

## Apprenticeship Specification

Apprenticeship Summary Information		
1	<b>Apprenticeship Title</b>	Speech and Language Therapist (Integrated Degree) Apprenticeship Standard Reference Number: ST0618
2	<b>BCU Apprenticeship Course Code</b>	US1466
3	<b>Awarding Institution</b>	Birmingham City University, as the training provider, awards the mandatory academic qualification
4	<b>Teaching Institution(s)</b>	Birmingham City University
5	<b>Professional Statutory or Regulatory Body (PSRB) accreditation</b> (if applicable within the Apprenticeship Standard)	Institute for Apprenticeships and Technical Education (IfATE) (ST0618)  Royal College of Speech and Language Therapists. The Health and Care Professions Council

6	Apprenticeship Course Description
	<p>Speech and Language Therapists support people of all ages who have communication and/or swallowing difficulties. The apprenticeship prepares the learner to apply to register with the Health and Care Professions Council (HCPC) to work as a Speech and Language Therapist on successful completion of the course.</p> <p>Over the four years of the course, the apprentice will learn about: psychology, human development, anatomy and physiology, linguistics and phonetics. They will develop highly advanced communication and professional practice skills and learn about the role of research and evidence-based practice within the profession.</p> <p>Via placement and work-based learning the apprentice will apply theory to practice and learn about assessing and managing the client's needs in the context of local, regional and national policy that may impact service delivery.</p> <p>Approximately 20% (equivalent to one day per week) of the course will delivered by Birmingham City University. 20% (equivalent to one day per week) is allocated for directed learning / placement, and 60% (equivalent to three days a week) the apprentice will be undertaking work-based learning.</p> <p>Placements are an essential part of the apprenticeship and will take place in a range of both adult and paediatric settings. These are separate to the work-based element of the course and may comprise of face-to-face and telehealth experiences.</p> <p>We are one of only three universities offering this new apprenticeship in Speech and Language Therapy, which will prepare the learner to achieve excellence and professional autonomy in clinical practice.</p>

<b>7</b>	<b>Apprentice Awards</b>		
<b>7a</b>	<b>Apprenticeship Final Award (awarded by End Point Assessment Organisation)</b>	<b>Level</b>	<b>Credits Awarded</b>
	Speech and Language Therapist (Integrated Degree)	6	NA
<b>7b</b>	<b>Mandatory Awards and Credits Awarded (where applicable)</b>		
	Bachelor of Science with Honours Speech and Language Therapy Degree Apprenticeship.	6	360 credits
<b>7c</b>	<b>University Awards and Credits Awarded (where applicable)</b>		
	As above	As above	As above
<b>7d</b>	<b>University Exit Awards and Credits Awarded (where applicable)</b>		
	Cert HE in Health Studies in Communication	Level 4	120
	Dip HE in Health Studies in Communication	Level 5	240
	BSc Health Studies in Communication	Level 6	340

<b>8</b>	<b>Derogation from the University Regulations</b>		
	<ol style="list-style-type: none"> <li>1. For modules with more than one item of assessment, all items of assessment must be passed in order to pass the module.</li> <li>2. Compensation of failed modules is not permitted.</li> <li>3. Condonement of failed modules is not permitted.</li> <li>4. Each clinical practice item must be passed before commencing the succeeding clinical placement item.</li> <li>5. Students are only entitled to two attempts at any item of clinical assessment. Discretionary third attempts are not permitted.</li> <li>6. Where apprentices are repeating a stage of study and have previously passed the placement item (or placement module) they will not repeat the placement or its assessment when repeating the stage.</li> </ol> <p>Apprenticeships adhere to University academic regulations for University awards offered within apprenticeship training. Where Education and Skills Funding Agency (ESFA) regulations specify an alternative requirement for apprenticeship training management, this takes precedence. This is a requirement of the University registration with the ESFA as an apprenticeship training provider and receipt by the University of individual apprenticeship funding.</p>		

9 Delivery Patterns			
Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
Apprenticeship	City South	48 months	US1466

10 Entry Requirements	
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<b>BSC (HONS) SPEECH AND LANGUAGE THERAPY DEGREE APPRENTICESHIP - ENTRY REQUIREMENTS.</b>		
<b>Level 2</b>		
GCSEs	Three at Grade C/4 or above	Must include Maths & English or Level 2 equivalent qualifications (e.g., Key or Functional Skills) at point of enrolment
Irish ordinary leaving Cert	Three at Grade 03	Including Maths & English
<b>Level 3</b>		
A levels UCAS points A=48, B=40, C=32	BBC 112 UCAS points or above from 3 subjects	Three subjects excluding General Studies and Critical Thinking)
Double A level (+ one other A Level) AA = 96, AB=88, BB=80, BC= 72, CC=64 etc	112 UCAS points or above	
ACCESS to HE Diploma	Pass of 60 credits of which 45 must be level 3 (x12 at Distinction, x24 at Merit)	Health or science related pathway Applicants need GCSE Maths & English at point of enrolment
BTEC extended diploma	E.g., Pearson DDM	Health studies, early years or science
BTEC diploma	DD	As above If with x1 A level
BTEC 90 credit diploma	D* D*	If with x2 A level or a BTEC subsidiary diploma
BTEC subsidiary diploma	D*	With x2 A levels or x2 BTEC subsidiary diploma
BTEC national extended cert	D*	With x2 A levels or x2 BTEC subsidiary diploma
CACHE L3 diplomas in childcare and education	Grade B (112 UCAS points)	
CACHE L3 extended diploma in health & social care	Grade B (112 UCAS points)	(Some diplomas will need 168 UCAS points)
City and Guilds Level 3 Advanced Technical Extended Diploma (1080)	120 UCAS points	Health and Social Care or Early Years
T-Levels	120 UCAS points (Merit overall)	Healthcare Science or Science
Foundation degree	2:2 in relevant subject	

International Baccalaureate Diploma	A minimum of 30 points overall	Grade 4 or above in at least one Higher Level subject from Group 4 (Biology, Chemistry and Physics)
Irish Leaving Certificate (Highers)	A minimum of 120 tariff points, in five Higher level subjects,	Must include Psychology, Sociology, Geography, Maths, Health or Science related subject at Higher level
SCOTTISH Higher	AABBB (112 UCAS)	
BRITISH degree	2:2 or above	
Open University courses	Considered on an individual basis	Health, Education, Science or Linguistics subject
OCR Cambridge Technical Extended Diploma	DMM	Must be in either Health and Social Care or Applied Science

### Portfolio Pathway

For applicants who do not meet typical Level 3 qualifications who have relevant and sufficient experience \* can still apply by successfully completing a portfolio of evidence set by our university admissions team (The same GCSE qualifications are still required).

\*Speech and Language Therapy Assistant, Teaching Assistant, Senior Health Care Support Worker

### English language:

A particularly high standard of spoken and written English is necessary to cope with linguistics, phonetics and clinical work on the Speech and Language Therapy apprenticeship. However, there is a great need for therapists who are fluent in more than one language so applicants with such skills are therefore encouraged to apply.

Applicants who have not received their secondary school education in English will require an overall **IELTS** score of 7.5 with no subtest below 7.0. To register with the Health and Care Professions Council on qualification applicants for whom English is not a first language an IELTS score of 8.0 with no subtest below 7.5 is required.

<b>11</b>	<b>Apprenticeship Aims</b>
<b>1</b>	The course aims to develop autonomous professionals who are responsible and accountable for their actions and ensure their knowledge and skills remain current, through evidence-based practice and maintenance of professional competence.
<b>2</b>	The course aims to provide a combination of work-based, placement and academic-based learning that will provide a high-quality learning experience for the apprentice. This will widen participation through inclusivity, giving the learner the confidence to enter the workforce with the knowledge, skills and behaviours required to become a registered Speech and Language Therapist.

<b>12</b>	<b>Course Learning Outcomes</b>
	<b>Upon the completion of the course the learner will be able to:</b>
1	Critically evaluate the evidence base to deliver holistic client centred care and make informed decisions that are in line with local and national policy
2	Work effectively within multi-professional and multi-agency teams and form strong collaborative partnerships across a variety of contexts
3	Respect and promote diversity, individual difference, cultural belief and custom in all aspects of professional and clinical practice
4	Adapt to the changing nature of the profession and evaluate service design and delivery in order to contribute to innovation and change
5	Become an active member of the speech and language therapy research community
6	Demonstrate a commitment to and take responsibility for lifelong learning that enables them to respond to the changing demands of the profession and the clients they work with. Continually seeking to develop their practice and that of others with guidance and through reflection and self-evaluation
7	Evidence relevant knowledge, skills and behaviours that will enable them to demonstrate the level of professional and clinical competence required to practise as a Speech and language Therapist by the regulatory body (Health and Care Professions Council) and professional body (Royal College of Speech and Language Therapists)
8	Demonstrate highly effective, sensitive, advanced communication skills and use these effectively to negotiate, mediate and influence others
9	Work autonomously, taking accountability for their own practice and wellbeing, complying with regulatory, legal and ethical frameworks

<b>13</b>	<b>Level Learning Outcomes</b>
	<b>Upon completion of Level 4 / the Certificate of Higher Education, the learner will be able to:</b>
1	Explain the underlying concepts and principles associated with the field of Speech and Language Therapy
2	Explain the role research and evidence-based practice plays in underpinning our role and our decision making as Speech and Language Therapists
3	Describe core factors relating to professionalism and professional standards and how these impact the practice of speech and language therapists
4	Produce and manage written records in accordance with all legislation e.g., GDPR, protocols and guidelines.
	<b>Upon completion of Level 5 / the Diploma of Higher Education the learner will be able to:</b>
1	Apply knowledge, skills and behaviours to support assessment, diagnosis and intervention across the client lifespan.
2	Demonstrate effective collaborative relationships with the wider team including other professionals, the clients and carers.
3	Compare and contrast a range of methodologies and understand how these apply to research within the field of speech and language therapy.
4	Demonstrate inclusive communication approaches to advise and support others to communicate effectively with service users.

<b>Upon completion of Level 6 / the Bachelors Degree, the learner will be able to:</b>	
1	Contribute to the ongoing development of self and others by taking responsibility for lifelong learning and leadership and commitment to their role as part of the wider speech and language therapy profession.
2	Critically evaluate the evidence base and justify appropriate, ethically sound clinical and strategic decision making.
3	Demonstrate the ability to adapt and innovate in line with changes within the speech and language therapy profession.
4	Demonstrate highly effective and sensitive communication skills in all contexts and apply these skills effectively to problem solve, negotiate, mediate and influence others.
5	Comply with local, regional and national regulatory, legal and ethical frameworks that govern speech and language therapy practice.

14	<b>Apprenticeship Learning, Teaching and Assessment Strategy</b>
	<p>The Speech and Language Therapy degree apprenticeship is placed within the School of Health Sciences, the School's vision of what constitutes high quality learning and teaching is directly informed by the University's guiding principles for Learning, Teaching and Assessment (LTA). These guiding principles include:</p> <ul style="list-style-type: none"> <li>• The pursuit of excellence by our students and by our staff.</li> <li>• A professional, practice-led, knowledge-applied experience for students.</li> <li>• Maximising inter-professional and inter-disciplinary working.</li> <li>• An employability-driven and internationalised curriculum.</li> <li>• Increasingly inclusive approaches to learning and teaching.</li> </ul> <p>These principles are underpinned by the University's Values and the University Graduate Attributes and have informed the development of LTA throughout the SLT apprenticeship course across all settings within which it is delivered.</p> <p>The course team comprises SLTs, Linguists and a Psychologist and is supported by specialist lecturers from practice, Experts by Experience (EBEs) and PhD students. Many staff undertake research within their own specialist fields as well as education focused research. In addition, some staff continue to work clinically and consequently both the research and current practice feeds into LTA in many ways for example, use of clinical data in teaching and assessment, client films and evidence-based practice.</p> <p>The course team actively liaise with employers and researchers as well as other academics to ensure LTA is aligned to current and forward-facing clinical practice.</p> <p>LTA methods are designed to respect the diversity of the learners and the requirements of clinical practice. The range of approaches adopted ensures that the apprentice is at the centre of the learning process and enables active participation and engagement throughout the course to enhance their experience.</p> <p>Clear and direct links between the learning outcomes, teaching methods and materials utilised, and summative assessments are made throughout the course, within work-based learning and clinical placement to ensure transparency.</p>

To enable the apprentice to progress towards the achievement of the KSBs required to become a qualified SLT, we have designed a programme that gradually builds upon knowledge and practical skills gained at each level via university teaching, practice and work-based learning.

The programme is designed to ensure that regulatory and statutory body requirements are met, these include the IfA apprenticeship standard, HCPC SETs and SOPs and RCSLT curriculum guidance.

### **Off the job learning**

Learners must document all off the job learning on a spreadsheet., learners are encouraged to do this at the end of each day to ensure they are up to date.

All of the entries must be mapped to knowledge, skills and behaviours from the apprenticeship standard. Timetables are mapped to the KSBs and within teaching learners are signposted to KSBs relevant to that session and they can use this to inform what is documented on the spreadsheet. Personal tutors provide support as necessary around completion of the OtJ log.

### **Off the job learning, learning and assessment – university**

A wide variety of delivery methods will be applied across all three levels of the course, these will include: workshops, lectures, seminars, academic tutorials, student-led group learning, journal club, on-line learning and discussion, debates, quizzes, and a range of simulation and placement activities. This wide range will enable the apprentice to be an active part of the learning process and allow them to fulfil their potential via a range of theory driven practical activities across different settings and scenarios.

Many lectures are interactive and application of theory to practice occurs not only in practical sessions such as placement and work-based learning but also in these taught sessions. Discussion and debate are used so that collaborative learning between apprentices can be encouraged, and a social learning space created. This is particularly important to enable a cohort who are based in different workplace settings to come together within a shared space to develop a sense of community and peer support.

### **University - Technology Enhanced Learning**

Off the job learning is supported by use of technology for example, use of BCU's virtual learning environment (VLE), Modular Object-Oriented Dynamic Learning Environment (MOODLE), as well as secure online communication and teaching platforms such as Microsoft Teams to conduct meetings and deliver synchronous and asynchronous teaching. Other technology enhanced learning may include the use of interactive tools such as TurningPoint, Padlet, Wikis, specialist software such as PRAAT and on-line discussion forums.

A range of on-line simulation methodologies will be integrated into the apprenticeship. The Virtual Case Creator (VCC) provides a safe learning environment in which the learner can make mistakes and learn from these to inform safe and effective practice and to further support work-based practice and transition to clinical placement.

### **University - assessment**

Assessment and feedback practices outlined in the School Assessment Feedback Code of Practice (2021) will be clearly communicated to both learners and the teaching team.

These practices are evidence-based and designed to promote effective student learning and will be integrated throughout the apprenticeship.

The apprentice will be provided with module and assignment briefings at the beginning of each module. Assessments are based on clearly defined learning outcomes and linked directly to KSBs within the module specification. Assessments have been designed to be inclusive and directly applied to clinical practice. There will be a range of formative and summative assessment methods such as client-based essays and reports, video analysis tasks, placement performance assessment, invigilated examinations and Viva voces.

The range of assessment methods is chosen to not only indicate a level of achievement but to also develop and demonstrate a range of skills reflective of and transferable to clinical practice. Assessment designs are based on up to date, accurate knowledge of sector requirements and have been developed in conjunction with employers. This means that there are assessments to suit a wide variety of preferred learning and assessment styles and different ways to demonstrate the consolidation and application of learning and acquired knowledge.

Where appropriate assessments are linked to workplace activity for example their final year dissertation project will enable them to explore and evaluate an area of practice within their workplace making the assessment highly relevant and applied to current practice.

Learners are reminded through teaching activity to draw on and share examples from their workplace to support and highlight teaching for example within the evidence based professional practice module in year 1 learners are asked to consider impact of communication skills and apply models of interaction to their clinical work.

Formative assessment allows for feedback as part of a continuous process and the learner will be provided with opportunities for formative learning throughout each module, on placement, within the workplace and as a part of formal and informal supervision sessions such as the tri-partite meetings. Formative feedback may occur informally for example via peer discussion or journal clubs or via a more structure approach e.g., Moodle quizzes and a formal submission.

### **Off the job learning teaching learning and assessment – Placement**

In line with RCSLT placement guidance the apprentice must complete 150 supervised placement sessions across both adult and paediatric settings. Placement experience is separate to work based learning and will give the learner access to the required range of clinical experience (in addition to their workplace) and facilitate achievement of specific competencies that will allow them to meet required KSBs.

In order to achieve this range of clinical experience the placement cannot take place in the same setting as their workplace and therefore will be hosted in a separate part of their own organisation or within a separate organisation from their own. The BCU placement team will use their expertise to work collaboratively with employers and the apprentice to ensure the necessary range of placement experience is achieved.

Placement will be supervised by a clinical placement educator (CPE) who will support the learner to develop and enhance practical skills they may not have opportunity to experience within the workplace. The learner will be provided with ongoing formative feedback throughout placement and will be supported by both their CPE and their BCU placement tutor. The CPE will receive training from the BCU placement team, so they have the knowledge and skills to be able to effectively support the apprentice whilst they are on their clinical placement and to ensure high quality and consistent placement experiences are provided.



**On the job teaching, learning and assessment – work based**

The workplace mentor is responsible for ensuring that the apprentice has access to the appropriate range of experience required to meet workplace focused KSBs outlined in the apprenticeship standard as well as the Standards of Proficiency (SOPs) required by the HCPC upon registration.

The apprentice will have the opportunity to learn with and from a range of colleagues in the workplace and will be allocated the relevant level of supervision from a named mentor. The learner's mentor will receive training to support the development of skills required for their role and to enable them to facilitate learning in the workplace as effectively as possible. The apprentice may have opportunity to work with and learn from other peers such as apprentices and students from across a range of professions.

Work Based Learning (WBL) competencies will be outlined within the WBL portfolio. These competencies will be applied to a competency framework which will provide a structure and be a reference point for the mentor, the apprentice, as well as their BCU tutor. This will ensure the apprentice is being provided with relevant learning opportunities and are progressing as expected towards achieving KSBs and be able to actively evidence these.

The WBL portfolio will be reviewed on an ongoing basis informally by the mentor and apprentice and more formally within the tripartite meetings. Action plans will be put in place as necessary to support progression and achievement towards the KSBs outlined in the portfolio. The WBL portfolio will support the apprentice to gather evidence towards achievement of the KSBs. This will happen as a result of their experiences, their own reflections, supervision, guided reflection and feedback from service users and other members of the team.

**Transferable skills**

The development of transferable skills is facilitated throughout all stages and levels of the course. Opportunities to learn within the university, whilst on placement and in the workplace will provide the apprentice with many opportunities to transfer their acquired knowledge, skills and behaviours across client groups and clinical settings.

Core transferable skills such as reflection, communication, problem-solving, presentation and negotiation skills are developed through a range of activity both on and off the job experiences, for example, working with a range of client groups and collaborating with the wider team in different settings.

In line with the Faculty Learning and Teaching Strategy and the HCPC Guidance on Conduct and Ethics for students, we expect learners to take responsibility for their learning and to gradually develop an increased level of independence throughout the four years of the course across all settings.

**Personal Development**

Personal development is a key focus on the apprenticeship course, learners are continually supported to develop academically, professionally, and personally. Learners have access to bespoke academic tutorials from the academic development department or the centre for academic success. They have support from the library, personal tutors, module tutors, course leaders and peers in relation to different aspects of the apprenticeship.

Learners are routinely asked about safety, health and wellbeing of themselves, peers, colleagues as well as the clients they work with within in tripartite meetings and necessary actions are taken as appropriate for example, signposting to the health and wellbeing team at Birmingham City University or workplace support systems when appropriate. Actions set are subsequently reviewed at the next tripartite meeting or sooner if necessary.

Whilst at university learners have access to a bespoke careers service which they can continue to access for up to 3 years after course completion, enabling them to seek support and guidance on interview techniques, curriculum vitae writing and personal statements.

The course is professionally regulated therefore, learners must adhere to, and actively evidence that they are meeting the Health and Care Professions Council standards of proficiency. The standards of proficiency are the threshold (entry-level) standards considered necessary to protect the public. The standards explicitly support the learners professional and personal development for example ensuring learners are looking after their health and wellbeing (standard 2), that learners are working inclusively and in a non-discriminatory manner (standard 5) and that they are reflecting on and reviewing practice (standard 10) to ensure they are current in their knowledge and practice and delivering effective services.

Throughout many modules on the course the apprentices learn about the principles of British values, safeguarding and prevent for example, within their Introduction to Evidence Based Professional Practice module in year 1. Learners are then asked to evidence these within their work-based learning portfolio via completion of graded competencies and within the placement modules. Learners are routinely asked to discuss aspects of British values, equality diversity and inclusion as well as safeguarding within their tripartite meetings and consider how this applies to their practice at university, within the workplace and on placement.

### **English and Maths**

English and maths skills are developed throughout the apprenticeship. Learners are taught new skills such as Harvard referencing, and literature searching to enhance their English skills and support them with academic assessments. Learners are also encouraged to enhance their maths skills by accessing specific maths support from the academic development department. An example of how maths is embedded into the curriculum is within their evidence based practice modules where they are taught about research methods and data analysis. Learners receive individualised feedback and feedforward for all academic assessments, as well as signposting information, so they can enhance their academic skills. Maths and English skills are discussed at each tripartite meeting to monitor progress and identify areas for development. The library team and academic development team also provide support sessions within modules on specific English skills, to prepare learners for their assessments and enhance their skill set and confidence.

### **End Point Assessment (EPA)**

The EPA is:

#### **Examination board**

The examination board will be constituted in-line with the HCPC Approved Education Provider's academic assessment regulations and must have an external examiner present when considering achievement of the BSc (Hons) Speech and Language Therapy or (where the apprentice already holds a level 6 honours degree) a pre-registration MSc in Speech and Language Therapy approved by the Health and Care Professions Council (HCPC).

Independence of the EPA will be assured through:

- the examination board, which will include the external examiner, being responsible for the final decision on the award of the qualification that confirms the apprentice has met the education outcomes required for registration with the HCPC
- the end-point assessment organisation (HCPC Approved Education Provider) which will conduct the EPA

<b>15</b>	<b>Apprenticeship Course Requirements</b>																																																	
<b>15a</b>	<b>Training/Academic Requirements</b>																																																	
	<p><b>Level 4:</b></p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Module Code</th> <th style="background-color: #ffff00;">Module Name</th> <th style="background-color: #ffff00;">Credit Value</th> </tr> </thead> <tbody> <tr> <td>SPR4043</td> <td>Anatomy and Physiology for the Apprentice</td> <td>20</td> </tr> <tr> <td>SPR4044</td> <td>Linguistic Description of Human Communication</td> <td>20</td> </tr> <tr> <td>SPR4045</td> <td>Psychology and Human Development across the Lifespan</td> <td>20</td> </tr> <tr> <td>SPR4047</td> <td>Introduction to Evidence-Based Professional Practice</td> <td>20</td> </tr> <tr> <td>SPR4050</td> <td>Appraisal of Developmental Conditions</td> <td>20</td> </tr> <tr> <td>SPR4049</td> <td>Developmental Conditions &amp; their Impact</td> <td>20</td> </tr> <tr> <td>SPR4048</td> <td>Foundations in Clinical Practice</td> <td>0</td> </tr> <tr> <td>SPR4051</td> <td>Clinical Management in a Paediatric Context</td> <td>0</td> </tr> </tbody> </table> <p><b>Level 5:</b></p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Module Code</th> <th style="background-color: #ffff00;">Module Name</th> <th style="background-color: #ffff00;">Credit Value</th> </tr> </thead> <tbody> <tr> <td>SPR5043</td> <td>Intervention for Developmental Conditions</td> <td>20</td> </tr> <tr> <td>SPR5044</td> <td>Developing Evidence-Based Professional Practice</td> <td>40</td> </tr> <tr> <td>SPR5045</td> <td>Acquired Conditions &amp; their Impact</td> <td>20</td> </tr> <tr> <td>SPR5046</td> <td>Appraisal of Acquired Conditions</td> <td>20</td> </tr> <tr> <td>SPR5047</td> <td>Management of Acquired Conditions</td> <td>20</td> </tr> <tr> <td>SPR5048</td> <td>Clinical Management in an Adult Context</td> <td>0</td> </tr> </tbody> </table>		Module Code	Module Name	Credit Value	SPR4043	Anatomy and Physiology for the Apprentice	20	SPR4044	Linguistic Description of Human Communication	20	SPR4045	Psychology and Human Development across the Lifespan	20	SPR4047	Introduction to Evidence-Based Professional Practice	20	SPR4050	Appraisal of Developmental Conditions	20	SPR4049	Developmental Conditions & their Impact	20	SPR4048	Foundations in Clinical Practice	0	SPR4051	Clinical Management in a Paediatric Context	0	Module Code	Module Name	Credit Value	SPR5043	Intervention for Developmental Conditions	20	SPR5044	Developing Evidence-Based Professional Practice	40	SPR5045	Acquired Conditions & their Impact	20	SPR5046	Appraisal of Acquired Conditions	20	SPR5047	Management of Acquired Conditions	20	SPR5048	Clinical Management in an Adult Context	0
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**Level 6:**

***In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):***

Module Code	Module Name	Credit Value
SPR6044	Advanced Professional Practice	20
SPR6045	Management of Complex Cases	20
SPR6046	Social Justice in Speech and Language Therapy	20
SPR6047	Consolidating Evidence-Based Practice	40
SPR6048	Consolidating Management Skills in Clinical Practice	20

**Progression to Gateway:**

Achieved all required modules from:

- BSc (Hons) Speech and Language Therapy Degree Apprenticeship approved by the Health and Care Professions Council (HCPC)
- Achieved English and mathematics at level 2

**End Point Assessment Requirements:** End point assessment is integrated within the course

**15b Structure Diagram – All modules are core**

Level 4
Level 5
Level 6

**Year 1**

S1	S2	S3
APA (20) Anatomy and Physiology for the Apprentice	LDHC (20) Linguistic description of human communication	PHDL (20) Psychology and Human Development Across the Lifespan
IEBPP (20) Introducing Evidence-Based Professional Practice		
FCP (0) Foundations of Clinical Practice (6 days)		

**Year 2**

S1	S2	S3
DCI (20) Developmental Conditions and their Impact	ApDC (20) Appraisal of Developmental Conditions	IDC (20) Intervention for Developmental Conditions
CMPC (0) Clinical Management in a Paediatric Context (20 days)		DEBPP (40)

**Year 3**

S1	S2	S3
ACI (20) Acquired Conditions and their Impact	ApAC (20) Appraisal of Acquired Conditions	MAC (20) Management of Acquired Conditions
DEBPP (40) Developing Evidence-Based Professional Practice		
	CMAC (0) Clinical Management in an Adult Context (20 days)	

**Year 4**

S1	S2	S3
APP (20) Advanced Professional Practice	MCC (20) Management of Complex Cases	STSJ (20) Social Justice in Speech and Language Therapy
CMSCP (20) Consolidating Management Skills in Clinical Practice		
CEBP (40) Consolidating Evidence-Based Practice		

**Progression to Gateway:**

Achieved all required modules from:

- BSc (Hons) Speech and Language Therapy Degree Apprenticeship approved by the Health and Care Professions Council (HCPC)
- Achieved English and mathematics at level 2

**End Point Assessment Requirements:** End point assessment is integrated within the course.

<b>16</b>	<b>Overall Learner Workload and Balance of Assessment (including off the job training)</b>
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Overall learner workload consists of class-based learning within the university, placement, directed learning and work-based learning. Directed learning hours will vary dependent on placement activity that is taking place. The following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* - includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning/Placement* - includes minimum placement requirements, learning directed by university tutors e.g., completion of assignments/coursework.
- *Work Based Learning* – any activity that occurs within their place of employment.

#### Level 4

##### Workload

Activity	Number of Hours
Scheduled Learning	20% (equivalent to one day a week for 46 weeks a year)
Directed Learning/Placement	20% (equivalent to one day a week for 46 weeks a year)
Work Based Learning	60% (equivalent to three days a week for 46 weeks a year)

##### Balance of Assessment

Assessment Mode	Percentage
Coursework	40%
Exam	20%
In-Person	40%

#### Level 5

##### Workload

Activity	Number of Hours
Scheduled Learning	20% (equivalent to one day a week for 46 weeks a year)
Directed Learning/Placement	20% (equivalent to one day a week for 46 weeks a year)
Work Based Learning	60% (equivalent to three days a week for 46 weeks a year)

##### Balance of Assessment

Assessment Mode	Percentage
Coursework	44%
Exam	28%
In-Person	28%

**Level 6**
**Workload**

<b>Activity</b>	<b>Number of Hours</b>
Scheduled Learning	20% (equivalent to one day a week for 46 weeks a year)
Directed Learning/Placement	20% (equivalent to one day a week for 46 weeks a year)
Work Based Learning	60% (equivalent to three days a week for 46 weeks a year)

**Balance of Assessment**

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	72%
Exam	0%
In-Person	28%