



# Accreditation for pre-registration entry routes to speech and language therapy: information for programme providers

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## Glossary

<b>Apprenticeship</b>	An alternative entry route into the speech and language therapy profession, where learners can achieve a full bachelor's or master's degree as part of their apprenticeship. Education providers remain the awarding bodies for the award and therefore have responsibility to deliver education that aligns with the RCSLT Curriculum Guidance. See <a href="#">RCSLT Apprenticeship Guidance</a> for more information.
<b>Commendation</b>	Commendations are observations made by the education representative to highlight areas of good practice within the programme. Commendations can be made alongside conditions and recommendations. They do not affect accreditation.
<b>Condition</b>	Conditions are requirements the programme must meet before it can be accredited or have re-accreditation confirmed. Conditions are set when the education representative reports insufficient evidence of alignment with some key aspects of the Curriculum Guidance. The RCSLT will work with the programme provider to ensure that the conditions are met within an agreed timescale.
<b>CREST</b>	The <b>Committee of Representatives of Education in Speech and Language Therapy</b> promotes collaboration between education providers and influences RCSLT education policy. All education providers of RCSLT-accredited programmes are invited to join CREST.
<b>Critical friend</b>	A critical friend provides support and guidance to the programme team by highlighting areas of good practice, identifying how the pre-registration programme addresses the RCSLT Curriculum Guidance and challenging areas which may require review. Support may be offered through mentorship and advice.
<b>Curriculum</b>	The learning outcomes; curriculum design, organisation, and content; student learning, teaching and assessment principles and methods, including clinical education; learning resources that support all the above.
<b>Entry route</b>	This term includes both undergraduate and postgraduate pre-registration programmes and apprenticeship entry routes to speech and language therapy
<b>Education provider</b>	The awarding body that delivers or oversees a speech and language therapy pre-registration programme. Education providers may also be known as 'higher education institutions' (HEIs) or 'universities'.
<b>Education representative</b>	An RCSLT Education Representative is a professional member of the RCSLT, registered with HCPC, who has experience in pre-registration speech and language therapy education and practice. The RCSLT will seek to identify any significant conflicts of interest before an education representative is allocated to a specific education provider.
<b>Graduate</b>	An individual who has successfully met the pre-registration programme requirements of their education provider and has been conferred the associated award.
<b>HCPC</b>	The <b>Health and Care Professions Council</b> is the regulating body in the UK established to protect the public by regulating a range of health and care professions, including speech and language therapy.

<b>Learner</b>	This term refers to all learners undertaking a degree-level entry route to the profession. It includes students on a full or part-time university course and those undertaking an apprenticeship
<b>Mutual recognition agreement</b>	The <a href="#">Mutual Recognition Agreement</a> is an arrangement between the RCSLT and five other professional associations from English-speaking countries: the US, Canada, Australia, New Zealand, and Republic of Ireland. Employers in MRA countries know that graduates from an RCSLT-accredited pre-registration programme have completed speech and language therapy education and training of a similar standard to their own SLTs.
<b>Partners</b>	Partners means people, organisations or services that work with a programme provider to support the pre-registration education of its learners (eg, placement providers, employers of apprentices)
<b>Pre-registration programme</b>	A speech and language therapy programme of study, approved by the HCPC, leading to eligibility to apply for registration as a speech and language therapist with the HCPC. The term is inclusive of all pre-registration undergraduate and postgraduate degree-level entry routes into the profession, including apprenticeship pre-registration pathways.
<b>Programme documentation</b>	The collection of documents prepared by the programme provider and submitted to the RCSLT as a key part of the accreditation process. The programme documentation should demonstrate how the pre-registration programme aligns with RCSLT Curriculum Guidance. The term 'documentation' includes written submission and notes from discussions with stakeholders at meetings or a visit.
<b>Programme provider</b>	<p>Programme providers develop and deliver pre-registration speech and language therapy programmes within an education provider. They have responsibility for curriculum design and content. They may work in partnership with other organisations (eg, employers of apprentices).</p> <p>A <b>New programme provider</b> is a programme provider that does not currently provide any RCSLT-accredited pre-registration speech and language therapy programmes.</p> <p>An <b>Existing programme provider</b> is a programme provider that currently provides an RCSLT-accredited pre-registration programme.</p>
<b>Programme team</b>	This term refers to all those directly involved in the development, delivery, and evaluation of the pre-registration programme. This includes staff employed by the education provider to teach the pre-registration programme, the administrative and support staff, service users who contribute to the programme.
<b>Recommendation</b>	Recommendations are observations made by the education representative to highlight areas of the programme that would benefit from development, but that do not materially affect alignment with the Curriculum Guidance. The aim is to encourage further enhancements, and/or to support the programme team in internal discussions (eg, about resourcing). Recommendations do not need to be met before the programme is granted accreditation or re-accreditation.
<b>Significant change</b>	Significant changes are any, and only, changes that might impact on a programme meeting the RCSLT Curriculum Guidance, ie change which falls under SET 4 Curriculum in the <a href="#">HCPC's Standards of Education and Training</a> .

## About RCSLT accreditation

### The RCSLT accreditation process

The Royal College of Speech and Language Therapists (RCSLT, “We”) accredits pre-registration undergraduate and postgraduate degree-level entry routes to the speech and language therapy profession, including apprenticeships, in the UK (henceforth: ‘[pre-registration programmes](#)’).

RCSLT’s accreditation process assesses pre-registration programmes against the [Curriculum Guidance \(2021\)](#) which provides a blueprint to support and guide [programme providers](#) and [partners](#) in developing and delivering pre-registration programmes. It articulates the professional and educational expectations for speech and language therapy [learners](#) and new graduates, using [RCSLT’s five Core Capabilities](#).

RCSLT’s accreditation process thus ensures that pre-registration programmes:

- Meet the education expectations set by RCSLT.
- Are responsive to current and predicted local and national issues which may affect the profession.
- Produce graduates who are fit for academic award and professional practice.

RCSLT accreditation is usually granted for a five-year period. We are committed to the ‘least burden’ principle and will seek to align our requirements and processes with those of the Health and Care Professions Council (HCPC) and the education provider’s internal quality assurance processes.

### The role of the Health and Care Professions Council (HCPC)

The HCPC is the regulatory body for many of the allied health professions in the UK, including speech and language therapy, and grants approval for pre-registration programmes that meet its [standards of education and training](#) (SETs). HCPC SET 4.3 requires speech and language therapy programmes to reflect the philosophy, core values, skills, and knowledge base as articulated in the RCSLT’s Curriculum Guidance.

While HCPC determines ‘fitness to practise’, the RCSLT determines ‘fitness for the profession’, which is above and beyond the expectations of HCPC.

HCPC approval and RCSLT accreditation are separate but linked processes. Neither is contingent on the other, but there is an expectation from the RCSLT that all accredited pre-registration programmes will also have HCPC approval. If HCPC approval is not granted for a new programme or is withdrawn/withheld from an existing programme (subject to conditions), the RCSLT will consider the reasons for this decision and any conditions set by HCPC. If these are deemed to impact significantly on the programme’s alignment with the RCSLT Curriculum Guidelines, the RCSLT may decide to withdraw accreditation or to apply conditions for (re-)accreditation. The RCSLT will work collaboratively with the programme provider during this process.

## Benefits of accreditation

### a) To programme providers

RCSLT accreditation provides a recurring opportunity for you to reflect on and review your own curriculum content and direction in relation to current professional practice. We offer you support and guidance when undertaking this process.

Additional benefits for RCSLT-accredited programmes:

- Use of the RCSLT logo for publicity and marketing.
- Inclusion of the programme provider and pre-registration programme details in the careers pages of the RCSLT website and highlighting the programme to prospective learners who contact the RCSLT.
- Inclusion in the approved programmes list for [the Mutual Recognition Agreement \(MRA\)](#).
- The opportunity, via [CREST](#) membership, to actively participate in the review of RCSLT's Curriculum Guidance and other related processes and resources.
- Free RCSLT student membership for all learners and induction of learner cohorts to the profession.
- All newly produced RCSLT policy and guidance documents sent to the programme lead.
- Access to RCSLT resources which support academic staff and placement providers/ practice educators involved in the provision of practice-based learning in all settings.

### b) To learners/graduates

Learners enrolled in accredited pre-registration programmes receive free RCSLT student membership. This links learners to professional practice from the outset, thus easing their transition to the workforce.

RCSLT student membership has the following benefits:

- Professional indemnity insurance
- Access to the *International Journal of Language and Communication disorders (IJLCD)* and to the RCSLT's *Bulletin* magazine
- Full access to the RCSLT website, including member-only content
- Access to practice and research resources
- Discounted rates for some events, study days, conferences, and publications
- Opportunities to engage with RCSLT regional or local groups and working groups

Graduates from an RCSLT-accredited programme will hold a qualification recognised in any MRA member country.

### c) To the wider profession

The RCSLT's accreditation process sets mutual expectations for the curriculum and practice-based learning, thus supporting parity in relation to the knowledge, skills, and attributes of the future workforce, and ensuring preparedness for delivery of high-quality practice.

# The accreditation process

## Preparing for accreditation

The RCSLT's approach to accreditation is collaborative and focused on ensuring quality pre-registration programmes. During the preparation for accreditation, the RCSLT can support you as a '[critical friend](#)'. We encourage you to seek advice and guidance from the RCSLT, by contacting [info@rcslt.org](mailto:info@rcslt.org), as early as possible in the development or review stages to ensure you have a clear understanding of the requirements of accreditation.

A programme provider will apply for accreditation or reaccreditation if one of the following applies:

- i. [You are developing a new programme](#)
- ii. [You are planning to make significant changes to a currently accredited programme](#) that will impact on the programme's alignment with the Curriculum Guidance  
If you are unsure whether the changes you are planning would be classed as "significant", please contact RCSLT for an informal discussion before applying for re-accreditation.
- iii. [Your currently accredited programme is nearing the end of its five-year accreditation period.](#)

## Contact with the RCSLT

If **i. or ii. above applies**, please contact the RCSLT at [info@rcslt.org](mailto:info@rcslt.org) within the timescales below:

### a) [New programme provider](#)

**At least 18 months** before the proposed start date *if*:

- You do not currently deliver an RCSLT-accredited pre-registration speech and language therapy programme
- You are planning to start up a new pre-registration speech and language therapy programme

### b) [Existing programme provider](#)

**At least 12 months** before the proposed start date *if*:

- You currently deliver an RCSLT-accredited pre-registration SLT programme
- You are planning to start a new pre-registration programme
- You are planning [significant changes](#) to an existing RCSLT-accredited pre-registration speech and language therapy programme

This [Preparing for RCSLT Accreditation flowchart](#) provides quick-look guidance on how far in advance an education provider should contact the RCSLT.

**If iii. above applies, the RCSLT will contact you 12 months** before your current accreditation is due to expire.

## Roles and responsibilities

### The RCSLT

The RCSLT's Professional Development Team is responsible for the accreditation process, reporting to the Director of Professional Development.

The RCSLT Professional Development Team will:

1. Provide a named contact in the RCSLT to respond to queries and support the process
2. Provide information, guidance, and support to the programme provider on how to interpret and meet the Curriculum Guidance
3. Provide an [education representative](#) to the programme provider:
  - a. within six weeks of receiving notification of intention to develop a new programme or make a significant change to an existing programme;
  - b. at the point of receiving documentary submission from the programme provider for reaccreditation at the end of the five-year period
4. Provide information, guidance, and support to the education representative regarding the accreditation process and required documentation
5. Review the report from the education representative and present a recommendation regarding (re-) accreditation of the programme to the Director of Professional Development, who will decide the outcome
6. Provide a formal letter to the programme provider to notify of the outcome of the accreditation review process (and copy to the education representative).
7. Present commendations, [recommendations](#) and [conditions](#) to the programme provider and agree a timescale for completion of conditions.
8. When conditions are attached, review submitted evidence and send a letter to the programme provider confirming sign-off of these conditions (and copy to the education representative).
9. Support the programme provider in their influencing activities in institutional contexts. This may include the provision of mediation services, tailored to the individual programme provider's needs, such as influencing senior management to expand resources and support for the pre-registration programme and its staff, or making the case for programme-specific assessment regulations.

### RCSLT education representative

The education representative will:

1. Work collaboratively with the RCSLT named contact, the programme provider, and other relevant stakeholders, demonstrating positive regard and maintaining confidentiality at all times
2. Attend and represent the RCSLT at any relevant meetings or events
3. Be familiar with the RCSLT accreditation documentation, the HCPC's [Standards of Proficiency for speech and language therapists](#) and [Standards of Education and Training](#)



4. Assess and critically review programme documentation submitted by the programme provider
5. Assess the programme's alignment with the RCSLT Curriculum Guidance and highlight areas of good practice, areas of concern and possible solutions/developments
6. Submit a report of commendations, [recommendations](#) and [conditions](#) (if any) to the RCSLT for further consideration within four working weeks of receiving the documentation or attending an event using [the RCSLT Accreditation Education Representative Report Form](#).
7. When conditions are attached, review submitted evidence and confirm to RCSLT whether/when these have been met.

More detailed guidance for education representatives can be found in the [Guidance for RCSLT Education Representatives](#).

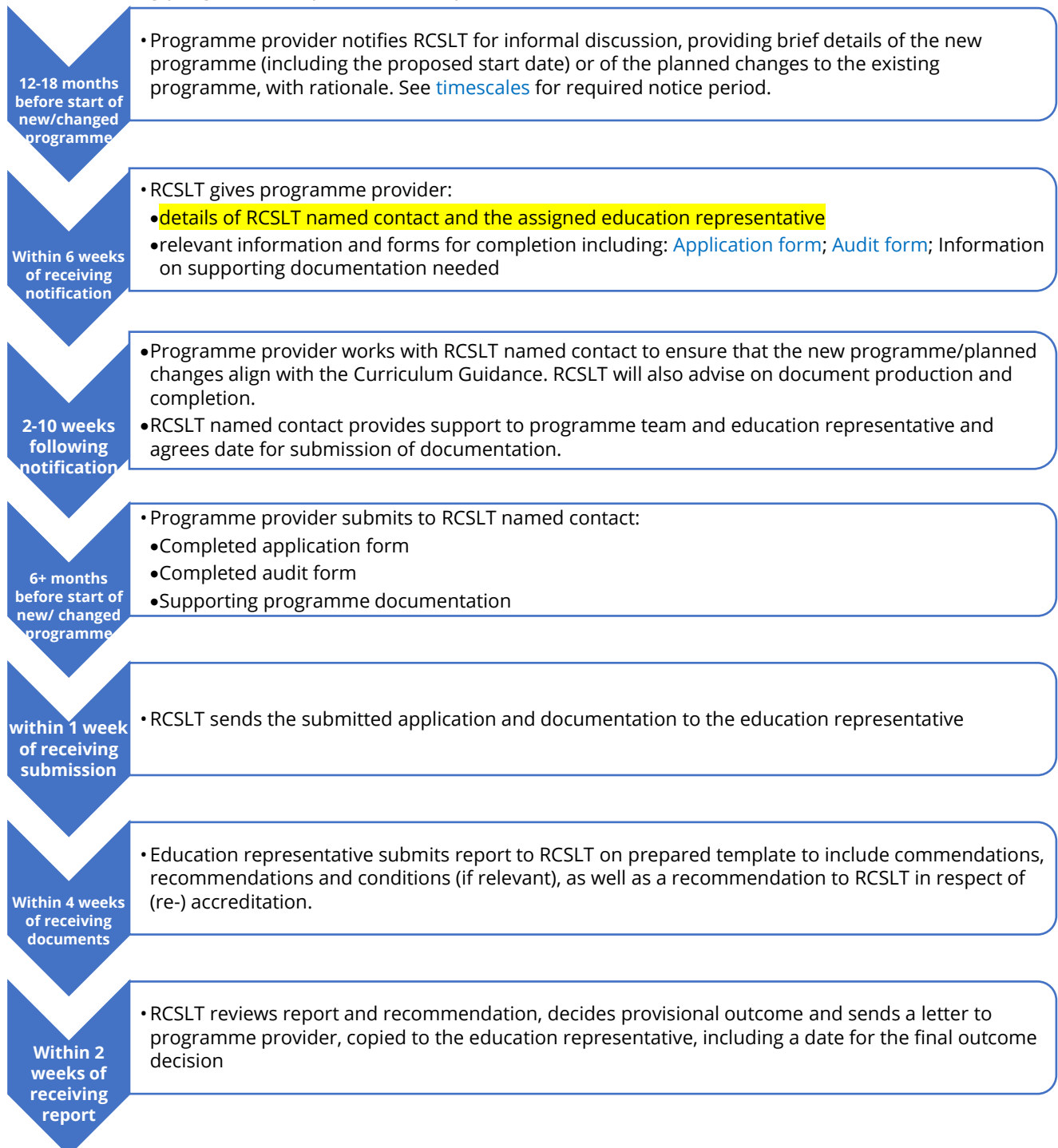
## Programme provider

The programme provider will:

1. Notify the RCSLT at [info@rcslt.org](mailto:info@rcslt.org) as soon as possible in the new programme development or existing programme review process (if significant changes are planned) (see [timescales](#) for notifying)
2. Provide a named contact from the programme team who will lead on the (re-) accreditation process
3. Involve the RCSLT at the earliest opportunity with the development of, or planned changes to, the programme
4. Complete and submit the required documentation to the RCSLT within the agreed timescales
5. Address any recommendations provided at the point of accreditation
6. When conditions are stipulated, take necessary action, and submit evidence within the mutually agreed timescales.
7. Evidence that the programme aligns with, or that they are working towards alignment with, the Curriculum Guidelines throughout the accreditation period
8. Work proactively and in partnership with RCSLT throughout the accreditation period.

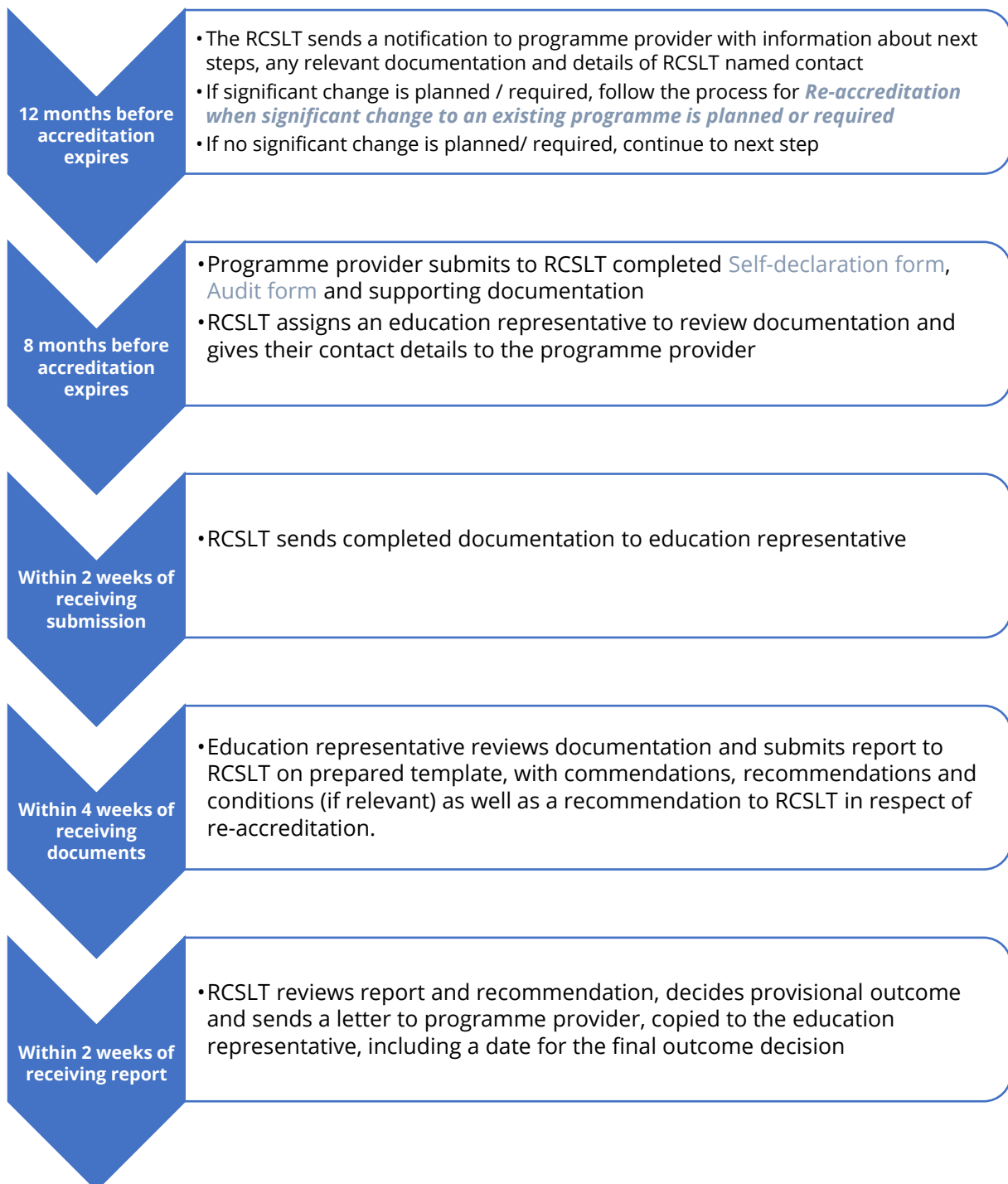
## Accreditation of new programme/Re-accreditation for significant change

Accreditation of new pre-registration programme or re-accreditation when significant change to an existing programme is planned or required.<sup>1</sup>



<sup>1</sup>A significant change to an existing programme may be required if, for example, there is insufficient evidence of adaptation to changes to the Curriculum Guidance or professional landscape at the end of the five-year accreditation period.

## Re-accreditation at the end of the five-year period



## Documentation required

The table below provides an indication of documentation required under different accreditation scenarios.

Additional documentation or evidence may be requested by the RCSLT during the accreditation process. Your RCSLT named contact will be able to provide guidance regarding documentation to be submitted.

Scenario	Accreditation of new programme	Re-accreditation of existing programme: Significant change	Re-accreditation at end of 5-year period: No change	Ongoing annual monitoring: No change
Document/ evidence*				
<a href="#">Application form</a>	Yes (Sections 1 & 2)	Yes (Sections 1 & 3)	No	No
<a href="#">Audit form</a>	Yes	Yes (with changes highlighted)	Yes	No
<a href="#">Self-declaration form</a>	No	No	Yes	Yes
Self-reflection on programme's continued alignment with CGs	No	Yes (Section 3 of Application form)	Yes (Section 2 of Self-declaration form)	No
Programme handbook (or equivalent) including: <i>Programme aims and learning objectives.</i> <i>Learning, teaching and assessment approaches.</i>	Yes	Only if relevant to changes	No	No
Module outlines	Yes	Only if relevant to changes	No	No
Placement/ practice-based learning handbook (or equivalent)	Yes	Only if relevant to changes	No	No

**\*This includes links to web-based information**

## Outcomes of (re-)accreditation

There are three possible outcomes following accreditation/re-accreditation:

### 1. **Accredited**

Your programme is granted RCSLT accreditation for a five-year period. No conditions are set or the conditions which were set have now been met. There may be some [recommendations](#) which you are encouraged to implement.

### 2. **Accredited subject to conditions**

Your programme is granted RCSLT accreditation for a five-year period, subject to [conditions](#) being met.

You and the RCSLT named contact will agree on a date by which conditions must be met. We will support you to respond to the conditions within the agreed timescales.

You will need to submit evidence to demonstrate that the conditions have been met. The RCSLT named contact and the education representative will review this evidence to consider whether the issues identified through the conditions have been addressed.

We will work with you if your first response does not sufficiently address the issues. You will usually have two attempts to meet any conditions.

Once we are satisfied that all conditions have been met, the RCSLT named contact will send you a letter to confirm that your programme is now accredited for a five-year period (copied to the education representative).

### 3. **Not accredited**

RCSLT will not grant accreditation if the evidence you provide is deemed insufficient to demonstrate that the programme aligns with the RCSLT Curriculum Guidance.

You will be able to *submit a new application* following support and guidance from RCSLT. The RCSLT named contact will tell you what further information or evidence you need to provide to evidence alignment with the CGs.

You and the RCSLT named contact will agree on a timeline for this process.

## Ongoing monitoring of accredited programmes

RCSLT will contact the programme provider annually to request an update on the programme.

In keeping with the least burden principle, you will complete a [self-declaration form](#).

You will confirm that, within the previous year, there have been no changes to the programme that would impact on the programme's alignment with the Curriculum Guidance.

You do not need to complete an audit form for ongoing annual monitoring if you have not made/are not planning to make any significant changes to the programme.

**If you are planning to make any changes to your programme and are unsure about whether these would be classed as 'significant', please contact the RCSLT at [info@rcslt.org](mailto:info@rcslt.org) for an informal discussion.**

## Accreditation meetings and visits

In most cases the RCSLT will not need to physically visit the programme provider as part of the accreditation process. Most contact between the RCSLT (including the education representative) and the programme provider will be via email or telephone.

A virtual or face-to-face meeting may be requested by either party at any time during the process. In this case, the requesting party will send out an agenda for the meeting and any relevant papers at least two weeks before the meeting takes place.

The RCSLT may request to meet with, or hear from, stakeholders such as learners, placement provider partners, the programme team, employers of apprentices and graduates from the programme. Meetings can be held virtually. We will give you sufficient notice if this is the case, as well as an indication of the topics to be discussed.

## Multi-profession/internal re-validation events

The programme provider may request participation from RCSLT in an internal re-validation event, or a multi-professional accreditation event (either virtually or in person). For this type of event, we ask you to:

- Ensure that arrangements include an appropriate balance between multi-professional and profession-specific discussion.
- Ensure that there is sufficient time for the education representative to raise and discuss the speech and language therapy programme specifically, as well as develop their understanding of the institution's multi-professional ethos and approach to programme delivery.
- Send all paperwork related to the event to the RCSLT at least 4 weeks in advance of the event.
- Make (but not pay for) any accommodation arrangements for the education representative if necessary.

The **education representative** will:

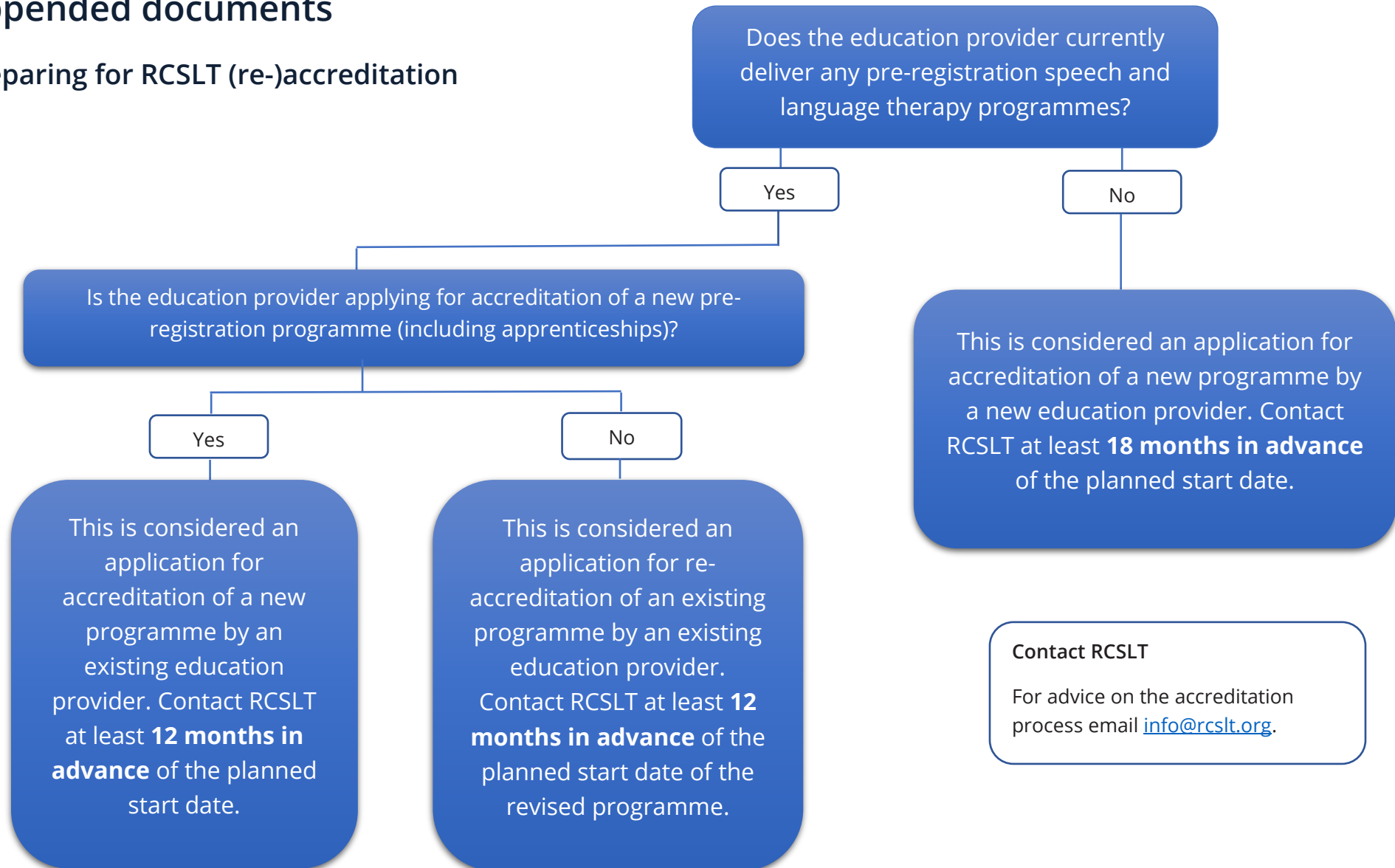
- Observe, listen, and engage in discussion, demonstrating positive regard for the programme provider, its staff and students and respecting confidentiality at all times.
- Help to identify any issues of concern and explore solutions.
- Offer a thoughtful and analytical perspective on speech and language therapy education, including possible sources of evidence and/or expertise.
- Submit a report to the RCSLT within four weeks of the event using the [RCSLT Accreditation Education Representative Report Form](#).

**RCSLT** will:

- Provide an appropriately qualified and experienced education representative to the event.
- Send all paperwork related to the event to the education representative at least four weeks in advance of the event.
- Pay travel, subsistence, and accommodation expenses for the education representative where necessary.

## Appended documents

### Preparing for RCSLT (re-)accreditation





## Application form for (re-)accreditation of programmes in [academic year]

New programme or significant change to an existing programme

Section 1. Programme Details			
Name of programme provider	<input type="text"/>	Duration of programme	<input type="text"/> academic years
Name of awarding/validating body (if different from programme provider)	<input type="text"/>	Mode of delivery	<input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Other (please provide details below) <input type="text"/>
Name of programme	<input type="text"/>	Type of programme	<input type="checkbox"/> UG <input type="checkbox"/> PG
Name of Department, School or Faculty	<input type="text"/>	Type of application	<input type="checkbox"/> New programme ( <i>please complete Section 2</i> )  <input type="checkbox"/> Existing programme – significant change ( <i>please complete Section 3</i> )
Proposed start date (new programme) / date of implementation of changes (existing programme)	<input type="text"/>		
Contact details for person responsible for submitting the form to the RCSLT			
Name	<input type="text"/>		
Job title	<input type="text"/>		
Email address	<input type="text"/>		
Telephone number	<input type="text"/>		
Relationship to programme	<input type="text"/>		

Documents attached to application form (tick where applicable)	
<input type="checkbox"/> Audit form  Please state name of attachment (eg 'Email attachment 1'): <input type="text"/>	<input type="checkbox"/> Details of planned changes to existing programme  Please state name of attachment (eg 'Email attachment 1'): <input type="text"/>
<input type="checkbox"/> Details of new programme  Please state name of attachment (eg 'Email attachment 1'): <input type="text"/>	<input type="checkbox"/> Rationale for planned changes to existing programme  Please state name of attachment (eg 'Email attachment 1'): <input type="text"/>
<input type="checkbox"/> Rationale for new programme  Please state name of attachment (eg 'Email attachment 1'): <input type="text"/>	
<input type="checkbox"/> Programme Documentation  Please state name of attachment(s) (eg 'Programme Handbook'; 'Module Outline xxx'; 'Email attachment 1'; ); <input type="text"/>	

Section 2. Details of new programme	
<i>You may already have a document outlining the details of the new programme. If so, please send us that document and <b>do not</b> fill in the information below.</i>	
<b>Programme outline</b>	<input type="text"/>
<b>Programme aims</b>	<input type="text"/>
<b>Programme learning outcomes</b>	<input type="text"/>
Rationale for new programme	
<i>You may already have a document outlining the rationale for developing a new programme. If so, please send us that document and <b>do not</b> fill in the information below.</i>	
<b>Background and context</b>	<input type="text"/>
<b>Rationale for developing the programme</b>	<input type="text"/>

<p><b>Section 3. Details of the significant change(s) to existing programme</b></p> <p><i>You may already have a document outlining the details of the significant change(s) to the existing programme. If so, please send us that document and <b>do not</b> fill in the information below.</i></p>	
<p><b>Detailed description of change(s) and how these relate to the RCSLT Curriculum Guidance</b></p>	<input type="text"/>
<p><b>Date from which change(s) will be implemented</b></p>	<input type="text"/>
<p><b>Rationale for planned changes to existing programme</b></p> <p><i>Please note that you may already have a document outlining the rationale for the planned significant change(s) at hand. If this is the case, you are to send us that document and <b>do not</b> need to fill in the information below.</i></p>	
<p><b>Background and context</b></p>	<input type="text"/>
<p><b>Rationale for changes to the programme</b></p>	<input type="text"/>

**END OF FORM**

## Self-declaration form

Ongoing annual monitoring or Re-accreditation at the end of five-year period (no significant changes)

Section 1. Programme details			
Name of programme provider	<input type="text"/>	Duration of programme	<input type="text"/> years
Name of awarding / validating body (if different from above)	<input type="text"/>	Mode of delivery	<input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Other (please provide details)
Name of programme	<input type="text"/>	Type of programme	<input type="checkbox"/> UG <input type="checkbox"/> PG
Name of Department, School or Faculty	<input type="text"/>	Type of application	<input type="checkbox"/> Annual monitoring ( <i>do NOT complete Section 2</i> ) <input type="checkbox"/> Re-accreditation at the end of 5-year period - no changes ( <i>please complete Section 2</i> )
Contact details for person responsible for submitting the form to RCSLT			
Name	<input type="text"/>	Job title	<input type="text"/>
Email address	<input type="text"/>	Phone	<input type="text"/>
Relationship to programme	<input type="text"/>		
Declaration			
<p>I hereby declare that, since the last annual monitoring declaration/ accreditation*, there have been no changes to the programme that impact on its alignment with the RCSLT Curriculum Guidance. The programme continues to align with the RCSLT Curriculum Guidance.</p> <p><b>*please delete as appropriate</b></p>			
Signature	Print name	Date signed	
<input type="text"/>	<input type="text"/>	<input type="text"/>	

**NOTES**

1. If you are applying for Re-accreditation at the end of the five-year accreditation period (with no significant changes), please also complete the [Audit form](#) and attach it to this document.
2. If there have been significant changes to your programme within the five-year accreditation period, please contact RCSLT at [info@rcslt.org](mailto:info@rcslt.org) and complete a new [Application Form](#)

<p><b>Section 2: Re-accreditation at end of five-year period (no change) – Self-reflection on the programme</b></p> <p><i>Please provide a brief description of any developments or enhancements to the programme that have taken place since the previous accreditation to demonstrate:</i></p> <p><i>a) how the programme has responded to changes in the context of service delivery or clinical practice</i></p> <p><i>b) how the developments ensure continued or enhanced alignment with the Curriculum Guidance</i></p>	

**END OF FORM**

## Audit form

### Mapping your programme against the RCSLT Curriculum Guidance

This audit form is to be completed for:

- Accreditation of a new pre-registration programme
- Reaccreditation of an existing programme if significant changes are planned/have been made.
- Reaccreditation at the end of the five-year accreditation period.

Please refer to the detail in the RCSLT Curriculum Guidance when completing the form, to ensure that all areas and content within each section are covered.

Column 1 contains a brief summary of relevant sections and paragraphs of the RCSLT Curriculum Guidance (CG). Please note that not all paragraphs within the RCSLT Curriculum Guidance are mentioned on this form as some paragraphs only provide context.

In column 2, you should provide details of source documents or links to web pages as evidence of alignment with the specific section or paragraph. Any documents or web pages referred to in column 2 should be made available to the RCSLT named contact and Education Representative as part of your submission, either as attachments to this form, or as accessible links.

In column 3, you **have the option** of providing more detail or supporting information about some aspects of your programme to enable the Education Representative to make a thorough assessment of the programme's alignment with the Curriculum Guidance. The more detail you provide, the less likely it is that you will be asked to submit additional evidence. This is particularly relevant if:

- a) The source evidence does not provide sufficient detail. For example:
  - a module description or outline may not contain detail of all topics included in that module, thus making it difficult for the Education Representative to judge whether all clinical areas in Section 4.3 of the CG are covered.
  - the placements handbook may not contain specific detail of placement hours to evidence adherence to CG 3.4.1
- b) You have made/are planning specific changes to aspects of the programme. Here it is helpful if you provide a brief description of the change and a summary of how the change continues to ensure (or even enhances) alignment with the relevant CG section/paragraph.

You do not need to complete column 3 for all the Guidance sections – only those which would benefit from further information.

If you would like any further guidance on completing this form, please contact RCSLT at [info@rcslt.org](mailto:info@rcslt.org)

Programme details			
<b>Name of programme provider</b>	<input type="text"/>	<b>Duration of programme</b>	<input type="text"/> years
<b>Name of awarding / validating body (if different from education provider)</b>	<input type="text"/>	<b>Mode of delivery</b>	<input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Other (please provide details)
<b>Name of programme</b>	<input type="text"/>	<b>Type of programme</b>	<input type="checkbox"/> UG <input type="checkbox"/> PG
<b>Name of Department, School or Faculty</b>	<input type="text"/>		
Contact details for person responsible for submitting the form to RCSLT			
<b>Name</b>	<input type="text"/>	<b>Job title</b>	<input type="text"/>
<b>Relationship to programme</b>	<input type="text"/>		
<b>Email address</b>	<input type="text"/>	<b>Telephone number</b>	<input type="text"/>
Declaration			
I hereby declare that the information provided in this audit form is correct			
<b>Signature</b>	<b>Print name</b>	<b>Date signed</b>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	



<b>Guideline</b>		<b>Evidence</b>	<b>Brief supporting information (optional)</b>
<b>#</b>	<b>Description of guideline</b>	<i>Please list relevant source documents/links to webpages/policies and procedures</i>	<i>Please include:</i> <ul style="list-style-type: none"> <li><i>any additional information or detail to complement the source evidence</i></li> <li><i>brief description of change and how continued alignment with the relevant CG is ensured/enhanced</i></li> </ul>
<b>3.1 Recruitment and admissions</b>		<b>Evidence</b>	<b>Brief supporting information</b>
3.1	Robust, transparent and clearly defined admissions procedures		
3.1	Suitable admissions requirements relating to health		
3.1	Suitable admissions requirements relating to disability		
3.1	Suitable admissions requirements relating to criminal records and offending		
3.1.1	Suitable admissions requirements relating to English language proficiency		
3.1.2	Suitable admissions requirements relating to UG programme		
3.1.3	Suitable admissions requirements relating to PG programme		

<b>3.2 Length and structure of programmes leading to registration as an SLT</b>		<b>Evidence</b>	<b>Brief supporting information</b>
3.2	Appropriate maximum period of student registration		
3.2	Opportunity for students on extended periods of study to maintain knowledge and skills		
3.2	Appropriate processes for recognition of prior learning and experience		
3.2	Explicit mandatory attendance requirements		
3.2.1	Adequate overall programme length (full-time programme)		
3.2.2	Adequate overall programme length (part-time programme)		
<b>3.3 Learning, teaching and assessment: approaches and resources</b>		<b>Evidence</b>	<b>Brief supporting information</b>
3.3	Suitable range of learning and teaching approaches		
3.3	Learning methods encourage autonomy and independence		
3.3	Adequate opportunities for learners to meet and learn in a group situation		
3.3	Suitable holistic assessment strategy		
3.3	Appropriate resources for learning (including access to specialist speech and language analysis technology)		
3.3.1	Programme leader appropriately qualified		
3.3.1	Acceptable staff-student ratio		
3.3.1	Adequate level of staffing		

3.3.2	Service users included in development and delivery of the course		
<b>3.4 Partnership in practice education provision</b>		<b>Evidence</b>	<b>Brief supporting information</b>
3.4	Effective partnership working with placement providers		
3.4	Appropriate process for managing issues of concern on placements		
3.4	Effective communication mechanisms between HEI, student and placement provider		
3.4.1	The course provides minimum number of Mandatory Placement Hours (150 sessions, 525 hours): <ul style="list-style-type: none"> <li>• Minimum placements supervised by SLTs (100 sessions, 350 hours)</li> <li>• Additional placements (50 sessions, 175 hours)</li> </ul>		
3.4.1	Appropriate range of supervised placements (minimum 30 sessions with paediatric and 30 with adult client groups)		

<b>4.2 Key graduate capabilities</b>		<b>Evidence</b>	<b>Brief supporting information</b>
The programme supports learners to develop the appropriate knowledge and skills to demonstrate all the graduate capabilities outlined in Part 4.2 of the CGs at the point of graduation.			
<b>4.2.1 Communication</b>		<b>Evidence</b>	<b>Brief supporting information</b>
A.	Advanced communication skills		
B.	Promoting inclusion and access		
C.	Health promotion		
<b>4.2.2 Partnerships</b>		<b>Evidence</b>	<b>Brief supporting information</b>
A.	Interprofessional practice and teamworking		
B.	Working with service users, families and carers		
C.	Advocacy		
<b>4.2.3 Leadership and lifelong learning</b>		<b>Evidence</b>	<b>Brief supporting information</b>
A.	Self-development and self-management		
B.	Professional commitment/clinical business skills		
C.	Developing others		
D.	Innovation and change		

<b>4.2.4. Research and evidence-based practice</b>		<b>Evidence</b>	<b>Brief supporting information</b>
A.	Use of the evidence base to support clinical reasoning and practice		
B.	Research skills and methods		
C.	Service evaluation and development		
<b>4.2.5. Professional autonomy and accountability</b>		<b>Evidence</b>	<b>Brief supporting information</b>
A.	Information governance, record-keeping and technology		
B.	Caseload and professional responsibility		

<b>4.3 Applied knowledge of speech, language and swallowing difficulties and their speech and language therapy management</b>			
<b>4.3.1 Key graduate capabilities relevant to all clinical areas listed in Table 2 (see CG p54)</b>		<b>Evidence</b>	<b>Brief supporting information</b>
4.3.1	The curriculum includes applied knowledge of the full range of speech, language and swallowing difficulties and their SLT management		
<b>4.3.2 Clinical areas and key graduate capabilities additional to those covered in Table 1 (see CG p56)</b>		<b>Evidence</b>	<b>Brief supporting information</b>
1.	Acquired cognitive communication disorders		
2.	Acquired language disorders		
3.	Acquired motor speech disorders		

4.	Acquired neurological disorders and/or conditions		
5.	Cleft lip and/or palate and other craniofacial conditions		
6.	Dysphagia (eating, drinking and swallowing disorders)		
7.	Fluency disorders		
8.	Head and neck cancers and/or trauma		
9.	Hearing impairment (incl. Deafness)		
10.	Language disorders (adults and children)		
11.	Mental health conditions (adults)		
12.	Mental health conditions (children)		
13.	Neurodevelopmental conditions and/or learning disabilities		
14.	Speech sound disorders		
15.	Voice disorders and voice modification		

<b>4.4 Applied knowledge from other disciplines underpinning speech and language therapy practice</b>		
<b>4.4.1 Phonetics and linguistics</b>	<b>Evidence</b>	<b>Brief supporting information</b>
Phonetics and clinical applications		
General linguistics and clinical applications		
Speech and language acquisition and change over the lifespan		
Psycholinguistics		
Conversation and discourse analyses		
Sociolinguistics		
Multilingualism		
<b>4.4.2. Psychological and social sciences</b>	<b>Evidence</b>	<b>Brief supporting information</b>
Theoretical frameworks in psychology		
Psychological development and change		
Applications of psychology to speech and language therapy practice		
Applications of social and cultural factors to speech and language therapy practice		
Language and literacy		

4.4.3. Biological and medical sciences	Evidence	Brief supporting information
General anatomy and physiology (basic level)		
Biological processes with particular relevance for speech and language therapy		
Neurology		
Audiology		
Ear, nose and throat (ENT) and maxillofacial surgery		
Psychiatry		
Paediatrics		
Gerontology		
Oncology		
Palliative and/or end of life care		

**END OF FORM**



## Education Representative Report

Before completing your report, please read the [Accreditation Guidance for RCSLT Education Representatives](#)

<b>Section 1. Programme details</b>	
Name of education provider	
Name of awarding / validating body (if different from education provider)	
Name of programme	
Proposed new intake date (new programme) / Proposed date of introduction of revised programme (significant change)	
Mode of delivery	<input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Other (please provide details)
Type of programme	<input type="checkbox"/> UG <input type="checkbox"/> PG
<b>Section 2. Education representative details</b>	
Name	
Job title	
Employer	
Email address	
Telephone number	

<b>Section 3. Recommendation for accreditation</b>			
Based on the evidence presented to me during the accreditation process, my recommendation is to:			
<input type="checkbox"/> (Re-)Accredit <input type="checkbox"/> (Re-)Accredit, subject to conditions being met			
<input type="checkbox"/> Not accredit / withdraw accreditation			
<b>Recommendations (if applicable)</b>			
Please highlight areas of the programme that would benefit from development, but that do not affect the programme's alignment with the Curriculum Guidance. Rows will expand to fit your text. You can add further rows if necessary.			
#	CG section	Recommendation	Suggested evidence
1			
2			
3			
4			
5			
<b>Conditions (if applicable)</b>			
Please highlight key aspects of the programme for which there is insufficient evidence of alignment with a specific and important section of the Curriculum Guidance. Rows will expand to fit your text. You can add further rows if necessary			
#	CG section	Condition	Suggested evidence
1			
2			
3			
4			
5			
<b>Commendations</b>			
Please use this section to highlight areas of good practice within the programme. Commendations do not affect accreditation, but can be helpful to the programme provider in other quality assurance processes.			

Signature of Education Representative (electronic accepted)

Date

**END OF REPORT**

The Royal College of Speech and Language Therapists (RCSLT) is the professional body for speech and language therapists in the UK. As well as providing leadership and setting professional standards, the RCSLT facilitates and promotes research into the field of speech and language therapy, promotes better education and training of speech and language therapists, and provides its members and the public with information about speech and language therapy.

[rcslt.org](http://rcslt.org) | [info@rcslt.org](mailto:info@rcslt.org) | [@RCSLT](https://www.instagram.com/rcslt)

