hpc health professions council

Visitors' report

Name of education provider	University of the West of England, Bristol
Programme name	Professional Doctorate Health Psychology
Mode of delivery	Full time
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Health psychologist
Date of visit	8 – 9 July 2010

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Practitioner psychologist'or 'Health psychologist' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 16 September 2010. At the Committee meeting on 9 December 2010, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

Introduction

The HPC visited the programme at the education provider as the Practitioner Psychologist profession came onto the register in 2009 and a decision was made by the Education and Training Committee to visit all existing programmes from this profession. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event as the professional body considered their accreditation of the programme. The visit also considered the Post Graduate Diploma Health Psychology (Professional Practice). The professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. A separate report exists for the other programme. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Kathryn Thirlaway (Health Psychologist) Sabiha Azmi (Clinical Psychologist)
HPC executive officer (in attendance)	Ben Potter
Proposed student numbers	6
Initial approval	January 2006
Effective date that programme approval reconfirmed from	September 2010
Chair	Dianne Rees (University of the West of England, Bristol)
Secretary	Dave Nolan (University of the West of England, Bristol)
Members of the joint panel	Elvidina Adamson-Macedo (British Psychological Society) Rupal Nathwani (British Psychological Society)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators/mentors	☒	☐	☐
Students	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☒	☐	☐

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 38 of the SETs have been met and that conditions should be set on the remaining 19 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme.

Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Condition: The education provider must revisit the programme documentation and any advertising material to ensure that the terminology in use is accurate and reflective of the current terminology used in relation to statutory regulation.

Reason: The visitors noted that the programme documentation submitted by the education provider did not fully comply with the advertising guidance issued by HPC. In particular, there were instances of out-of-date terminology in reference to HPC 'accrediting' the programme. The HPC does not 'accredit' education programmes instead we 'approve' education programmes. The visitors considered the terminology to be misleading to applicants and students and therefore required the documentation to be reviewed to remove any instance of incorrect or out-of-date terminology throughout. This is to provide clarity for those on or applying to the programme and to ensure that this standard continues to be met.

2.3 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.

Condition: The education provider must check that students coming onto the programme have undergone appropriate criminal convictions checks.

Reason: Within the documentation and in discussion with the programme team the visitors ascertained that the programme team did not undertake any criminal convictions checks on applicants to the programme. It was clear that the expectation was that the appropriate and relevant criminal convictions checks on applicants would be undertaken by practice placement providers. However the visitors' noted that the education provider does not have a process in place to check that appropriate and relevant checks are undertaken by practice placement providers. This also affects how the programme meets SET 3.16 as the visitors' were unclear as to how the programme team would deal with an applicant who declared a criminal conviction. Therefore the visitors require evidence of how the programme team satisfy themselves that an appropriate criminal convictions check has been undertaken by an applicant before they take up a place on the programme. They also require evidence to determine what the programme team would do if a criminal conviction was declared to ensure that this standard continues to be met.

2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must check that students coming onto the programme have undergone appropriate occupational health checks.

Reason: The visitors noted in the documentation and in discussion with the programme team that applicants did not undergo checks prior to taking up a

place on the programme to ensure that they met any health requirements. It was clear that relevant health checks on applicants are expected to be conducted by practice placement providers. However the visitors' noted that the programme team did not identify if these checks had been undertaken by applicants which also affects how students on the programme meet standard of proficiency (SOP) 3a.3. Therefore the visitors require evidence of how that the programme team check that applicants can meet, or have met, any relevant health requirements before they take up a place on the programme.

2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.

Condition: The education provider must check that students coming onto the doctoral programme, having completed an externally delivered pre-doctoral programme, can meet the relevant standards of proficiency (SOPs) which are met by completing the University of the West of England, Bristol (UWE) MSc Health Psychology.

Reason: The visitors noted that qualifications which applicants must complete before obtaining a place on the programme allow students to meet some of the SOPs for health psychologists. However the visitors were unclear as to how the team ensured that these SOPs were met by students who had completed a pre-doctoral programme at an external education provider which also affects SET 4.1 and 6.1. The programme must ensure that students who successfully complete the programme can meet the relevant SOPs for Health Psychologists so that they may practice safely once they have successfully applied to the Register. The visitors therefore require evidence to demonstrate how the programme team checks that students taking up a place on the programme, having not undertaken the UWE MSc Health Psychology, can meet all of the SOPs for Health Psychologists. This will then demonstrate how the programme continues to meet this standard.

3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: The education provider must put in place attendance monitoring mechanisms to ensure that the stated minimum, of two year full time equivalent experience on placement, is met.

Reason: The visitors identified in the documentation and in discussion with the programme team that the only stated mandatory attendance requirement placed on students is that they are expected to complete the equivalent of two years full time as part of their practice placement. However the visitors could not determine how the team ensured that students meet this requirement and subsequently meet the learning outcomes provided by the practice placement. The visitors therefore require evidence to demonstrate how the programme team satisfy themselves, through suitable checks or monitoring mechanisms, that the students meet the attendance requirement of the programme when on practice placement. This would help to ensure that students meet all of the required learning outcomes on placement and that the programme continues to meet this standard.

3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.

Condition: The education provider must implement a formal fitness to practice process to deal with concerns regarding students' profession-related conduct.

Reason: From the documentation and in discussion with all of the other groups met on the visit, the visitors identified that there was no formal process in place for dealing with concerns about students' profession related conduct which affects how the programme continues to meet SETs 5.11 and 6.5. They did note that concerns could be raised about students' conduct and that those concerns would be dealt with by the programme team. However it was made clear that this was done on a case by case basis. The visitors articulated that this could lead to students perceiving they had been treated differently in different situations. In turn this perception may lead to decisions made about professional conduct open to successful academic appeal and to students successfully completing the programme with concerns about their professional conduct. The visitors therefore require evidence of the implementation of a formal process to deal with concerns regarding students' profession-related conduct. This is to ensure that the students who successfully complete the programme would be fit to practice if they successfully apply to the Register.

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Condition: The education provider must revise the programme documentation to make explicit how the learning outcomes of the programme allow students to meet the following standards of proficiency (SOPs);

- **1a.1 be able to practise within the legal and ethical boundaries of their profession**
  - **understand the need to act in the best interests of the service users at all times**
  - **understand what is required of them by the Health Professions Council**
  - **understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every patient including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing**
  - **understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on clients**
  - **understand the power imbalance between practitioners and clients and how this can be managed appropriately**

- **1a.2 be able to practise in a non-discriminatory manner**

- **1a.4 understand the importance of and be able to obtain informed consent**

- **1a.8 understand the obligation to maintain fitness to practise**

- o **understand the need to practise safely and effectively within their scope of practice**

- **1b.1 be able to work, where appropriate, in partnership with other professionals, support staff, patients, service users, and their relatives and carers**
    - o **understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals**
    - o **understand the dynamics present in health professional – client relationships**

- **1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users their relatives and carers**
    - o **be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others**
    - o **be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status**

- **1b.4 understand the need for effective communication throughout the care of the service user**

- **3a.3 understand the need to establish and maintain a safe practice environment**
    - o **be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these**
    - o **be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation**
    - o **be able to select appropriate personal protective equipment and use it correctly**
    - o **be able to establish safe environments for practice, which minimise risks to service users, those treating them, and others, including the use of hazard control and particularly infection control**

Reason: From the discussions with the programme team and the documentation submitted by the education provider the visitors noted that the cross-referencing mapping document of the programme to HPC Standards of Proficiency had errors in the referencing. This affected aspects of SOPs 1a.1, 1a.2, 1a.8, 1b.1, 1.b3 and 1b.4 as the mapping did not make clear where the learning was delivered which would allow students to meet these SOPs. This also affected the whole of SOP 3a.3 which also needs to be clarified. Subsequently it was unclear where the learning was provided to ensure that students successfully completing the programme could meet these SOPs. The visitors therefore require the programme documentation be updated to correctly and clearly reference where the learning outcomes of the modules allow students to meet the SOPs. This is to

clearly demonstrate that those who successfully complete the programme can meet all of the relevant standards of proficiency and that this standard continues to be met.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Condition: The education provider must ensure that the programme documentation includes sufficient information about and or references to the HPC's standards of conduct performance and ethics.

Reason: The visitors noted in the programme documentation and in discussions with students that general standards of conduct, performance and ethics are dealt with in the curriculum. However in discussion with the students it was clear that they did not understand the implications of the HPC's standards of conduct, performance and ethics. They also noted in the documentation that there were no explicit references to HPC's standards of conduct, performance and ethics and that the HPC's Guidance on conduct performance and ethics for students did not appear in module reading lists. The visitors articulated that students should be aware of the implications of the standards of conduct performance and ethics on their time as a student and for their practice in the future. The visitors therefore require evidence to demonstrate that the programme documentation includes sufficient information about and or references to the HPC's standards of conduct performance and ethics. This is to demonstrate that students understand the implications of the HPC's standards of conduct, performance and ethics and that the programme continues to meet this standard.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The education provider must implement a formal practice placement audit policy.

Reason: From the documentation submitted by the education provider the visitors stated that it was not clear how the education provider effectively monitors practice placements. In discussions with the programme team, the visitors noted that the programme team undertakes informal placement monitoring in the form of an initial meeting with the practice placement educator. However, the visitors could not find evidence of a thorough, formal, system to approve and monitor practice placements. The visitors were subsequently unclear as to how the programme team ensures that the students are able to meet the learning outcomes associated with the placement aspects of the programme. This also affects how the programme continues to meet SET 5.5, 5.6, 5.7, 5.8 and 5.9. The visitors therefore require evidence of the implementation of a thorough and effective practice placement monitoring system. This should demonstrate how the programme team check that practice placements are providing students with the experience necessary to meet the stated learning outcomes and standards of proficiency.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must check that practice placements have equality and diversity policies in place and that these are implemented and monitored.

Reason: As stated in SET 5.4 the visitors were unclear as to how the programme team monitored practice placements. As such they are also unclear as to how the programme team checks that practice placements have equality and diversity policies in place. An equality and diversity policy is required to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of the monitoring systems which satisfy the programme team that equality and diversity policies in relation to students are implemented in placement settings.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Condition: The education provider must identify what is an adequate number of appropriately qualified staff to supervise students and check that practice placements meet this standard.

Reason: From the documentation and after conversation with the programme team the visitors were unclear as to how the programme team monitors practice placements as outlined in SET 5.4. Subsequently the visitors are unclear as to how the programme team checks that there are an adequate number of appropriately qualified and experienced staff at a practice placement. An adequate number of appropriately qualified staff to supervise students is required to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of what the programme team considers an adequate number of appropriately qualified and experienced members of staff and how the team will check that this is the case on practice placements. This also affects how the programme continues to meet SETs 5.7 and 5.9.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Condition: The education provider must identify what relevant knowledge skills and experience is needed by practice placement educators and check that practice placements meet this standard.

Reason: As in SET 5.4, after reviewing the documentation and discussions with the programme team, the visitors were unclear as to how the programme team monitored practice placements. They are therefore unclear as to how the programme team checks that practice placement educators have relevant knowledge, skills and experience. This also affects how the programme continues to meets SETs 5.6 and 5.9. Practice placement educators should have relevant knowledge, skills and experience to ensure that all students on

placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. Subsequently the visitors require evidence of what the programme team considers relevant knowledge, skills and experience and how the team will check that educators on practice placements meet these standards.

5.8 Practice placement educators must undertake appropriate practice placement educator training.

Condition: The education provider must identify what level of training is necessary for practice placement educators and check that practice placements meet this standard.

Reason: As stated in SET 5.4 the visitors were unclear as to how the programme team monitored practice placements. The visitors were also unclear as to what the programme team considers appropriate practice placement educator training and how the programme team checks that practice placement educators have had appropriate training. Practice placement educators should have relevant training to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of what the programme team considers appropriate practice placement educator training and how the team will check that educators on practice placements meet this requirement. This is to ensure that the practice placement educators are appropriately trained and that the programme continues to meet this SET.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Condition: The education provider must identify who and which professionals can appropriately supervise students on practice placement and check that they are appropriately registered unless other arrangements are agreed.

Reason: As stated in SET 5.4 the visitors were unclear as to how the programme team monitors practice placements. As such they are unclear as to how the programme team checks that practice placement educators are appropriately registered, which also affects how the programme continues to meets SETs 5.6 and 5.7. Practice placement educators should be appropriately registered to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of what the programme team considers an appropriately registered member of staff and how the team will check that this is the case on practice placements

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:
  - **the learning outcomes to be achieved;**
  - **the timings and the duration of any placement experience and associated records to be maintained;**
  - **expectations of professional conduct;**

- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Condition: The education provider must identify what implications a formal fitness to practice policy may have for a student and/or practice placement educator during placement and clearly articulate this in the relevant handbooks.

Reason: As identified in SET 3.16 the visitors noted that there was no formal process to deal with student's professional related conduct while on the programme. While on placement students should be aware of the HPC standards of conduct performance and ethics and what implications they may have, which also affects SET 4.5. The visitors noted that the lack of a formal process to deal with possible issues arising from students' professional conduct could lead to those issues being handled differently, in different situations, by both the practice educators and the programme team. This could lead to students being successful in challenging decisions about their professional conduct. To mitigate against this the visitors articulated that the expectations of professional conduct on placements need to be made clear to students and practice placement educators. The implications of any issues arising around professional standards should also be clarified and go hand in hand with a formal process for dealing with issues which may arise. Therefore the visitors require evidence that students and practice placement educators are made fully aware of the expectations of professional conduct and what the implications are if these expectations are not met while on placement.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Condition: The education provider must review the programme documentation to make explicit that where the learning outcomes allow students to meet the following HPC Standards of Proficiency they are adequately assessed;

- **1a.1 be able to practise within the legal and ethical boundaries of their profession**
  - **understand the need to act in the best interests of the service users at all times**
  - **understand what is required of them by the Health Professions Council**
  - **understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every patient including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing**
  - **understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on clients**
  - **understand the power imbalance between practitioners and clients and how this can be managed appropriately**

- **1a.2 be able to practise in a non-discriminatory manner**

- **1a.4   understand the importance of and be able to obtain informed consent**

- **1a.8 understand the obligation to maintain fitness to practise**
  - understand the need to practise safely and effectively within their scope of practice

- **1b.1 be able to work, where appropriate, in partnership with other professionals, support staff, patients, service users, and their relatives and carers**
  - understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
  - understand the dynamics present in health professional – client relationships

- **1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users their relatives and carers**
  - be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
  - be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status

- **1b.4 understand the need for effective communication throughout the care of the service user**

- **3a.3 understand the need to establish and maintain a safe practice environment**
  - be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these
  - be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation
  - be able to select appropriate personal protective equipment and use it correctly
  - be able to establish safe environments for practice, which minimise risks to service users, those treating them, and others, including the use of hazard control and particularly infection control

Reason: As in SET4.1 the visitors noted that the cross-referencing mapping document of the programme to HPC Standards of Proficiency had errors in the referencing. This affected SOPs 1a.1, 1a.2, 1a.8, 1b.1, 1.b3, 1b.4, and 3a.3. The visitors were therefore unclear about how these SOPs are met and how the learning outcomes ensure that students completing the programme can meet the relevant standards of proficiency. The visitors therefore require the programme team to demonstrate how the learning outcomes are assessed thereby ensuring that students can meet these SOPs when completing the programme.

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Condition: The education provider must identify how the learning outcomes and assessment criteria of the programme inform judgements in relation to any formal fitness to practice policy and ensure that students are fit to practice.

Reason: The visitors noted in discussions and in the documentation provided by the programme team that there was no formal fitness to practice policy. This has also affected SETs 3.16 and 5.11. The visitors stated that the lack of a formal process for dealing with professional practice issues impacts on how the team ensure that students who successfully complete the programme are fit to practice. They did note that concerns could be raised and that those concerns would be dealt with by the programme team but that this was done on a case by case basis. This could lead to students perceiving they had been treated differently, in different situations, which in turn may leave decisions made about professional conduct open to academic appeal. As a consequence students graduating from the programme may have questions about their suitability to practice. Therefore the visitors require evidence that a formal process to deal with issues around students' professional conduct is being implemented by the team. This process should also demonstrate how the objective measurement of the learning outcomes associated with the professional practice elements of the course will inform judgements made and ensure that this standard continues to be met.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider must revisit the programme documentation to clearly articulate that aegrotat awards do not provide eligibility for admission to the HPC Register.

Reason: The visitors noted in the documentation that the education provider confers aegrotat awards in certain circumstances. However the visitors stated that there was insufficient detail regarding the policy for aegrotat awards which could mislead students. The visitors therefore require the programme documentation to be updated to clearly specify that any aegrotat award would not provide students with eligibility for admission to the Register. This is to provide clarity for students and to ensure that this standard continues to be met.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider must revisit the programme documentation to clearly articulate that external examiners appointed to the programme must be HPC registered unless alternate arrangements have been agreed with the HPC.

Reason: In the documentation submitted by the education provider there was insufficient detail concerning the recruitment of external examiners to the

programme. The visitors were happy with the external examiner arrangements after discussions with the programme team. However this standard requires that the assessment regulations of the programme must state that any external examiner appointed to the programme needs to be appropriately registered or that suitable alternative arrangements should be agreed. Therefore the visitors require evidence that HPC requirements regarding the appointment of external examiner to the programme have been included in the documentation, specifically in the programme regulations, to ensure that this standard continues to be met.

Recommendations

2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.

Recommendation: The education provider should consider highlighting in the programme documentation and in the advertising material the English language requirement for entry to the programme.

Reason: The visitors noted in the assessment regulations that any applicant must provide evidence of achieving a minimum grade of 6.5 using the International English Language Testing System (IELTS) or similar. Therefore they are satisfied that this SET is met. However they recommend that this requirement for entry to the programme is made clear to applicants prior to them applying by including it in relevant programme documentation and in the associated advertising material. The visitors feel that this would aid applicants in making an informed decision when applying to the programme.

Sabiha Azmi
Kathryn Thirlaway