users and adapt environments accordingly and collaborate to improve health, educational and social outcomes for people with speech, language and swallowing difficulties.
- Person-centred practice and inclusion within speech and language therapy practice
- The role of research and enquiry in the enhancement of speech and language therapy practice.

Subject specific skills

Successful apprentices will be able to:

- Demonstrate autonomous and competent speech and language therapy practice in order to optimise the quality of life and minimise the impact of impairments of those they work with in a range of practice settings.
- Identify, select, critically justify, and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs.
- Formulate specific and appropriate management plans, including the setting of timescales and outcome measures used in contemporary and diverse speech and language therapy practice.
- Demonstrate a critical appraisal of the concepts and theories which underpin speech and language therapy practice.
- Synthesise clinical information in order to inform and critique speech and language therapy practice in relation to health and wellbeing and health promotion for society, groups and individuals of all ages.
- Comply and act in accordance with regulatory, legal and ethical frameworks that govern speech and language therapy practice.

Key or transferable skills (including employability skills)

Successful apprentices will be able to:

- Demonstrate effective and sensitive interpersonal and communication skills to develop and maintain effective therapeutic relationships with people.
- Use critical reflection skills, Continuing Professional Development and lifelong learning to become an effective, autonomous practitioner.
- Demonstrate critical reflection and thinking, resilience, resourcefulness and emotional intelligence.
- Effectively search for, identify and critically appraise relevant evidence to support and underpin practice.
- Develop research questions, justify and implement appropriate methods of investigation, data collection, analysis and dissemination of findings.
- Contribute to planning and implementing programmes and initiatives that share/complement goals across professions and contexts, valuing and respecting other professional identities.
- Demonstrate project management, report writing and effective presentation skills.

Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, environmental and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

6. How is the programme taught?

The BSc (Hons) Speech and Language Therapy apprenticeship programme has been designed to be delivered through online synchronous and asynchronous teaching with a small number (approximately 6) of on campus days per year. Synchronous scheduled learning activities include interactive lectures, workshops and seminars. The small number of days on campus per year will allow for practical classes. Synchronous and asynchronous teaching is designed to encourage and maximise meaningful learner engagement, deep learning and add value to the learning experience. The programme also embraces the integration of academic learning to your workplace through 'on the job' learning activities and workbooks.

Collaborative spaces through the Keele Virtual Learning Environment (KLE) and /or MS Teams will provide opportunities for engagement prior to or following sessions. The use of MS Teams allows for lectures to be recorded, allowing you to revisit sessions at a time that is convenient to you. It also offers additional opportunities to engage in learning where you may be unable to attend sessions because of illness. The integration of universal design for learning strategies within the curriculum also provides you with equal opportunities for success and enhances accessibility. All content and resources are designed to be accessible and promote inclusion.

During discrete practice-based learning placements, you are supported by a qualified speech and language therapist. Subject specialists from speech and language therapy practice and service users are invited to support the teaching and learning in a number of modules within the programme.

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- Web-based learning using the Keele Learning Environment (KLE): this medium is used by all modules and provides a platform for apprentices to share online discussions and to access a wide range of learning resources. The application MS Teams will support all synchronous online learning.
- Lectures where the lecturer provides you a framework and context for further reading and independent study. Various lecture formats will be adopted including for example, interactive lectures designed to engage you actively in your learning with the use of audience response systems and a range of other media; at other times external speakers may be invited. These individuals may be patients/ service users, clinicians, active researchers, academics in the field of speech and language therapy and related education, health and social care practice and the private, independent, and voluntary sector organisations; all offer invaluable perspectives designed to enhance your practice.
- Practice based learning enables you to develop practical and professional skills under the supervision of a designated practice educator(s).
- Small group workshops where you will work with your peers to, for example, critically appraise papers relating to some aspect of speech and language therapy practice. Other approaches might involve working together over an extended period, to develop a piece of work, for example, an intervention approach and management plan which apprentices may then subsequently present and justify.
- Independent study will be required in each module; some study will be guided by tutors where necessary but will also be self-directed in relation to the various demands of each module and its assessment. This type of learning may be facilitated by use of various resources such as work packages and access to specific web-based programmes. The development of a workbook will also be used as a vehicle for learning. Independent study also forms an important part of the development of the final year research project, which is supported by a designated member of the academic staff.

As well as these formal activities, you are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs you may have, with your academic mentor or module lecturers on a one-to-one basis. These sessions also offer you the opportunity to receive further feedback related to assessed work and support the development of strategies to manage your learning (e.g. updating learning plans and the use of portfolios).

7. Teaching Staff

The academic staff contributing to the programme are drawn from the University's School of Allied Health Professions and Pharmacy (SAHPP) and the Language Centre along with contributions from specialist experts

including service users when appropriate. The school team includes professors, senior lecturers, lecturers, teaching fellows and academic related staff. All current permanent academic staff are Fellows of the Higher Education Academy (HEA) or working towards their fellowship. All current permanent academic staff who teach on the programme hold academic qualifications to at least master's degree level, and many staff hold or are working towards a doctoral qualification. All staff who are speech and language therapists are HCPC registered and have had experience working in the National Health Service (NHS) and other areas of speech and language therapy practice. The academic staff group also currently includes physiotherapists, radiographers, prosthetists and orthotists and occupational therapists. The staff group has extensive experience of teaching at undergraduate and postgraduate level and includes individuals with expertise in learning and teaching as well as research. The work of research-active staff has been widely published and shared via conference presentations.

The practice-based learning component of the programme is facilitated and assessed by a range of practice educators. These are suitably experienced qualified speech and language therapists working across a broad range of practice environments. All practice educators will have undertaken practice educator training prior to supervising you on placement.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the structure of the Programme?

The programme commences in January and the academic taught component of the programme is studied part-time over three calendar years. There are 3 discrete practice-based learning placements within the programme, and these are completed on a full-time basis.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study, and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of learner effort. An outline of the structure of the programme is provided in the tables below.

Within the BSc (Hons) Speech and Language Therapy apprenticeship programme all modules are compulsory modules, i.e. modules that you are required to study on this course. There are no optional modules available within the programme.

The following table shows the modules in the order in which they are studied:

Compulsory modules	Module code	FHEQ Level	Credits	Period
Year 1				
Clinical and Professional Development 1	SLT-10015	4	30	Sem 2-3
Linguistics, Phonetics and Phonology	SLT-10019	4	30	Sem 2-3
Language Acquisition and Psychology for Speech and Language Therapy	SLT-10021	4	15	Sem 2
Biomedical Science for Speech and Language Therapy	SLT-10023	4	15	Sem 3-1
Introduction to Clinical Research	SLT-10017	4	15	Sem 3-1
Health and Wellbeing	SLT-10025	4	15	Sem 1
Total			120	
Year 2				
Developmental Speech and Language Disorders	SLT-20015	5	30	Sem 2-3
Clinical and Professional Development 2	SLT-20017	5	30	Sem 2-3-1
Dysphagia	SLT-20021	5	15	Sem 2
Acquired Speech and Language Disorders	SLT-20023	5	15	Sem 2-3
Clinical Phonetics and Linguistics	SLT-20019	5	15	Sem 1
Clinical Research 2	SLT-20025	5	15	Sem 3-1
Total			120	
Year 3				
Conditions across the lifespan	SLT-30015	6	30	Sem 2-3
Conducting Research and Service Evaluation	SLT-30017	6	30	Sem 2-3-1
Acquired Communication Disorders	SLT-30019	6	15	Sem 2
Clinical and Professional Development 3	SLT-30021	6	30	Sem 3-1
Leadership and Lifelong learning	SLT-30023	6	15	Sem 3-1
Total			120	

For further information on the content of modules currently offered, please visit:

<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

A summary of the credit requirements per year is as follows:

Year	Compulsory	Optional	
		Min	Max
Level 4	120	0	0
Level 5	120	0	0
Level 6	120	0	0

The module lists shown below are for reference only. Please see the table above for the modules in the order in which they are delivered.

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Introduction to Clinical Research	SLT-10017	15	Semester 1
Health and Wellbeing	SLT-10025	15	Semester 1
Language acquisition and psychology for speech and language	SLT-10021	15	Semester 2
Clinical and professional development 1	SLT-10015	30	Semester 2-3
Linguistics, Phonetics and Phonology	SLT-10019	30	Semester 2-3
Biomedical Science for Speech and Language Therapy	SLT-10023	15	Semester 3

NB: Biomedical Science for Speech and Language Therapy (SLT-10023) runs from Semester 3 (Summer) to Semester 1 (Autumn) of the following year.

Level 5

Compulsory modules	Module Code	Credits	Period
Clinical Phonetics and Linguistics	SLT-20019	15	Semester 1
Developmental speech and language disorders	SLT-20015	30	Semester 1-2
Dysphagia	SLT-20021	15	Semester 2
Acquired Speech and Language Disorders	SLT-20023	15	Semester 2-3
Clinical Research 2	SLT-20025	15	Semester 3
Clinical and professional development 2	SLT-20017	30	Year 1

NB: Clinical Research 2 (SLT-20025) runs from Semester 3 (Summer) to Semester 1 (Autumn) of the following year.

Level 6

Compulsory modules	Module Code	Credits	Period
Acquired Communication Disorders	SLT-30019	15	Semester 2
Conditions across the lifespan	SLT-30015	30	Semester 2-3
Clinical and professional development 3	SLT-30021	30	Semester 3
Leadership and lifelong learning	SLT-30023	15	Semester 3
Conducting Research and Service Evaluation	SLT-30017	30	Year 1

NB: the modules Leadership and lifelong learning (SLT-30023) and Clinical and professional development 3 (SLT-30021) run from Semester 3 (Summer) to Semester 1 (Autumn) of the following year.

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 4

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate knowledge of understanding of assessment, intervention and management of a range of speech, language, communication and eating, drinking and swallowing difficulties.	Clinical and professional development 1 - SLT-10015
Demonstrate knowledge and understanding of the disciplines underpinning speech and language therapy professional practice, including linguistics, phonology, psychology and biomedical sciences.	Linguistics, Phonetics and Phonology - SLT-10019 Language acquisition and psychology for speech and language - SLT-10021 Biomedical Science for Speech and Language Therapy - SLT-10023
Understand the scope and breadth of contemporary speech and language therapy practice.	Clinical and professional development 1 - SLT-10015
Demonstrate knowledge of inclusive communication approaches, how to advise and support others to communicate effectively with service users and adapt environments accordingly and collaborate to improve health, educational and social outcomes for people with speech, language and swallowing difficulties.	Health and Wellbeing - SLT-10025
Demonstrate knowledge of person-centred practice and inclusion within speech and language therapy practice	Clinical and professional development 1 - SLT-10015 Biomedical Science for Speech and Language Therapy - SLT-10023
Understand the role of research and enquiry in the enhancement of speech and language therapy practice.	Introduction to Clinical Research - SLT-10017 Language acquisition and psychology for speech and language - SLT-10021

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Demonstrate autonomous and competent speech and language therapy practice in order to optimise the quality of life and minimise the impact of impairments of those they work with in a range of practice settings.	Clinical and professional development 1 - SLT-10015
Identify, select, critically justify, and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs.	Clinical and professional development 1 - SLT-10015 Linguistics, Phonetics and Phonology - SLT-10019 Biomedical Science for Speech and Language Therapy - SLT-10023
Formulate specific and appropriate management plans, including the setting of timescales and outcome measures used in contemporary and diverse speech and language therapy practice. 2	Clinical and professional development 1 - SLT-10015
Demonstrate a critical appraisal of the concepts and theories which underpin speech and language therapy practice. 2	Linguistics, Phonetics and Phonology - SLT-10019 Language acquisition and psychology for speech and language - SLT-10021
Synthesise clinical information in order to inform and critique speech and language therapy practice in relation to health and wellbeing and health promotion for society, groups and individuals of all ages.	Introduction to Clinical Research - SLT-10017 Health and Wellbeing - SLT-10025
Comply and act in accordance with regulatory, legal and ethical frameworks that govern speech and language therapy practice.	Clinical and professional development 1 - SLT-10015

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Demonstrate effective and sensitive interpersonal and communication skills to develop and maintain effective therapeutic relationships with people.	Clinical and professional development 1 - SLT-10015
Use critical reflection skills, Continuing Professional Development and lifelong learning to become an effective, autonomous practitioner.	Clinical and professional development 1 - SLT-10015
Demonstrate critical reflection and thinking, resilience, resourcefulness and emotional intelligence.	Clinical and professional development 1 - SLT-10015
Effectively search for, identify and critically appraise relevant evidence to support and underpin practice.	Introduction to Clinical Research - SLT-10017
Develop research questions, justify and implement appropriate methods of investigation, data collection, analysis and dissemination of findings.	Introduction to Clinical Research - SLT-10017
Contribute to planning and implementing programmes and initiatives that share/complement goals across professions and contexts, valuing and respecting other professional identities.	Clinical and professional development 1 - SLT-10015 Health and Wellbeing - SLT-10025
Demonstrate project management, report writing and effective presentation skills	Clinical and professional development 1 - SLT-10015

Level 5

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate knowledge of understanding of assessment, intervention and management of a range of speech, language, communication and eating, drinking and swallowing difficulties.	Developmental speech and language disorders - SLT-20015 Clinical and professional development 2 - SLT-20017 Clinical Phonetics and Linguistics - SLT-20019 Dysphagia - SLT-20021
Demonstrate knowledge and understanding of the disciplines underpinning speech and language therapy professional practice, including linguistics, phonology, psychology and biomedical sciences.	Clinical and professional development 2 - SLT-20017 Clinical Phonetics and Linguistics - SLT-20019 Dysphagia - SLT-20021
Understand the scope and breadth of contemporary speech and language therapy practice.	Developmental speech and language disorders - SLT-20015 Clinical and professional development 2 - SLT-20017 Clinical Phonetics and Linguistics - SLT-20019 Dysphagia - SLT-20021 Acquired Speech and Language Disorders - SLT-20023
Demonstrate knowledge of inclusive communication approaches, how to advise and support others to communicate effectively with service users and adapt environments accordingly and collaborate to improve health, educational and social outcomes for people with speech, language and swallowing difficulties.	Developmental speech and language disorders - SLT-20015 Clinical and professional development 2 - SLT-20017 Clinical Phonetics and Linguistics - SLT-20019 Dysphagia - SLT-20021 Acquired Speech and Language Disorders - SLT-20023
Demonstrate knowledge of person-centred practice and inclusion within speech and language therapy practice	Developmental speech and language disorders - SLT-20015 Clinical and professional development 2 - SLT-20017 Clinical Phonetics and Linguistics - SLT-20019 Dysphagia - SLT-20021 Acquired Speech and Language Disorders - SLT-20023
Understand the role of research and enquiry in the enhancement of speech and language therapy practice.	Clinical Research 2 - SLT-20025

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Demonstrate autonomous and competent speech and language therapy practice in order to optimise the quality of life and minimise the impact of impairments of those they work with in a range of practice settings.	Clinical and professional development 2 - SLT-20017
Identify, select, critically justify, and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs.	Developmental speech and language disorders - SLT-20015 Clinical and professional development 2 - SLT-20017 Clinical Phonetics and Linguistics - SLT-20019 Dysphagia - SLT-20021 Acquired Speech and Language Disorders - SLT-20023
Formulate specific and appropriate management plans, including the setting of timescales and outcome measures used in contemporary and diverse speech and language therapy practice. 2	Developmental speech and language disorders - SLT-20015 Clinical and professional development 2 - SLT-20017 Clinical Phonetics and Linguistics - SLT-20019 Dysphagia - SLT-20021 Acquired Speech and Language Disorders - SLT-20023
Demonstrate a critical appraisal of the concepts and theories which underpin speech and language therapy practice. 2	Developmental speech and language disorders - SLT-20015 Clinical and professional development 2 - SLT-20017 Clinical Phonetics and Linguistics - SLT-20019 Dysphagia - SLT-20021 Acquired Speech and Language Disorders - SLT-20023
Synthesise clinical information in order to inform and critique speech and language therapy practice in relation to health and wellbeing and health promotion for society, groups and individuals of all ages.	Clinical and professional development 2 - SLT-20017 Dysphagia - SLT-20021 Acquired Speech and Language Disorders - SLT-20023
Comply and act in accordance with regulatory, legal and ethical frameworks that govern speech and language therapy practice.	Clinical and professional development 2 - SLT-20017

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Demonstrate effective and sensitive interpersonal and communication skills to develop and maintain effective therapeutic relationships with people.	Clinical and professional development 2 - SLT-20017
Use critical reflection skills, Continuing Professional Development and lifelong learning to become an effective, autonomous practitioner.	Clinical and professional development 2 - SLT-20017
Demonstrate critical reflection and thinking, resilience, resourcefulness and emotional intelligence.	Clinical and professional development 2 - SLT-20017
Effectively search for, identify and critically appraise relevant evidence to support and underpin practice.	Developmental speech and language disorders - SLT-20015 Dysphagia - SLT-20021 Acquired Speech and Language Disorders - SLT-20023 Clinical Research 2 - SLT-20025
Develop research questions, justify and implement appropriate methods of investigation, data collection, analysis and dissemination of findings.	Clinical Research 2 - SLT-20025
Contribute to planning and implementing programmes and initiatives that share/complement goals across professions and contexts, valuing and respecting other professional identities.	Developmental speech and language disorders - SLT-20015 Clinical and professional development 2 - SLT-20017 Dysphagia - SLT-20021 Acquired Speech and Language Disorders - SLT-20023
Demonstrate project management, report writing and effective presentation skills	Clinical and professional development 2 - SLT-20017 Clinical Phonetics and Linguistics - SLT-20019 Clinical Research 2 - SLT-20025

Level 6

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate knowledge of understanding of assessment, intervention and management of a range of speech, language, communication and eating, drinking and swallowing difficulties.	Conditions across the lifespan - SLT-30015 Acquired Communication Disorders - SLT-30019 Clinical and professional development 3 - SLT-30021
Demonstrate knowledge and understanding of the disciplines underpinning speech and language therapy professional practice, including linguistics, phonology, psychology and biomedical sciences.	Conditions across the lifespan - SLT-30015 Conducting Research and Service Evaluation - SLT-30017
Understand the scope and breadth of contemporary speech and language therapy practice.	Conditions across the lifespan - SLT-30015 Acquired Communication Disorders - SLT-30019 Clinical and professional development 3 - SLT-30021
Demonstrate knowledge of inclusive communication approaches, how to advise and support others to communicate effectively with service users and adapt environments accordingly and collaborate to improve health, educational and social outcomes for people with speech, language and swallowing difficulties.	Conditions across the lifespan - SLT-30015 Acquired Communication Disorders - SLT-30019 Clinical and professional development 3 - SLT-30021
Demonstrate knowledge of person-centred practice and inclusion within speech and language therapy practice	Conditions across the lifespan - SLT-30015 Acquired Communication Disorders - SLT-30019 Clinical and professional development 3 - SLT-30021
Understand the role of research and enquiry in the enhancement of speech and language therapy practice.	Conducting Research and Service Evaluation - SLT-30017

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Demonstrate autonomous and competent speech and language therapy practice in order to optimise the quality of life and minimise the impact of impairments of those they work with in a range of practice settings.	Clinical and professional development 3 - SLT-30021
Identify, select, critically justify, and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs.	Conditions across the lifespan - SLT-30015 Acquired Communication Disorders - SLT-30019 Clinical and professional development 3 - SLT-30021
Formulate specific and appropriate management plans, including the setting of timescales and outcome measures used in contemporary and diverse speech and language therapy practice. 2	Conditions across the lifespan - SLT-30015 Acquired Communication Disorders - SLT-30019 Clinical and professional development 3 - SLT-30021
Demonstrate a critical appraisal of the concepts and theories which underpin speech and language therapy practice. 2	Conditions across the lifespan - SLT-30015 Acquired Communication Disorders - SLT-30019 Clinical and professional development 3 - SLT-30021
Synthesise clinical information in order to inform and critique speech and language therapy practice in relation to health and wellbeing and health promotion for society, groups and individuals of all ages.	Conditions across the lifespan - SLT-30015 Acquired Communication Disorders - SLT-30019 Clinical and professional development 3 - SLT-30021
Comply and act in accordance with regulatory, legal and ethical frameworks that govern speech and language therapy practice.	Conditions across the lifespan - SLT-30015 Acquired Communication Disorders - SLT-30019 Clinical and professional development 3 - SLT-30021

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Demonstrate effective and sensitive interpersonal and communication skills to develop and maintain effective therapeutic relationships with people.	Clinical and professional development 3 - SLT-30021
Use critical reflection skills, Continuing Professional Development and lifelong learning to become an effective, autonomous practitioner.	Clinical and professional development 3 - SLT-30021 Leadership and lifelong learning - SLT-30023
Demonstrate critical reflection and thinking, resilience, resourcefulness and emotional intelligence.	Clinical and professional development 3 - SLT-30021 Leadership and lifelong learning - SLT-30023
Effectively search for, identify and critically appraise relevant evidence to support and underpin practice.	Conditions across the lifespan - SLT-30015 Acquired Communication Disorders - SLT-30019 Clinical and professional development 3 - SLT-30021
Develop research questions, justify and implement appropriate methods of investigation, data collection, analysis and dissemination of findings.	Conducting Research and Service Evaluation - SLT-30017
Contribute to planning and implementing programmes and initiatives that share/complement goals across professions and contexts, valuing and respecting other professional identities.	Conditions across the lifespan - SLT-30015 Acquired Communication Disorders - SLT-30019
Demonstrate project management, report writing and effective presentation skills	Conducting Research and Service Evaluation - SLT-30017 Clinical and professional development 3 - SLT-30021 Leadership and lifelong learning - SLT-30023

9. Final and intermediate awards

By committing to an apprenticeship, you are committing to work towards achieving the final award for the programme. The End Point Assessment must be passed in order to gain the final award title of BSc (Hons) Speech and Language Therapy.

Credits required for each level of academic award are as follows:

BSc (Hons) Speech and Language Therapy	360 credits	You will require 360 credits plus a minimum of 562.5 successfully completed hours of practice-based learning. Graduates are eligible to apply for registration with the HCPC and then use the protected title of 'Speech and Language Therapist'
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher. NB: The title of any such award will not include the title speech and language therapy. This award does not confer eligibility to apply for registration with the HCPC and recipients are not entitled to practice speech and language therapy.
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher. NB: The title of any such award will not include the title speech and language therapy. This award does not confer eligibility to apply for registration with the HCPC and recipients are not entitled to practice speech and language therapy.

10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay

particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. Assessment methods including direct observation during discrete practice-based learning placements, support the development of your knowledge, skills and professional conduct and are congruent with the programme learning outcomes. The content and variety of assessments utilised within the programme also reflect the knowledge, skills and behaviours that future speech and language therapists will require. They are therefore authentic, linked to applied learning and develop skills for future employability. Variety in assessment also offers apprentices with different learning styles opportunities to excel. Assessments have been designed to ensure that workload is balanced, manageable and well-paced during the year.

The following list is representative of the variety of assessment methods used on your programme:

- **Written work/ assignments** test the quality and application of subject knowledge. In addition, they allow you to demonstrate your ability to carry out basic literature searches, communicate your ideas effectively in writing and support your arguments with appropriate referencing. Written assessments vary in length depending upon the module.
- **Written examinations** are designed to test your knowledge and ability to apply that knowledge appropriately to professional practice.
- **Reflective assignments** enable you to develop the essential skills of reflective learning and practice and support professional portfolio development. These are fundamental skills used by all health and social care professionals as part of their continuing professional development.
- **Oral exams / presentations / Vivas** assess your subject knowledge and understanding. They may also be used to test your ability to work effectively as a member of a team, to communicate what you know orally and visually, and to reflect on these processes as part of your own personal development. Verbally presenting information is also a key skill required by health and social care professionals in practice and oral presentations offer you the opportunity to practice these skills in preparation for practice-based learning.
- **Research project** is a learner led piece of independent research. Nominated supervisors support you throughout the process, which includes gaining ethical approval from the Student Project Ethics Committee (SPEC) within the School of Allied Health Professions and Pharmacy or other appropriate ethics committees. This assessment develops your capacity as an independent learner and your ability to engage in the research process. It also supports the development of digital and IT skills when using software packages for presentation and data analysis (e.g. Excel, SPSS, NVivo, etc).
- **Practice based learning assessment** is undertaken during discrete practice-based learning modules and enables you to demonstrate safe, competent and effective professional practice. Achievement in practice-based learning is assessed and graded by qualified speech and language therapists who have been trained to become a practice educator. You must successfully complete a minimum of 562.5 hours of assessed practice-based learning which must be completed outside of your own work setting.
- **End Point Assessment** (EPA) assesses whether you have successfully completed the apprenticeship, and is based on the same professional knowledge, skills and behaviours as the occupational standard. This apprenticeship has a fully integrated EPA. The EPA period will start, and the EPA be arranged, once the employer and the University are satisfied that you are consistently working at or above the level set out in the occupational standard and all of the pre-requisite gateway requirements for EPA have been met. It is expected that the gateway will be reached on completion of the final module (Research Project (Apprenticeship Programme)) and before the apprenticeship programme examination board. The University will confirm at an Award Board which learners have met the gateway criteria.

[Link to the End Point Assessment Plan](#) and the [Apprenticeship Standard](#).

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

In this apprenticeship programme at Keele, you will experience a mixture of contact time and variety in assessment dependent on the module. The figures below are an example of activities that you may expect, by year stage of study. Contact time includes scheduled activities such as: lectures, seminars, tutorials, project supervision, demonstrations, practical classes, and practice-based learning placements. As part of their apprenticeship agreement, employers must provide apprentices with 40% of their time "off the job" to support their apprenticeship programme of academic study. Whilst 'on the job' you will be required to apply your knowledge, skills and behaviours to your work practice by completing learning activities, workbooks etc. You will

also have to undertake regular tripartite meetings and undertake the gateway meeting to complete your integrated End Point Assessment.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	17%	70.5%	12.5%
Year 2 (Level 5)	17.8%	63.4%	18.8%
Year 3 (Level 6)	15.3%	66%	18.8%

12. Accreditation

This programme seeks approval from the Health and Care Professions (HCPC) and accreditation by the Royal College of Speech and Language Therapists (RCSLT).

Please note the following:

Graduates of the BSc Speech and Language apprenticeship programme are eligible to apply for registration with the Health and Care Professions Council (HCPC). In order to use the title 'speech and language therapist' a practitioner must be registered with the HCPC. HCPC registration is a prerequisite for employment as a speech and language therapist in the UK NHS. The programme meets the requirements of the HCPC standards of Education and Training (2014).

13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at:

<http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

14. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme:

<https://www.keele.ac.uk/study/>

Under UK Government rules, apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). An apprentice cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the apprenticeship learner. All applicants must be employed in a role related to the subject matter of the apprenticeship and be sponsored by their employer. Applications can only be made through the sponsoring employer. The University will consider all such applications and will have the final decision whether to accept the applicant for entry to the programme.

The recommended entry requirements for entry to the programme are:

- 3 'A' levels or equivalent to grades ABB or 128 tariff points
- GCSE Grade 4 / Grade C in Maths and English Language or Level 2 Functional Skills Maths.
- Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 8.0 (to include a minimum of 7.5 in each subtest) or equivalent.

We normally require applicants to evidence the above qualifications before starting the apprenticeship.

Applications are welcomed from those with qualifications equivalent to the above. Relevant or prior experience will be taken into account when considering an applicant's suitability for the programme.

At application, you will be required to undertake a 'Skills Scan' where you are asked to self-assess against the knowledge, skills and behaviour of the apprenticeship standard. You are also offered the opportunity to make an application for Recognition of Prior Learning (RPL) through the University procedure. There is a requirement for

new knowledge and skills to be developed through apprenticeships, with a minimum duration of one year.

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

Apprenticeship applicants will require the support of their employer prior to commencing the application process. Selection will take place through an application, shortlisting and interview process led by the employing organisation. Applicants will have demonstrated satisfactory occupational health clearance, good character through reference(s), and a satisfactory enhanced Disclosure and Barring Service as part of the application process with the employing organisation.

All offers are conditional upon you having a satisfactory Occupational Health assessment, and an enhanced clearance by the Disclosure and Barring Service (DBS).

15. How are apprentices supported on the programme?

The School provides a comprehensive range of support whilst you are on the Programme, in addition to that provided by the University, including:

- The allocation of an academic mentor who is responsible for reviewing and advising on academic and practice progress.
- In addition to academic mentors, the School has a dedicated Student Experience and Support Officer (SESO) who acts as a first point of contact for non-academic issues which may affect your learning and provides pastoral support. The SESO can refer you to a range of specialist health, welfare and financial services coordinated by the University's Student Services.
- Module leaders provide support for learning on the modules and the related assessments. They ensure that appropriate tutorial support is available via the module team and that the team provides feedback in a timely manner. Module leaders also ensure that individual feedback on in-course assessments is available to all learners.
- The School Disability Inclusion Tutor (DIT) provides support for learners with disabilities (including specific learning difficulties) and works closely with wider University student support staff.
- Practice Educators provide supervision and support during practice-based learning.
- For research modules, you will be allocated a research supervisor who will guide and support you through your research proposal and project.

All members of academic staff are available to see you on an individual basis via a flexible appointments system. Programmes will actively signpost additional support for learning, such as School and University-level provision resources.

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer but typically, you will have a work-based mentor (a named contact person) who supports you in your workplace and is the conduit between you, the programme team and University and your employer. The University and the employer are bound by contract to work together to support you as an apprentice. This support will include 4 tripartite review meetings between the University, you - the apprentice, and the employer. If your employment circumstances change whilst you are on the programme; support can be accessed from the University's Careers and Employability Service.

16. Learning Resources

The programme is delivered mainly online with approximately 6 on situ days per year. The learning resources available to apprentices on the programme include:

- An extensive collection of materials relevant to undergraduate speech and language therapy programme of study are held in the main University Library on Keele campus, also with online access accessible with a University username and password and internet access.
- The Keele Virtual Learning Environment (KLE) and MS Teams provides easy access to: a wide range of learning resources including lecture notes, presentations and discussion boards enabling you to discuss topics with peers and tutors; all information about the programme; and all modules and other materials designed specifically for particular modules. It can also be used to develop reusable learning objects (RLOs) and integrate learning with assessment.
- The School of Allied Health Professions and Pharmacy has a wide range of relevant teaching materials available including a large selection of anatomical models, a resource room which is equipped with a wide variety of speech and language therapy assessment materials and a simulation suite.

17. Additional Costs

During the programme there will be some additional mandatory costs:-

Disclosure and Barring Service (DBS): Clearance for an enhanced DBS check is mandatory. Apprentices will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. The DBS cost should be covered by the employer.

Various vaccinations must be completed before apprentices undertake their first Practice Experience module. These are required to protect apprentices, their family and their patients from infections and/ or diseases that they may be exposed to whilst working as a health professional. Obtaining these vaccinations and evidence of their completion is an apprentice's responsibility and may be completed with their GP who will charge for these services. If apprentices are unable to obtain vaccinations via their GP we will be able to arrange for an apprentice to receive them at the University but apprentices should be aware that they will be responsible for the cost incurred.

Occupational Health screening costs will be met by the School.

Apprentices undertake a minimum of 562.5 hours of practice education before graduating. Typical hours will be around 37.5 hours per week on practice education modules. Practice education opportunities are allocated based on availability and an apprentice's clinical experience profile. Apprentices may be required to travel distances to complete practice experience and may prefer, therefore, to source accommodation for that time.

*The current costs for a DBS check are detailed on the additional costs webpage:

<https://www.keele.ac.uk/study/undergraduate/tuitionfeesandfunding/undergraduatetuitionfees/additionalcosts>

Activity	Estimated Cost
Disclosure and Barring Service (DBS) and update service: Clearance for an enhanced DBS check is mandatory. *	c.£90
Vaccines	TBC
Placement costs	Depends on location
Total estimated additional costs	£

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

18. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

19. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- Keele Learning Principles [Keele Learning Principles](#)
- Curriculum Design Framework [Curriculum design framework - Keele University](#)
- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (The Quality Assurance Agency for Higher Education, 2014) <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- UK AHP Public Health Strategic Framework 2019 - 2024 <http://www.ahpf.org.uk/files/UK%20AHP%20Public%20Health%20Strategic%20Framework%202019-2024.pdf>
- Health and Care Professions Council Standards of Proficiency for Speech and Language Therapists (2022)- valid from September 2023 [Speech and language therapists | The HCPC](#)
- Health and Care Professions Council Standards of Education and Training (2017) - [Standards of education and training | The HCPC](#)
- The Royal College of Speech and Language Therapist's curriculum guidance (2021) - [RCSLT Curriculum Guidance for the pre-registration education of speech and language therapists](#)
- Skills England (2023) - [Speech and language therapist apprenticeship standard](#)
- Skills England (2023) - [Speech and language therapist End-point assessment plan](#)

20. Annex - Programme-specific regulations

Programme Regulations: BSc (Hons) Speech and Language Therapy

Final Award and Award Titles	BSc (Hons) Speech and Language Therapy
Intermediate Award(s)	Diploma in Higher Education Certificate in Higher Education
Last modified	n/a
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions**, **variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1: This programme varies from Regulation D1.

This programme varies from Regulation D1.9.

All assessments in each module must be successfully completed and a score of at least 40% awarded to be able to meet HCPC and RCSLT standards.

Variation 2: This programme varies from Regulation C1

Maximum period of registration - RCSLT state an individual period of learning is generally expected to be completed within the normal length of the pre-registration programme (3 years) plus two years and is therefore normally no more than 5 years.

Variation 3: This programme varies from Regulation D5

All assessments within the pre-registration programme, including both academic and practice-based learning components, that contribute to the award leading to eligibility to apply to register as a speech and language therapist with the HCPC and be eligible for professional membership with the RCSLT must be successfully completed and therefore:

- compensation of failure is **not** permitted in any academic module and therefore a mark of 40% is required in all academic module assessments to include all components as required.
- only those hours undertaken during successfully completed practice-based learning count towards a learner's overall minimum requirement of 562.5 practice-based learning hours.
- if a learner fails the second attempt at a practice-based learning assessment, they have failed the requirements of the pre-registration programme and must be withdrawn.

Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

Additional requirement 1: Attendance

Attendance at ALL components of the BSc (Hons) Speech and Language Therapy apprenticeship programme is compulsory. As Speech and Language Therapy is a professional programme, and learners are expected to demonstrate appropriately responsible behaviour at all times, learners who do not comply with this attendance regulation may be subject to University disciplinary procedures (University regulation B1) and/ or Health and Conduct/ Fitness to Practice procedures (University regulation B5).

Guidance: Attendance will be monitored and learners with a poor attendance record without good cause will normally be subject to disciplinary procedures. Learners with a poor attendance record may be required to withdraw from the programme. Absences may be authorised (at the discretion of the Programme Director) where apprentices comply fully with the procedure for reporting sickness and non-attendance.

Additional requirement 2: Eligibility for Practice Based Learning Assessment

In order to be eligible to be assessed for a practice-based learning module, learners must normally complete a minimum 80% of the anticipated practice-based learning module hours.

Additional requirement 3: Fitness to Practice

As a professionally regulated programme the BSc (Hons) Speech and Language Therapy (apprenticeship) and its learners are subject to the Fitness to Practice regulation (Regulation B5) and Health and Conduct processes if required. Further details of these can be found in the programme handbook and online at Regulation B5 - <https://www.keele.ac.uk/media/keeleuniversity/sas/sorsjune2025newtemplateregs/june2025newtemplateregs/reg-b5-2025.pdf>

An apprentice whose behaviour gives cause for concern regarding professional conduct or suitability will in the first instance, be advised of the implications of their behaviour and offered the opportunity to address the concerns raised. This will be undertaken by the University in conjunction with the employer. They will be advised that should there be no change in their behaviour, they will be referred to the School Health and Conduct Committee. Where behaviour that gives cause for concern regarding professional conduct or suitability is repeated, the apprentice may be issued with a School written warning and may then be referred to the School Health and Conduct Committee. Where apprentice behaviour gives cause for grave concern regarding professional conduct or suitability the learner will be referred directly to the School Health and Conduct Committee. The School of Allied Health Professions and Pharmacy has a duty to ensure that apprentices registered on the programme are fit to practise, in order to protect present or future service users and to comply with the requirements of professional / regulatory bodies. Apprentices registered on the programme must comply with the requirements of the Royal College of Speech and Language Therapists (RCSLT) and the Health and Care Professions Council (HCPC).

Apprentices must make known at the first opportunity, any issues which impact upon their ability to study effectively.

Guidance: It is the apprentices obligation to disclose any circumstances that may affect either their capacity to study effectively or their professional conduct and / or suitability. Failure to make such a declaration may constitute an issue of fitness to practise and may limit the grounds an apprentice may invoke to support an appeal. Examples of the types of issues that it may be appropriate to disclose include temporary or permanent changes in health status, adverse personal circumstances or changes in Disclosure and Barring Service (DBS) status (these examples are not exhaustive). Where a learner may be unsure as to whether disclosure is appropriate they must seek advice from their academic mentor or the programme director. Any such advisory discussions will be treated in confidence and it will then be the apprentice's responsibility to disclose information should they be so advised. The School Health and Conduct Committee will monitor issues regarding learner health and conduct that cause concern regarding a learner's fitness to practise in line with the Faculty of Health Fitness to Practise policy and Keele University Fitness to Practise Regulation B5. See:

<https://www.keele.ac.uk/regulations/regulationb5/>

Additional requirement 4: Practice Based Learning Opportunities

The Royal College of Speech and Language Therapists Curriculum guidance for the pre-registration education of speech and language therapists (RCSLT 2021) indicate that for the apprentice to gain breadth and depth of learning, their 150 practice-based learning sessions should be carried out in venues different from their own employment setting. In line other AHP apprentice programmes, apprentices may remain with their own employer but this must be in a different area and under different supervision from their usual job role. This is aimed at avoiding conflicts of interest and to endorse the principle that apprentices need the opportunity for objective assessment on practice placement.

Additional requirement 5: Entry Requirements

Apprenticeship applicants will require the support of their employer prior to commencing the application process. Selection will take place through an application and shortlisting process led by the employing organisations. Applicants will have demonstrated satisfactory occupational health clearance, good character through reference(s), and a satisfactory enhanced Disclosure and Barring Service as part of the application process with the employing organisation. These may be required to be checked by the University's Occupational Health Department and, if required, the School's Health and Conduct Committee. Acceptance on the programme is dependent on satisfactory Occupational Health screening. Acceptance on the programme is dependent on satisfactory review of any criminal convictions via the Disclosure and Barring Service (DBS) enhanced disclosure. On commencement of the programme all learners must complete consent and disclosure documentation. These must then be updated annually or sooner if there are changes to an individual learner status. Any learner who is found to have an undisclosed criminal conviction may be asked to leave the programme, even though the conviction is considered to be "spent".

Additional requirement 6: Awards

Programme awards are made under Keele University Regulation C3:

<https://www.keele.ac.uk/regulations/regulationc3/>

Apprentices who have successfully completed all assessments (including successfully completing a minimum of 562.5 hours of practice based learning) and so have obtained full credits for the programme, will be awarded a BSc (Hons) Speech and Language Therapy. These graduates will then be eligible to apply to register with the Health and Care Professions Council, a pre-requisite for employment as a Speech and Language Therapist in the UK. Graduates will also be eligible for full membership of the RCSLT.

Guidance: In order to achieve a BSc (Hons) Speech and Language Therapy degree and be eligible for registration with the Health and Care Professions Council candidates MUST successfully complete all modules and achieve 360 credits.

Additional requirement 7: Practice Based Learning

The School will provide comprehensive requirements and guidelines for practice based learning to which apprentices must adhere. Failure to comply with these requirements may result in disciplinary action including action under the University Fitness to Practise regulation. Where an apprentice's professional conduct and / or suitability is deemed not to meet professional standards, the Programme Team may deem it inappropriate / unacceptable for the learner to participate in the practice-based learning. Subsequently, the learner may be required to withdraw from the programme. An apprentice demonstrating unprofessional / dangerous / unsafe behaviour in the practice setting will be withdrawn from the practice-based learning and may, following an investigation, be required to withdraw from the programme (see Fitness to Practise Regulation information).

Additional requirement 8: End Point Assessment

In order to pass the apprenticeship the integrated end point assessment must be successfully completed.

[\[1\]](#) References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

Version History

This document

Date Approved: 18 December 2025

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
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