

February 2020

## **CONSULTATION DRAFT**

# **RCSLT GUIDANCE FOR EMPLOYERS AND UNIVERSITIES ON THE SPEECH AND LANGUAGE THERAPY DEGREE APPRENTICESHIP IN ENGLAND**

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## 2.0 Introduction

2.1 A degree apprenticeship is where an employee is studying towards an undergraduate or postgraduate degree as part of their apprenticeship. Tuition fees are paid by the employer using the apprenticeship levy, and apprentices are paid a salary.

2.2 The Royal College of Speech and Language Therapists (RCSLT) have actively supported the development of a speech and language therapy degree apprenticeship standard and the End Point Assessment (EPA) that was led by employers, universities and the RCSLT and supported by Skills for Health. The approved standard and EPA can be found [here](#). All SLT pre-registration apprenticeships will need to adhere to this standard and EPA.

2.3 Pre-registration education of speech and language therapists should facilitate the development and attainment of a level of academic and clinical capability that, on completion of an approved qualification, is fit for professional practice. This applies to both apprenticeships and to traditional pre-registration routes.

2.4 The RCSLT Board of Trustees has agreed apprenticeships could offer important new opportunities for career progression to those already working in healthcare settings, to the existing SLT assistant workforce and to those who have financial or practical reservations about the traditional route. In addition, apprenticeship routes may appeal to a new cohort of learners who had not previously considered speech and language therapy as a career.

## 3.0 Purpose of this guidance

3.1 This guidance is for universities delivering speech and language therapy pre-registration training and for employers, or potential employers, of speech and language therapy apprentices.

3.2 This guidance aims to provide information about the new SLT apprenticeship, how it can contribute to your SLT service, sets out the RCSLT expectations about delivery and the role of employers and universities. This guidance is in addition to that already provided by Government in terms of structure<sup>i</sup> and funding<sup>ii</sup> and by the HCPC<sup>iii</sup> in terms of its regulation of the profession. It is also in addition to other relevant guidance from RCSLT, including mandatory accreditation of pre-registration courses, curriculum, supervision and placements<sup>iv</sup>.

3.3 If you are a potential apprentice please see our separate webpages [here](#).

## 4.0 Overview of RCSLT expectations of an apprenticeship

4.1 RCSLT support in the development of this apprenticeship has been on the basis that the qualification will be as rigorous as the existing university based route and that the curriculum is the same. With that in mind RCSLT has the following expectations of the apprenticeship:

- only bodies recognised by Government can award degrees<sup>v</sup> in the UK – so all employers will need to work with a university to deliver the SLT apprenticeship.
- The RCSLT will not accredit any apprenticeship programme for entry to the profession unless it provides at least a degree-level qualification that will capture graduate-level learning outcomes that demonstrates how it delivers the learning outcomes mapped to its curriculum guidance;
- the apprenticeship will need to reflect the breadth of UK speech and language therapy practice, i.e. with clients of all ages and a wide range of social, health, justice and education settings, and be explicit about the range of learning that needs to be demonstrated and assessed, including relating to practice-based learning;
- the apprenticeship will be of sufficient length to cover the expected learning outcomes;
- the apprenticeship will define a high-quality learning experience and support for apprentices;
- the apprenticeship will align with HCPC requirements for eligibility to register to practise as an SLT in the UK and to use the protected title
- the apprentice will need protected learning time, agreed between the employer and the university, in which the apprentice will undertake learning to support academic study. This includes (but is not limited to) research, essay writing and specified learning that can take place on the job. In addition employers will need to factor in that placements outside the normal workplace will also be required during the apprenticeship in order to ensure the breadth of experience required by the RCSLT curriculum guidance<sup>vi</sup>. This does not include any “study leave” the employer wishes to offer to allow the apprentice preparation time for exams. In particular HCPC will consider the approach in relation to its Standards of Education and Training<sup>vii</sup>, SET 5 on practice based learning will be particularly relevant.
- the apprentice will also need to make a commitment to their education and training and this will typically be signified by their contractual agreement with the employer – this is a Government requirement for all apprenticeships.<sup>viii</sup>

## 5.0 HCPC

5.1 The HCPC has produced tips and guidance on their programme approval process in relation to degree apprenticeships. It can be found [here](#).

5.2 HCPC approach is that an apprenticeship would be considered to be a “major change” to an existing SLT pre-registration programme. RCSLT would expect to follow the same approach in its accreditation of an apprenticeship route.

## 6.0 RCSLT accreditation

6.1 RCSLT would typically seek to follow the same timetable as HCPC in relation to accreditation of courses to minimise placing additional burden and administration on HEIs. Contact with RCSLT will therefore need to be made in line with HCPC requirements, depending on whether universities are seeking accreditation through the major change route or whether it is a new course. We expect that the same process will apply to the accreditation of the SLT apprenticeships as for traditional degree and masters programmes.

6.2 Given that apprenticeship delivery will involve new relationships with employers, RCSLT will wish to see how those relationships will be supported to ensure that a quality apprenticeship is delivered. Universities will need to scope their offer with potential employers to support the case for running the apprenticeship within their organisations.

6.3 RCSLT accredited apprenticeships are required to meet, the RCSLT Curriculum Guidance for the pre-registration education of speech and language therapists. The Curriculum Guidance provides a blueprint to support and guide educational leaders and partners in developing degree-level entry routes to the SLT profession using the five RCSLT core capabilities of Communication, Partnerships, Leadership and lifelong learning, Research and evidence-based practice, and Professional autonomy and accountability. The apprenticeship standard was developed using the RCSLT curriculum guidance as the basis, so in practice it should be possible to ensure a programme meets both requirements simultaneously.

## **7.0 Employers: making the business case**

7.1 You may be uncertain about taking on an apprentice as the processes involved are likely to be new to you. However, if you are in a large organisation or NHS Trust, it is quite likely there will already be apprentices in your organisation. Your organisation may already have pre-registration apprentices (eg nursing, physiotherapy, paramedic and OT). If so then there may already be support and processes in place. If it does not have pre-registration apprentices it may have other types of apprentice. If existing apprenticeships in your organisation are not at degree level then the process of liaising with universities will be new, but rest assured it is new to the universities too and therefore represents an opportunity to find your way together. If you are in a small organisation that does not pay into the Government apprenticeship levy, then your process and funding route will be different (see [here](#) for some advice on this), but you will still need to liaise with your chosen university.

7.2 Do not disregard apprenticeships if your nearest university that is considering apprenticeships is some distance away. There is potential for discussions around flexibility and innovation in provision. There are already other AHP apprenticeships being delivered at distance from apprentices' workplaces.

7.3 Having commitment from your senior managers, in terms of funding and support in delivery will be essential in helping you to plan and deliver an SLT apprenticeship. If you are in an NHS Trust it is likely that Trust will already be paying the Government apprenticeship levy. This means that the Trust will be keen to make the most of their "levy fund" that they can draw on to support apprentices across the organisation.

7.4 The following sections cover the points you may be able to make in a business case.

### **i) Apprenticeships supporting national and regional priorities**

- NHS Long term plan 2019 – the Plan mentions SLT specifically in two places, recognises SLT as a profession in shortage and contains implications for SLT services in others. Look at the [RCSLT briefing](#) for more details.
- Your local Integrated Care System (ICS) or Allied Health Professions (AHP) Council may be considering the role of apprentices. Lots of STPs and ICSs have appointed

AHP apprenticeship leads to scope demand in your area. Make sure you feed in SLT requirements.

- SLT has also been recognised as a profession in shortage by the Migration Advisory Committee and the Government has added it to the list of shortage professions<sup>ix</sup>. Consider whether apprentices might offer a longer term, more sustainable solution to recruitment problems.

ii) Apprenticeships support local priorities in the following ways

- Apprenticeships help develop clear career pathways for staff – one of the most frequent enquiries in the last year to RCSLT has been from SLT assistants who wish to become an SLT. Currently there is no route other than the traditional university based route to qualification, which is not practical where people cannot travel away to university, whether due to family or other commitments. An apprenticeship offers the potential of progression to existing staff who may otherwise seek progression in other areas.
- Supporting local recruitment and reducing staff turnover – apprentices are likely to already have roots in an area when they start an apprenticeship. They are therefore perhaps less likely than other band 5 NQPs to move away to seek higher band posts in due course.
- You may want to scope in your Trust, and perhaps in your STP AHP Council, whether the workforce has vacancies at band 5, whether there are existing therapy assistants who wish to train as SLTs and what their prior level of qualification is. There is a minimum requirement for any degree apprenticeship for C grade or equivalent GCSE level English and maths. There are also likely to be requirements of the university for entry at A level or equivalent. Some organisations are considering how to help staff without those qualifications achieve them.
- For organisations paying into the apprenticeship levy fund, SLT apprentices can be part of an organisation wide approach to utilise that fund. Find out whether the levy fund available to your organisation is fully committed or not. See section 8.0 to find out more about the levy.
- To improve the diversity of the SLT profession – think about whether the make-up of your service represents the diversity of your community? In the case of SLT it almost certainly does not – it is 97% female, and ethnic and socio-economic diversity among SLT students is about half that in the general student population. People have better experiences of care when the workforce mirrors the population. NHS employers have a tool to help demonstrate what the potential imbalance is in your locality<sup>x</sup>.

iii) Addressing concerns about supporting an apprentice

An apprentice will be in position for some years and therefore while they may require more support at the start, by the end when they are close to qualification, we would expect them to be far more self-sufficient, within the limits of their scope of practice. In addition it is likely that some apprentices may be recruited from existing AHP or SLT assistants and therefore they will be starting at a level where they are already familiar with organisation processes and with the scope of the role.

One Trust is setting up a sponsorship programme now, whereby students at university in their second and third year have their tuition fees partially sponsored, in return for them making a contractual agreement to stay at the Trust for two years post graduation. This allows the Trust to ensure there will be posts in place to support the intake of apprentices as they start.

iv) Assessing likely costs

In making a business case there will obviously be a range of costs to take account of. The list below is indicative and may be different in your Trust:

- Cost of tuition/off the job learning – paid from the apprenticeship levy;
- Salary for the apprentice – see section 8.11 below
- “on costs” to cover the time that the apprentice is away from the workplace, at university, on placement elsewhere or during protected learning time.
- Cost of support staff – current providers will often have a Trust based apprentice co-ordinator (may be shared across all apprenticeships) and also be the cost of clinical or practice educators. Current providers (other professions suggest that this support time for an apprentice can be anything up to ½ day per week). This person is likely to need to be an SLT, given the need to sign off on clinical competences.

## **8.0 Employment of apprentices**

8.1 All apprentices are employed by an employer, they are not a student. Apprentices are recruited by employers, not by universities or by RCSLT. However, we expect that employers will need to discuss entry requirements with their partner university so as to ensure that apprentices will be well placed to undertake the academic aspect of the degree. There are no barriers to existing employees being considered for apprentice SLT positions.

8.2 The Government publishes detailed guidance about the funding of apprentices using the apprenticeship levy. It is available [here](#). There are rules on which apprentices can be funded and which cannot, what the levy funding can pay for, contractual requirements and the payment of training providers.

8.3 Any employer hiring a degree apprentice must agree and sign an apprenticeship agreement and a commitment statement. This [guidance](#) from the Office for Students has more information about these and a template you may wish to use.

8.4 Skills for Health also have a [toolkit](#) to guide employers through the steps in developing an apprenticeship programme plus an example commitment template you may wish to use or adapt.

8.5 It will be important to be clear with apprentices what the future job prospects might look like as they progress through the apprenticeship and on successful completion. The hope is that an accredited apprenticeship will lead to a Band 5 (or equivalent outside the NHS) job if the apprentice completes it successfully and also achieves registration with the HCPC. We recognise that this may not always be achievable in the light of changes to organisations’ structures or policies. In any event an apprentice should have a contract of employment for at least the period of their training. If the apprenticeship is in the NHS then NHS employers and NHS Staff Council<sup>xi</sup> also provide guidance on employment, banding and pay.

### Apprenticeship Levy and the Funding Band

8.6 All employers with a pay bill of more than £3 million per year have to pay the apprenticeship levy to HMRC. In practice this includes many NHS Trusts. These employers will receive funds through the apprenticeship service to spend on training and assessing apprentices. The government will add 10% to these funds.

8.7 Employers with a pay bill of less than £3 million a year do not need to pay the levy. These employers will need to pay the training provider directly for training apprentices and will pay 5% towards the cost of training and assessing the apprentice. The government will pay the rest (95%) up to the funding band maximum. They'll pay the funds directly to the training provider.

8.8 There are detailed rules about funding available [here](#).

### The Funding Band for SLT

8.9 Each apprenticeship is allocated to one of 30 funding bands by the Institute for Apprenticeships and Technical Education, which range from £1,500 to £27,000. For SLT the maximum funding has been set at £25,000 (ie this covers off the job training over the whole period of training). This sets the maximum amount of digital funds an employer who pays the levy can use towards an individual apprenticeship. The upper limit of the funding band also sets the maximum price that government will 'co-invest' towards an individual apprenticeship, where an employer does not pay the levy.

8.10 The funding band maximum is not a funding rate. Employers should negotiate with training providers and EPAOs and agree a price. If the costs of training and assessment go over the funding band maximum, employers can agree to pay the difference with other funds if they wish.

### Pay band

8.11 An employer is responsible for paying the apprentice, at least at the relevant minimum wages rate, whether this is time spent training or studying whether at work, at university or on placement. They must be offered the same conditions as other employees in similar roles.<sup>xii</sup> RCSLT expect that SLT apprentices should be employed at broadly the same level as speech and language therapy assistants. It is for the employer to consider the appropriate pay taking into account prior qualifications and experience. For existing assistants becoming an apprentice we would not expect to see employment at a lower banding as an apprentice. Employers will wish to consider whether apprentices can move up the banding scale as they reach milestones in their experience during their apprenticeship. The NHS Staff Council also provide [guidance](#) about apprenticeship pay and conditions in the NHS. In November 2019 they released a [statement](#) that it had not been possible to reach a national agreement on apprentice pay. Some organisations are using [Agenda for change Annex 21](#) salary recommendations for trainees.

### Structure of role

8.12 The apprentice will need to be clear about their position within the team, especially if there are other assistants already in post, and to avoid the potential tension that could develop. For

example, there would need to be clarity about the hours they will be away to attend university and other agreed learning time. We would expect the use of an appropriate title, such as “Speech and language therapy apprentice” and for the role to have been through a banding exercise if in the NHS.

8.13 If an apprentice is new to the employing organisation they are also likely to be subject to organisation probation requirements.

#### Supervision

8.14 RCSLT requires speech and language therapy assistants (SLTAs) and NQPs to receive professional supervision from an experienced, HCPC-registered SLT. All SLT apprentices will need supervision appropriate to the role of an apprentice, in the same way that assistants and students currently do – guidance on supervision can be found [here](#).

8.15 Specifically, the HCPC standards for education and training (SETs) require that: “Practice-based learning must take place in an environment that is safe and supportive for learners and service users” (HCPC SET 5.4, 2017). Education providers and employers must ensure that learners work within a scope of practice that is appropriate to their level of skills and experience. This is likely to develop for an individual learner as they progress during the course of the programme and the practice-based learning they take part in should reflect this. Education providers must also consider other factors in providing a safe environment for service users, such as the level of supervision and autonomy (independence) that learners have.

#### Travel and subsistence costs

8.16 It is up to the employer to make clear what travel (eg to placements) and other expenses (eg professional body membership, uniform) they will offer to apprentices.

8.17 The apprentice may also be eligible for discounts on public transport, with many schemes running on a local basis, like the Apprentice Oyster photo card in London – giving apprentices 30% off certain journeys.

8.18 The apprentice will be classed as an employee, rather than a student, so won’t be entitled to student discounts. But the National Union of Students (NUS) offers an [NUS Apprentice Extra Card](#).

#### Support and wellbeing

8.19 A speech and language therapy degree is demanding in terms of academic stretch and volume of learning. Both employers and universities will need to work jointly to support and ensure the continued wellbeing of apprentices and that the balance of work and learning can be managed.

8.20 The Government recommends that all apprentices should have an apprentice mentor. This is usually not their line manager, although in small teams this may not be possible. It is possible that the mentor could be another health professional, perhaps someone who is mentoring other AHP apprentices for example. This is also separate from any supervision requirement.

8.21 The role of the mentor is to help the apprentice through workplace issues and decisions and a safe space in which to consider their progress, aspirations and concerns. This role can also help the



apprentice to understand how to take responsibility for their own wellbeing and provide the tools and channels to help them raise concerns in a safe space.

#### Procuring the off the job training

8.22 Employers are responsible for the procurement of the off the job training. For the speech and language therapy pre-registration degree apprenticeship this will mean contracting with a university who can provide an apprenticeship programme approved by HCPC and accredited by the RCSLT.

8.23 The Government requires that all apprentices have a minimum of 20% of their working week in off-the job training. For speech and language therapy we expect that the majority or all of the off-the job training will be conducted by a university who will deliver the academic elements of the programme.

8.24 Length of programme – we would expect that if the apprentice spends 20% of their working week in academic learning that it would take around 4 years for an apprentice to complete the undergraduate pre-registration curriculum. Please note that this assumes a normal working year, not a traditional university academic year. If the apprentice spent more of their working week on academic learning potentially this time could be shortened, for example some physiotherapy apprenticeships have a shorter model where more time is spent at university.

8.25 In the same way that the masters qualification, via the traditional route, is usually shorter than the undergraduate route, we would also expect the masters apprenticeship to be shorter than an undergraduate route assuming they are following the same model of delivery.

8.26 The off-the job learning may be offered in different ways, for example in the format of a regular day per week or it could be arranged differently, in blocks for example. It is also possible to consider the style of learning, such as face to face or blended. This is open to negotiation between universities and employers.

8.27 Health Education England (HEE) has been carrying out a pre-procurement exercise for NHS organisations who wish to employ apprentices in pre-registration programmes. The aim of this is to pre-qualify universities providing pre-registration programmes in relation to NHS procurement processes. This process is ongoing and at the time of writing has been completed in the London and South-east area only.

#### Models of procurement

8.28 All universities will require a minimum cohort of students to be able to run an apprenticeship programme and to be able to make a business case that the programme can be delivered within the potential funding envelope. The minimum cohort will vary for each university. Most employers will not be contracting in these numbers, so we think there will need to be regional networks or other joint arrangements to pool your requirements and to then contract for those together.

## **9.0 Role of universities**

### Which universities are involved in the apprenticeship?

8.1 At the time of writing there were three universities actively looking at the potential to develop an apprenticeship programme. We are aware of others who are considering the potential and whether there is demand. However, you should note that universities will only be able to commit to course development if they are able to show to their own management that the course will be sustainable. We would therefore encourage employers, via their regional networks, to consider cohorts on a regional basis and make the most of potential opportunities for flexibility and innovation in provision.

### Delivery of off the job learning

8.2 In an integrated degree apprenticeship (where the End Point Assessment (EPA) is incorporated into the degree) the university provider will develop and deliver a programme to deliver the academic learning and practice required for the award of either an undergraduate or masters pre-registration degree, that encompasses the requirements of the apprenticeship standard, the RCSLT Curriculum Guidelines and the HCPC requirements. The universities will specify whether their apprenticeship course is at undergraduate or post-graduate level.

8.3 The university will need to work with employers in terms of how this programme will be delivered – further details in section 9.0.

8.4 The university must also be registered on the register of apprenticeship providers or be a sub-contractor to a provider on the register. See guidance on applying to the register here <https://www.gov.uk/guidance/register-of-apprenticeship-training-providers> .

### Academic support

8.5 The university will provide appropriate academic and pastoral student support and will discuss how this co-ordinates where necessary with employer support.

### End Point Assessment

8.6 The EPA is an independent assessment of an apprentice's competence and is carried out by a registered End Point Assessment Organisation. It is separate from any assessment by the university about whether the apprentice has passed their degree.

8.7 The university will be the End Point Assessment Organisation<sup>xiii</sup> and they must also be registered on the Government's register for [End Point Assessment Organisations](#). They are responsible for organising the assessment of apprentices, according to the requirements of the approved [End Point Assessment Plan](#). No party who was involved in the apprenticeship can make the sole decision on competence and passing the end-point assessment – the assessor must be independent and deliver an impartial result. Details of how to become an End Point Assessment Organisation can be found here <https://www.gov.uk/guidance/how-apprentices-in-england-are-assessed>.

### Quality

8.8 The Office for Students regulate quality of degree apprenticeships. They are responsible for regulating all provision delivered by registered providers, including apprenticeships. Their guidance is here <https://www.officeforstudents.org.uk/advice-and-guidance/skills-and-employment/degree-apprenticeships/degree-apprenticeships-for-higher-education-providers/>.

## **10.0 Joining up delivery**

### Employer university co-ordination

10.1 The degree apprenticeship route to qualification is new to employers and universities. The checklist below could be used as a starting point in any discussions about delivery and collaboration with each other:

- what model of learning is best suited to the employer, apprentices and the university;
- develop a road map detailing the on and off the job learning – so each party knows the timing of the different academic and practical elements and what is required when by each;
- the employer and the university understand each other's business and regulatory need and processes, what is possible to adjust and what is not;
- a process for robust initial needs assessment for the apprentice;
- arrangements for regular review of apprentices, flagging concerns and resolving problems, clarity about what happens if key milestones are not met or exams not passed;
- responsibilities for placement arrangement and ensuring appropriate placement educators in place;
- monitoring and record-keeping requirements including data protection;
- clear roles for university/ line manager/ apprentice mentor/ placement providers;
- the consideration of funding across organisational boundaries to promote larger cohort sizes and a broad range of settings for apprentices to experience.

### Balance of academic and work-based learning – student and employee

10.2 Please see section 5.0 above for RCSLTs expectations about the balance of academic and work based learning. It will be counter-productive and detrimental to the health and wellbeing of the apprentice for them to have no free time during a week. Employers and universities will need to find a balance between each of their expectations to the level of commitment required from the apprentice that takes these factors into account and to clearly communicate that to the apprentice before they start.

### Placements

10.3 While apprentices will spend much more of their working week in the workplace than with a traditional degree, it will still be necessary to demonstrate that the apprentice has been given the opportunity for placements outside their usual setting. We would encourage employers of apprentices across a region or ICS area to consider options for the exchange of their apprentices to provide variety of experience for apprentices.

10.4 RCSLT are revising their guidance on placement education and this will include guidance about placement education as part of the apprenticeship model as well as for traditional models of qualification. Current RCSLT guidance is available [here](#) and the [RCSLT curriculum guidance](#) sets out mandatory placement hours required. Until the new guidance is available universities and employers should bear in mind the following:

- requirements in RCSLT guidance relating to supervision, the role of practice educators and universities all apply in relation to an apprentice;
- The requirement to have placement hours in both adult and paediatric settings will apply to apprentices;
- RCSLT will take a practical approach, ahead of the publication of any new guidance on practice education, in considering how the mandatory placement hours will be achieved in an apprenticeship.

### Recruitment

10.5 A degree apprenticeship is just as academically challenging as a traditional degree, as it provides the same qualification. While employers are responsible for recruitment, they will need to work with the university to ensure that candidate will be able to undertake the academic learning required as well as the characteristics you are looking for in your workplace. Employers will need to provide a job description for the apprentice.

10.6 Recruiting from all areas of your local community helps to build a diverse workforce which is more representative of the people your organisation serves. To help you understand the make-up of your local community, NHS Employers provide a [tool](#) and related advice and guidance. The RCSLT is keen to promote a more diverse workforce given that by gender, ethnicity, disability and socio-economic terms the profession is significantly lacking in diversity.

10.7 Note that HCPC will not give any guarantees about whether an individual will eventually be registered as a professional at the completion of the programme as this will depend on successful completion of other checks at the same eg criminal record checks. Successful completion of an approved apprenticeship programme confers a right to apply to HCPC for registration. Employers should refer to HCPC SET 2 relating to programme admissions and in particular HCPC standards of proficiency number 8.2 about English language requirements “be able to communicate in English to the standard equivalent to level 8 of the International English Language Testing System, with no element below 7.5”. This requirement is stricter for speech and language therapists than for all other HCPC registered professions, as communication in English is a core professional skill (see standard 14.20).<sup>xiv</sup>

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## 11.0 Useful links and resources

### NHS employers Q&As

<https://www.nhsemployers.org/your-workforce/plan/workforce-supply/apprenticeships/apprenticeship-questions>

### NHS employers summary of procurement options

<https://www.nhsemployers.org/your-workforce/plan/workforce-supply/apprenticeships/apprenticeship-policy/apprenticeships-procurement>

## 12.0 Glossary of organisations

**Institute for Apprenticeships and Technical Education** - oversee the development, approval and publication of apprenticeship standards and assessment plans as well as the occupational maps for T Levels and apprenticeships. <https://www.instituteforapprenticeships.org/>

**Office for Students** - the independent regulator of higher education in England

<https://www.officeforstudents.org.uk/about/our-strategy/>

**UK Government** – set the policy on apprenticeships in England <https://www.gov.uk/topic/further-education-skills/apprenticeships>

**Health Education England** – role is to support the delivery of healthcare and health improvement to the patients and public of England <https://www.hee.nhs.uk/>

**Skills for Health** – role is to inform policy and standards focusing on health, education and improving public health and provider of workforce and organisational development. <https://www.skillsforhealth.org.uk/>

## 13.0 References

### Government employer guidance

<sup>i</sup> <https://www.gov.uk/guidance/employing-an-apprentice-technical-guide-for-employers>

### Government apprenticeship funding rules

<sup>ii</sup> <https://www.gov.uk/guidance/apprenticeship-funding-rules>

### HCPC standards of proficiency for speech and language therapy

<sup>iii</sup> <https://www.hcpc-uk.org/resources/standards/standards-of-proficiency-speech-and-language-therapists/>

### RCSLT guidance (please login to view this guidance)

<sup>iv</sup> <https://www.rcslt.org/members/lifelong-learning/information-for-education-providers#section-2>

### Shortage Occupation List

<sup>v</sup> <https://www.gov.uk/check-a-university-is-officially-recognised>

**RCSLT curriculum guidance (please login to view this guidance)**

<sup>vi</sup> <https://www.rcslt.org/members/lifelong-learning/information-for-education-providers#section-2>

**HCPC Standards of Education and Training**

<sup>vii</sup> <https://www.hcpc-uk.org/globalassets/resources/guidance/standards-of-education-and-training-guidance.pdf>

**Government advice on employing an apprentice**

<sup>viii</sup> <https://www.gov.uk/take-on-an-apprentice/apprenticeship-agreement>

<sup>ix</sup> <https://www.gov.uk/guidance/immigration-rules/immigration-rules-appendix-k-shortage-occupation-list>

**NHS Employers recruiting from your community**

<sup>x</sup> <https://www.nhsemployers.org/your-workforce/plan/recruiting-from-your-community/measuring-up-your-community-and-your-workforce>

**University recognition**

**NHS Staff Council guidance on apprenticeships in the NHS**

<sup>xi</sup> <https://haso.skillsforhealth.org.uk/wp-content/uploads/2017/07/Apprenticeships-in-the-NHS-NHS-Staff-Council-guidance.pdf>

**Pay for apprentices**

<sup>xii</sup> <https://www.gov.uk/take-on-an-apprentice/pay-and-conditions-for-apprentices>

**End Point Assessment**

<sup>xiii</sup> <https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-an-end-point-assessment-plan/>

**HCPC standards of proficiency for speech and language therapy**

<sup>xiv</sup> <https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-proficiency---speech-and-language-therapists.pdf>