CSP Accreditation of Qualifying Programmes in Physiotherapy: Quality Assurance processes

Section 1: Conditions for programme accreditation

CSP programme accreditation normally extends for a 5-year period, subject to the programme provider's continued engagement with the CSP (see below). However, the point at which a programme is presented for re-accreditation can be negotiated (again as described below).

In addition to the payment of the Society's annual accreditation fee, ongoing CSP programme accreditation requires programme teams to

- Provide information about each cohort of learners who enrol on the accredited programme (through completion of the CSP enrolment list pro forma), learner interruptions or withdrawal from the programme, again, using the relevant CSP form, and pass lists as learners graduate (All forms can be found within CSP Programme Leads Handbook (2011).)
- Participate in the CSP annual quality review process
- Present their programme for review and re-accreditation every four to seven years (with the most appropriate point within this time identified through discussion between the programme provider and CSP, taking account of an institution's broader plans for reviewing and developing its health care education provision).

The CSP's requirements attached to programme accreditation are listed below.

CSP accreditation is dependent on

- A programme also securing approval from the HCPC
- Enrolled learners being strongly encouraged to take up CSP membership
- Engagement with CSP annual quality review processes
- The host institution making appropriate arrangements for inducting and supporting all those involved in a programme's delivery in the university and practice environment
- Upholds and promotes the values bound up in the concept of professionalism (see *CSP Code of Professional Values & behaviour* (2010))
- Is normally overseen by external examiners who hold HCPC registration, at least one of which is a chartered physiotherapist.

Section 2: Learning and Development Principles, Supplementary information for CSP Accreditation of Qualifying Programmes in Physiotherapy

This section details the underpinning quality assurance processes that support the principles on which physiotherapy qualifying programmes should be based in order to obtain Chartered Society of Physiotherapy accreditation.

Both the processes and the principles are intended to help course providers develop their programmes to prepare learners for emerging physiotherapy roles that meet changing healthcare needs, and for practice within an evolving context, for example within new health and wellbeing providers.
The following table itemises CSP requirements for programme accreditation and re-accreditation.

This table is used by CSP representatives at accreditation events. Should you wish to do so; it can be used to map your programme against and be included within submission documents for programme accreditation.

The table is divided into the following themes based on the learning and development principles

- Programme outcomes
- Programme design
- The learning process
- Learning, teaching and assessment strategies
- Inter-professional education
- Practice placements
- Models of practice
- Research, critical evaluation and appraisal
- Resources and programme management

This table is available as a standalone document and can be found on iCSP closed SH/PL network. Alternatively please contact the Learning and Development officer on learninganddevelopment@csp.org.uk.

Principle 1 Programme Outcomes

Qualifying programmes should aim to develop the knowledge, skills, behaviour and values (KSBV) required to practise physiotherapy at newly qualified level (NHS Band 5 or equivalent), while nurturing the skills, behaviour and values that will enhance career-long development and practice.

Area	Recommendation	
Learning outcomes	The programme's learning outcomes should be ensuring that the KSBV required of a new graduate are effectively developed through the course. An explanation of how the graduates meet the KSBV articulated within the *CSP Physiotherapy Framework (2010)* should be given (a summary of these can be found in the following table). This could take the form of a mapping exercise.	
	An explanation should be given of how the learning outcomes are consistent with the programme's philosophy and rationale.	
	Where a programme is designed to lead to a Master's level award, it should clearly be articulated how the programme enables learners to develop and demonstrate their learning at this level	

Principle 2 Programme design
Flexibility and local need will determine programme design decisions, within nationally agreed boundaries.

Area	Recommendation	
Admissions	Information should be provided on • How individuals apply for admission (eg through UCAS) • Minimum academic entrance criteria • Mechanisms for considering applicants with appropriate prior learning for advanced standing on the programme • Policies of the host institution and that are individual to the programme or physiotherapy/health and social care provision to do with mature and non-standard applicants • Selection procedures, including - Their rationale - Protocols for clear and timely communication with applicants at all stages of the process - Mechanisms for ensuring fairness and consistency in procedures - Arrangements for monitoring application and selection trends and the selection of procedures • How the selection procedures comply with the Disability Discrimination Act (1995) and Disability Equality Duty (2006) and government initiatives on widening access to higher education, and fulfil the CSP code of practice for equality and diversity (CSP, 2004b; HCPC, 2006) • The institution's policies on health checks and police checks of applicants (CSP, 2006b) • How the selection processes take account of professional and regulatory expectations relating to suitability for preparing to practise within a healthcare profession (CSP, 2016)	
Attendance requirements	The programme's mandatory attendance requirements should be explained and itemised.	
Context	Information should be provided on relevant additional programmes offered by the institution, including other qualifying programmes in physiotherapy, learning opportunities for qualified physiotherapists and support workers, and its broader profile of health and social care provision	
Individual modules	The following information should be provided on each module within a programme: • Pre-requisites and co-requisites • Year of study in which it is delivered • Credit-point tariff	

Area	Recommendation	
	- Contact hours - Aims and intended learning outcomes - Indicative content - Teaching and learning strategies - Assessment strategies - Indicative reading	
Ongoing evaluation	Information should be provided on the structures, mechanisms and processes the team has in place for evaluating all aspects of a programme's delivery and for gaining the perspectives of all relevant parties. In particular, information should be provided on how the following aspects of a programme's development and delivery are kept under review: - How the programme is ensuring that graduates are appropriately prepared for contemporary and future physiotherapy practice and service delivery needs - How the programme continues to fit within the education providers' profile of physiotherapy and other health and social care education (at qualifying, post-qualifying and support worker levels)	
Philosophy and rationale	The programme's educational and professional rationale, philosophies and theories should be explained, together with how - These have informed the programme's planning, development (and delivery and evaluation, in the case of programmes presented for re-accreditation) - The programme will meet current and anticipated needs in physiotherapy practice and service delivery - How service user views have informed the development of the programme - The programme will support the development of learners' professionalism.	
Programme aims	The programme's aims should be articulated and explained.	
Programme structure	A diagrammatic representation should be provided of the curriculum, set against a calendar, showing semesters, practice placement blocks, university blocks, units/modules and assessments. The programme structure, including how this supports the curriculum design and the integration of academic and practice-based components, should be explained	
Staff:student contact	An indication should be given of the staff:student contact hours for each year of study	

Area	Recommendation	
Learner Consent	Information should be provided on requirements and guidelines on learner consent for involvement in elements of the programme (CSP, 2005b). The CSP expects host institutions to have a non-discriminatory protocol on consent for learners' engagement in practical and clinical skills work as part of their enrolment on a programme. This can usefully be provided as part of the programme documentation.	

Programme-specific requirements	The regulations specific to the award should make explicit that
	• Condonement of failure in a module should not normally be permitted
	• Compensation of failure may be permitted within a module that is not related to practical skills
	• Condonement or compensation cannot take place in practice-based learning elements of a programme
	• It is not normally permitted that a learner can proceed from one year or level of a programme to the next without having successfully completed all the pre-requisites for the following year or level
	• It is not normally possible for a learner to be permitted more than two attempts at a unit/module; such a regulation should be applied with discretion, taking account of
	  - A learner's progression through the programme (ie a team should keep under review whether a pattern is emerging of a learner needing to re-attempt units or modules, with particular attention paid to issues of public protection that an individual's performance may raise, and the practicalities of a learner progressing from one unit to another if the need for a second attempt arises)
	  - Extenuating circumstances that may impact on a learner's performance
	• Aegrotat awards are not acceptable for providing eligibility for CSP membership.
	
	Information should be provided on
	• The minimum pass mark
	• Re-assessment, including how this is organised [see above] in terms of how a re-sit can be accommodated within the programme calendar and arrangements for progression, the particular arrangements for those in their final-year of study to be re-assessed, and arrangements and conditions for requiring learners to re-do a period of learning
	• The contribution of each year or level of study to the final award
	• The percentage contribution of practice-based learning elements to the final award (the CSP expects this to be commensurate with practice-based learning forming a significant portion of a programme)
	
	Alternative awards (for which 'physiotherapy' should not be included in the title and for which it should be made clear that eligibility for CSP membership does not apply)	

Area	Recommendation	
	Period of study: A BSc (Hons) programme should normally be completed within a maximum period of six years, and an MSc (Pre-reg) within four, unless a robust rationale is presented for ensuring the quality and currency of learners' learning over a longer period Some discretion will be applied in applying this requirement, informed in part by the length and mode of study of the programme in question).	

Principle 3 The learning process
The learning process experienced by learners should prepare them well for initial practice upon qualification, to promote continued learning and enable them to adapt to the challenges and opportunities of an ongoing career in physiotherapy.

Area	Recommendation	
Ongoing evaluation	Information should be provided on the structures, mechanisms and processes the team has in place for evaluating all aspects of a programme's delivery and for gaining the perspectives of all relevant parties. In particular, information should be provided on how the following aspects of a programme's development and delivery are kept under review: • How the programme is optimising links between practice, research, teaching and learning	
Research component	The following information should be provided: • Explanation of how the research component of a programme enables learners to develop and demonstrate the application of a chosen research method, the analysis and interpretation of data and discussion of results achieved and methodology used, and broader skills to do with the critical analysis and evaluation of the outcomes of work • Rationale for the format and assessment of the assignment/project • Procedures and academic support provided to learners • Arrangements for standardising marking • Marking criteria • Practical arrangements for managing the impact of research ethics and governance processes on learners' ability to complete research-based assignments.	

Principle 4 Learning, teaching and assessment strategies
Learning, teaching and assessment approaches should be adopted that facilitate the development of high level cognitive skills.

Area	Recommendation	
Assessment board arrangements	Information should be provided on the constitution and terms of reference for the assessment board	
External examiner arrangements	Information should be provided on arrangements for ensuring that the profile setting, conduct and outcome of the programme's assessment processes are appropriately overseen by the external examiners appointed to a programme to ensure that academic and professional standards are upheld. It is normally expected that a programme is overseen by two external examiners who hold HCPC registration, at least one of which is a chartered physiotherapist. Where cohort size is small and it is normal practice for only one external examiner to be appointed, this should be a Chartered Physiotherapist.	
General Regulations	Information should be provided on the institution's general assessment regulations that pertain to the programme.	
Methods	An explanation should be given as to how the chosen assessment methods complement the learning and teaching process and enable learners to demonstrate their fulfilment of the learning outcomes. Information should be provided on arrangements for offering alternative assessment methods for some learners (eg learners with a disability).	
Moderation	Information should be provided on how learners permitted to undertake alternative methods of assessment are subject to rigorous, consistent, fair and transparent processes.	
Schedule	A chronological plan should be provided of the elements that contribute to the formal assessment of learning, including coursework, written and practical examinations, and clinical assessment. An explanation should be provided of how the outcome of each stage and component of the assessment process relates to learners' progression within a programme.	
Strategy	An explanation should be given of how the programme assessment strategy - Links with the programme's intended learning outcomes, learning and teaching strategies - Complements the programme's approach to learning and teaching and the development - Contributes to the development of learners' knowledge, skills and capacity for professional practice	
Appeals	Information should be provided on the processes an education provider has for managing appeals.	

Principle 5 Inter-professional

Opportunities for inter-professional learning – with and from other disciplines should be made available in both university and practice settings.

Area	Recommendation	
Inter-professional elements	Information should be provided on • The disciplines with which learning and teaching will primarily be shared within the programme • The underpinning philosophy of the inter-professional approach to learning and teaching (including how this relates to preparing learners for their future practice in health and social care) • How practical and organisational issues to do with the delivery of inter-professional learning and teaching will be managed (including within practice placements) • The balance between profession-specific and inter-professional elements (including how physiotherapy learners are enabled to fulfil the outcomes of the CSP *Curriculum Framework*).	

Principle 6 Practice placements
Each learner should experience a balanced sequence of practice placements, representing a diverse range of settings in which they are likely to practise on qualification. The placements should make progressively greater demands in terms of competencies, such that successful completion will ensure graduates can practise as autonomous newly qualified practitioners.

Area	Recommendation	
Curriculum issues	Information should be provided on the following for each block of placements: • The overall aims, objectives and intended learning outcomes • Its contribution to developing learners' experience in practice settings, environments and specialties that reflect contemporary trends in physiotherapists' contribution to patient care and service delivery • Method of assessment	
Evaluation	Information should be provided on arrangements for placement evaluation, and how this feedback is used to inform the on-going provision of practice-based learning from • The programme team • Clinical educators • Physiotherapy managers • Learners	
Integration in programme	Information should be provided on • How theoretical and clinical elements of learning and teaching are integrated within the 1000 hours of learning in the practice environment • The integration of practice-based learning components within the programme as a whole (including an explanation of the staging and progression of placements in relation to learners' learning, development of their clinical knowledge and skills, and their professional socialisation).	
Organisation	Information should be provided on • The range, location and provision of practice placements • The criteria and arrangements for selecting placements and monitoring their on-going quality • Arrangements for assigning learners to placements, including those with specific requirements (eg relating to childcare, or learners with a disability who may need preferential treatment (eg an early placement) and who may need reasonable adjustments to be made (CSP, 2004a; HCPC, 2006) • How the balance of placements completed by individual learners will give them exposure to settings that reflect trends in contemporary physiotherapy practice and service delivery • The total number of practice-based placements within the programme and the number of hours of learning in the practice-based environment provided by these • Clinical staff:student ratio(s) for placements, with an explanation of the learner supervision approaches and models adopted (CSP, 2006a)	

	• Contractual relationships for practice-based learning with placement providers; the CSP expects institutions to have a service level agreement with each placement provider, and requests that a specimen agreement is included as part of the programme document • Mechanisms for ensuring strong and on-going communication between the host institutions and the providers of practice-based learning opportunities	
Profile of practice-based learning	It should be explained how • Learners' overall exposure to different practice settings will help them prepare for contemporary physiotherapy practice, including changes to the structures and environments in which the profession contributes to patient care (CSP, 2005a; CSP, 2006a) • Each setting contributes to learners' incremental acquisition of clinical experience that correlates with contemporary physiotherapy practice and their fulfilment of the outcomes of the CSP *Curriculum Framework* (CSP, 2005a; CSP, 2006a)	
Assessment	Learners' performance in practice-based elements of a programme should be evident in the degree classification that they receive. While it is at the host/validating institution's discretion as to the proportion of the final classification that is informed by learners' clinical performance, the CSP expects this to relate to the notional learner effort involved in such a substantial part of the programme (ie this should represent a minimum of 1000 hours of learning). The CSP also recognises that it is at the host/validating institution's discretion whether practice based assessments are graded or awarded pass/fail, the CSP requests that a rationale is provided in support of the respective approach Information should be provided on • Arrangements and processes for assessing learners' learning in the practice environment, including • Report forms • Details of the assessment of learners' clinical skills • Mechanisms for ensuring fairness, consistency and transparency in the assessment of learners' learning within and across placements • The assessment regulations that apply to practice-based learning With regard to the assessment regulations that apply to practice based learning the CSP requests that a statement be included that makes explicit that condoning practice based elements is not normally allowed (CSP 2011). Please refer to Principle 2 section: Programme specific requirements	
Support to clinical educators	Information should be provided on an institution's • Support for clinical educators, including induction, liaison and the provision of professional development programmes	

	• Processes for involving clinical educators in programme planning, delivery and evaluation	
Support to personnel	A programme's delivery should be demonstrably underpinned by resources and activities to support all those involved in developing and delivering its components, **including clinical placements**	
Support for learners	Information should be provided on • Resources and processes for structuring, focusing and supporting learners' learning in a safe practice environment (including learning contracts, portfolios and distance learning materials) • Accommodation while on placement • Processes for identifying and negotiating reasonable adjustments for learners with a disability (CSP, 2004a; HCPC, 2006)	

Principle 7 Models of practice
A programme should be based on models of physiotherapy practice that are person-centred, appropriate to the settings and roles in which graduates will practise.

Area	Recommendation	
Models of practice	The programme's professional rationale, philosophies and theories should be explained, together with how • They are person centred and appropriate to the settings and roles in which graduates will practice • Taken account of local & national drivers and shifts in models of practice (eg public health, Fit for work, management of long term conditions etc) It should be clear how these have informed the programme's planning, development (and delivery and evaluation, in the case of programmes presented for re-accreditation) and in doing so that the programme will meet current and anticipated needs in physiotherapy practice and service delivery	

Principle 8 Research, critical evaluation and appraisal
The programme should support the development of a questioning and evaluative practitioner who has the knowledge and skills to use and gather evidence in practice, and contribute to the discovery of new knowledge.

Area	Recommendation	
Research component	The following information should be provided: • Explanation of how the research component of a programme enables learners to develop and demonstrate the application of a chosen research method, the analysis and interpretation of data and discussion of results achieved and methodology used, and broader skills to do with the critical analysis and evaluation of the outcomes of work • Rationale for the format and assessment of the assignment/project • Procedures and academic support provided to learners • Arrangements for standardising marking • Marking criteria • Practical arrangements for managing the impact of research ethics and governance processes on learners' ability to complete research-based assignments.	

Principle 9: Resources & programme management
Learning opportunities should be sustained by resources that make their delivery and development viable, and supported by an appropriate programme management that enables and promotes peer review and collaboration, and evaluation of delivery and on-going development.

Area	Recommendation	
Administration	Information should be provided on the host institution's committees that are concerned with the programme's development, delivery and monitoring (eg relevant school and faculty committees), including a diagram that illustrates the reporting structure between them.	
Human resources	**The CSP recommends that the overall staff:student ratio [SSR] for a programme does not exceed 1:15.** The Society recognises that education providers have different numbers of physiotherapy and non-physiotherapy staff and varying configurations of staff, including lecturer-practitioners and visiting lecturers, who contribute to a programme's delivery. It further recognises that the precise mix of the staff profile impacts on the SSR for a programme. Information should be provided on the configuration of staff who contribute to a programme's delivery and a clear explanation given of how this has been factored into the calculation of the SSR. Specific information should be provided on the SSRs for practical skills sessions, both in terms of the size of practical skills groups and the number of staff covering these sessions. Statements should be provided on • The number, type and level of posts (with an indication given of whether they are whole-time equivalent or a portion of this) that support the programme's delivery • Staff roles and responsibilities relating to the programme (including year tutors, personal and professional tutors, admissions tutor, examinations officer, clinical education co-ordinator, equality and diversity tutor, administration and technical and clerical support to the programme's delivery) should be explained • Individuals' other teaching and research commitments, in addition to those relating to the programme being considered • How all those involved in the development and delivery of the programme are supported in their own personal, professional and research development as it pertains to upholding the quality of learning and teaching provision within the programme.	
Information resources	Information should be provided on learners' and staff's access to library, IT and other learning resources (including e-learning materials)	

Area	Recommendation	
Institutional context	It should be explained how the programme fits within the host institution's business plan for its provision of health and social care education (and, for example, its broader initiatives to do with widening access and participation and the delivery of work-based programmes). As part of the above, it should be explained how the programme's development and delivery is linked to that of other programmes and how it links with other schools and departments	
Leadership and management	The overall direction of a programme should directly informed by chartered, HCPC-registered physiotherapists. The programme leader should be a chartered, HCPC-registered physiotherapist Information should be supplied • On the broader management structures within the host institution relating to the school or faculty within which the programme is sited • Lines of accountability within the host institution's structures for managing the programme	
Ongoing evaluation	Information should be provided on the structures, mechanisms and processes the team has in place for evaluating all aspects of a programme's delivery and for gaining the perspectives of all relevant parties. In particular, information should be provided on how the following aspects of a programme's development and delivery are kept under review: • How the programme continues to fit within the education providers' profile of physiotherapy and other health and social care education (at qualifying, post-qualifying and support worker levels)	
Pastoral support	Information should be provided on learners' access to • Personal tutor and mentoring systems • Counselling services • Accommodation • Sports and recreational facilities • Disability and dyslexia support services • Financial support/advisory services • Health care facilities • Child care facilities	
Physical resources	Information should be provided on teaching and learning resources, including • The number and size of lecture, tutorial and practical rooms • Support facilities for staff and learners • Specialist equipment	

Area	Recommendation	
Learner conduct	Information should be provided on the host institution's arrangements (and those that are specific to the programme) to ensure that learners are appropriately screened and appraised prior to admission to a programme, and subsequently during their studies, on the standards of conduct that are expected of learners on healthcare programmes (particularly in relation to their contact with patients in the practice environment). The CSP sees attention to such matters as integral to programmes that are concerned to develop the professionalism of learners and that lead to qualification and registration as a healthcare professional. As a part of programme documentation, a team should supply the policy pertaining to learners on the programme that relates to professional conduct and suitability (CSP, 2002b; CSP, 2006b).	
Support to personnel	A programme's delivery should be underpinned by resources and activities to support all those involved in developing and delivering its components.	

Section 3: Physiotherapy framework – entry level and experienced graduate attributes

This Framework directly relates to Principle 1 of the CSP's learning & development principles.

The Framework (in full) is available via this link.

The programme's learning outcomes should be ensuring that the KSBV required of a new graduate are effectively developed through the course. An explanation of how the graduates meet the KSBV articulated within the *CSP Physiotherapy Framework (2010)* should be given (a summary of these can be found in the following table). This could take the form of a mapping exercise*.

An explanation should be given of how the learning outcomes are consistent with the programme's philosophy and rationale.

Where a programme is designed to lead to a Master's level award, it should clearly be articulated how the programme enables learners to develop and demonstrate their learning at this level that should be evident that support the principles on which physiotherapy qualifying programmes should be based in order to obtain Chartered Society of Physiotherapy accreditation.

PHYSIOTHERAPY VALUES

Values are defined as a set of ideals that motivates and informs an individual's behaviour and actions.

At the heart of physiotherapy practice is a set of values - shared by all CSP members - regardless of their occupational role, practice setting, or level of practice.

The values at the heart of physiotherapy practice are:

Accountability for decision making and actions;
Advocacy;
Altruism;
Commitment to excellence
Compassion and caring;
Fulfilment of duty of care and social responsibility;
Honesty and integrity;

These values inform the behaviour of CSP members, and the knowledge (theoretical and applied) and skills that the physiotherapy workforce uses and develops.

Knowledge and understanding of physiotherapy	entry-level graduate	experienced graduate
Demonstrate knowledge and understanding that is relevant to their area of practice and that underpins their individual scope of practice The core knowledge of physiotherapy for entry-level practice includes: • the structure and function of the human body; • health, disease, disorder and dysfunction; • the principles and applications of scientific enquiry; • the role of other professions in health and social care; • the biomedical, behavioural, physical and social science bases of physiotherapy and how they inform practice; • the theories underpinning the approaches used in physiotherapy practice; • the ethical principles underpinning physiotherapy practice; • the legal and policy frameworks governing physiotherapy practice in the UK.	practice within complex and generally predictable contexts which requires the application of current physiotherapy knowledge working to consolidate the knowledge gained from qualifying physiotherapy programme	practice within complex and increasingly unpredictable contexts which requires the application of current physiotherapy knowledge. continuing to consolidate the knowledge gained from qualifying physiotherapy programme, and learning how that knowledge transfers from one area of practice to another

Self-awareness	entry-level graduate	experienced graduate
A conscious knowledge and understanding of one's self which is developed through reflective practice. Self-awareness describes the behaviour, knowledge and skills required to: identify personal values, preferences and ways of working (eg likes and dislikes; strengths and weaknesses; emotions and prejudices;	demonstrate self-awareness by using reflection on personal practice and feedback from others to identify and articulate their personal values, preferences and ways of working, and with guidance, analyse how these may influence behaviour, judgement and practice.	demonstrate self-awareness by using reflection on personal practice and feedback from others to identify and articulate their personal values, preferences and ways of working, and with guidance, evaluate how these may influence behaviour, judgement and practice.

personal scope of practice), and understand how these can affect the individual's behaviour, judgement, and practice.		

Political awareness	entry-level graduate	experienced graduate
Knowledge and understanding of the political, social, economic and institutional factors shaping the health and wellbeing economy and how they inform the design/delivery of physiotherapy. *Political awareness* describes the behaviour, knowledge and skills required to: - identify the political, social, economic and institutional factors influencing the delivery and organisation of health and social care and the design, delivery and development of physiotherapy; - engage with the implementation and development of policy.	knowledge of the political, social, economic and institutional factors shaping the health and wellbeing economy and how they inform the delivery of physiotherapy across the UK. participate in professional networks and relevant discussions to inform the implementation and development of policies specific to physiotherapy practice.	knowledge and understanding of the political, social, economic and institutional factors shaping the health and wellbeing economy and how they inform the design and delivery of physiotherapy across the UK. contribute to the work of professional or policy networks, relevant discussions and provide feedback to inform the implementation and development of policies relevant to professional practice.

PHYSIOTHERAPY PRACTICE SKILLS		
Profession-specific practice skills	entry-level graduate	experienced graduate
These relate to physiotherapy's scope of practice and primary aim of maximising individuals' movement potential. Approaches that fall within the scope of physiotherapy practice include: - manual therapy (eg manipulation, massage, mobilisation techniques); - exercise and movement (eg resisted exercise, functional activity, ACBT, hydrotherapy) - electrotherapeutic modalities - kindred approaches (eg acupuncture, injection therapy) Although an individual's skill-base will evolve according to their experiences and context of practice, physiotherapists must demonstrate how these skills relate to physiotherapy and their personal scope of practice *Generic practical and technical skills*: These practical and technical skills are shared with other workers in health, social care and education eg First Aid, Manual handling.	working to consolidate and refine the performance of complex skills gained from qualifying physiotherapy programme modify a technique in response to feedback (eg from a client, peer, supervisor) evaluate own performance	perform complex skills consistently with confidence and a degree of co-ordination and fluidity, learning how those skills transfer from one area of practice to another. becoming increasingly self-aware of when/how to modify a technique and less dependent on feedback from others. evaluate own and others' performance

BEHAVIOURS, KNOWLEDGE AND SKILLS: FOR INTERACTING AND FOR PROBLEM-SOLVING and DECISION-MAKING		
BEHAVIOURS, KNOWLEDGE AND SKILLS FOR INTERACTING	entry-level graduate	experienced graduate
Communicating The interactive process of constructing and sharing information, ideas and meaning through the use of a common system of symbols, signs and behaviours. *Communicating* describes the behaviour, knowledge and skills required to: • facilitate the sharing of information, advice and ideas with a range of people, using a variety of media (including spoken, non-verbal, written and e-based); • modify communication to meet individuals' preferences and needs; • engage with technology, particularly the effective and efficient use of Information and Communication Technology	use a wide range of routine and some advanced communication skills to share information, ideas, problems and solutions, with both specialist and non-specialist audiences. modify communication in response to feedback (eg from a client, peer, supervisor) to meet the needs of different audiences and to enhance user involvement. use a range of ICT to support and enhance practice	use a wide range of routine and advanced communication skills to share specialised information, ideas, problems and solutions with both specialist and non-specialist audiences. becoming increasingly self-aware and able to modify communication to meet the needs of different audiences and to enhance user involvement and collaboration. use a range of ICT to support and enhance the effectiveness of practice

Helping others learn and develop	entry-level graduate	experienced graduate
The process of working with individuals and/or groups to create activities and opportunities to promote learning and development. *Helping others learn and develop* describes the behaviour, knowledge and skills required to: • assess the learner's needs and preferences; • design materials/experiences that facilitate learning and development;	with guidance, plan and deliver learning activities to a specified range of individuals/groups apply appropriate approaches to learning and teaching(techniques and material) to meet learners' needs.	with guidance, design, plan and deliver learning sessions of activities and opportunities to a range of audiences with similar levels of knowledge and expertise. select and apply appropriate approaches to learning and teaching(techniques and material) to meet learners' needs. use predetermined criteria to assess a learner's performance and progress, and provide them with constructive feedback.

• deliver materials/experiences that facilitate learning; • evaluate the effectiveness of the learning and development experience; • reflect on the learning and development process.	with guidance, predetermined criteria to assess a learner's performance and progress and provide them with appropriate feedback. with guidance, reflect on learning and teaching performance and use this evaluation to inform future practice.	reflect on learning and teaching performance and use this evaluation to inform future practice.

Managing self and others	entry-level graduate	experienced graduate
The process of planning, prioritising, organising, directing/facilitating action and evaluating performance. This process may involve the organisation of financial, human, physical and technological resources. *Managing self and others* describes the behaviour, knowledge and skills required to: • plan, prioritise and organise personal workload/activities and use of resources to fulfil work requirements and commitments; • adapt personal behaviour and actions in response to the demands of the situation; • evaluate the effectiveness of performance (own and others); • lead and inspire others.	exercise autonomy and initiative in accordance with current professional codes and practices seeking guidance where appropriate. take some responsibility for the work of others (eg delegation of tasks to support workers) and for a range of resources modify personal behaviour and actions in response to feedback to meet the demands of the situation and to enhance own performance with guidance, reflect on personal performance and use this evaluation to inform future practice. take the lead in implementing agreed plans designed to bring about change, development and/or new thinking in complex but predictable contexts.	exercise autonomy and initiative in accordance with current professional codes and practices. take significant responsibility for the work of others (eg support workers, other students) and for a range of resources. becoming increasingly self-aware and able to modify personal behaviour and actions to meet the demands of the situation and to enhance own performance. reflect on personal performance and use this evaluation to inform future practice. exercise leadership and/or initiative to bring about change, development and/or new thinking in complex and increasingly unpredictable contexts.

Promoting integration and teamwork	entry-level graduate	experienced graduate
The process of working with others to achieve shared goals. *Promoting integration and teamwork* describes the behaviour, knowledge and skills required to: • build, maintain and promote effective interpersonal relationships; • work collaboratively with others to achieve shared goals; • work with others to maintain and develop the effective performance of teams/networks.	participate in and develop professional networks to foster collaboration, share information and ideas to enhance practice. work effectively with others to meet the responsibilities of professional practice. reflect on experiences of collaborative working, and with guidance, use this information to identify solutions to maintain and develop the effective performance of teams/networks.	support and develop professional/policy networks to foster collaboration, share information and ideas to enhance practice. work effectively with others to meet the responsibilities of professional practice, and to identify situations where collaborative approaches could add value to practice. reflect on experiences of collaborative working, and use this information to identify and implement solutions to maintain and develop the effective performance of teams/networks

Putting the person at the centre of practice	entry-level graduate	experienced graduate
The process of developing an understanding of an individual and their lived experience, and using that understanding to tailor practice to the needs of that person *Putting the person at the centre of practice* describes the behaviour, knowledge and skills required to: • demonstrate respect for the individual; • provide information and support that enables an individual to make informed choices; • involve individuals in shaping the design and delivery of their service.	demonstrate respect for the individual by acknowledging their unique needs, preferences and values, autonomy and independence in accordance with legislation, policies, procedures and best practice. provide information and support that empowers an individual to make an informed choice and to exercise their autonomy in accordance with legislation, policies, procedures and best practice. involve individuals in shaping the design and delivery of their service by working in accordance with policies and processes that promote a culture of service user involvement.	demonstrate respect for the individual by acknowledging their unique needs, preferences and values, autonomy and independence in accordance with legislation, policies, and procedures, and by working to promote best practice. provide information and support that empowers an individual to make an informed choice and to exercise their autonomy in accordance with legislation, policies and procedures, and work to promote best practice. involve individuals in shaping the design and delivery of their service, and work with others to implement and support policies

		and processes that promote a culture of service user involvement.

Respecting and promoting diversity	entry-level graduate	experienced graduate
The process of recognising, respecting and valuing people's differences (eg age, disability, gender, race, religion and belief, sexuality) and applying this to daily work and decision making *Respecting and promoting diversity* describes the behaviour, knowledge and skills required to: • respect and value diversity; • examine own values and principles to avoid discriminatory behaviour and to minimise the potential negative effects of individual differences; • work constructively with people of all backgrounds and orientations; • promote a non-discriminatory culture that values diversity, and enables individuals to contribute and realise their full potential.	respect and value diversity by working in accordance with legislation, policies, procedures and best practice. identify and articulate their own values and principles, and with guidance, evaluate how these may differ from other individuals/groups, and use this understanding to maintain high standards of practice even in situations of personal incompatibility. work constructively with people of all backgrounds and orientations by recognising and responding to individuals' expressed beliefs, preferences and choices. identify discriminatory behaviour and take appropriate action to challenge this behaviour.	respect and value diversity by working in accordance with legislation, policies, procedures, and to promote best practice. identify and articulate their own values and principles, evaluate how these may differ from other individuals/groups, and use this understanding to maintain high standards of practice even in situations of personal incompatibility. work constructively with people of all backgrounds and orientations by recognising and responding to individuals' expressed beliefs, preferences and choices, and with guidance, support individuals who need assistance in exercising their rights. identify and challenge discriminatory practices and work with others to implement and promote policies and processes that promote a non-discriminatory culture.

BEHAVIOURS, KNOWLEDGE AND SKILLS FOR PROBLEM-SOLVING AND DECISION MAKING		
Ensuring quality	**entry-level graduate**	**experienced graduate**
The process of maintaining the effectiveness, efficiency and quality of a service provided. *Ensuring quality* describes the behaviour, knowledge and skills required to: • fulfil the requirements of the legal and policy frameworks governing practice; • recognise situations where the effectiveness, efficiency and quality of a service are compromised, and take appropriate action; • critically reflect on practice.	fulfil the requirements of the legal and policy frameworks governing professional practice. with guidance, recognise situations where the effectiveness, efficiency and quality of a service are compromised, and with support, take appropriate action to challenge the situation with guidance, reflect on personal performance and use this evaluation to enhance the effectiveness, effic iency and quality of future practice.	fulfil the requirements of the legal and policy frameworks governing professional practice, and work to promote best practice. recognise situations where the effectiveness, efficiency and quality of a service are compromised, and with guidance, take appropriate action to challenge the situation reflect on personal performance and with guidance, use this evaluation to enhance the effectiveness, efficiency and quality of future practice.

Improving and developing services	**entry-level graduate**	**experienced graduate**
The process of improving the effectiveness, efficiency and quality of the service provided. *Improving and developing services* describes the behaviour, knowledge and skills required to: • critically evaluate practice and use this appraisal to inform service improvement, development and redesign; • develop innovative and sustainable recommendations to improve the quality of service • plan, facilitate and manage change;	with guidance, critically evaluate practice, and share the outcome of this appraisal with relevant personnel use a problem-solving approach to develop safe and effective recommendations for improving the quality of professional practice in predictable contexts. contribute to change and development within the profession or service at a local level.	critically evaluate practice, and with guidance, use this appraisal in combination with knowledge of best practice and political awareness to inform service improvement. use problem-solving approaches to develop safe, effective and efficient recommendations for improving the quality of professional practice in increasingly unpredictable contexts. contribute to change and development within the profession or service at a local or regional level.

• critically evaluate the process and outcome.	with guidance, reflect on the change process, and use this information to appraise the outcome and inform future practice.	reflect on the change process, and use this information to appraise the outcome and inform future practice

Lifelong learning	entry-level graduate	experienced graduate
The process of learning and development directed towards maintenance and enhancement of professional competence *Lifelong learning* describes the behaviour, knowledge and skills required to: • assess personal learning and development needs and preferences; • develop and engage in a personalised plan designed to meet those needs; • reflect on the learning process; • document process.	demonstrate self-awareness of learning preferences, and with guidance can identify personal learning and development needs independently advance personal knowledge, understanding and skills in line with identified learning needs, and with guidance and support, can use a variety of learning and development resources and opportunities. reflect on personal learning and development, and with guidance and support, use this information to inform the planning and management of future learning and development experiences. with guidance and support, record the outcome of personal learning and development in a format that meets personal preferences and professional requirements.	demonstrate increasing self-awareness of learning preferences, and with guidance can identify personal learning and development needs independently advance personal knowledge, understanding and skills in line with identified learning needs, and with guidance, can use a variety of learning and development resources and opportunities. reflect on personal learning and development, and with guidance, use this information to inform the planning and management of future learning and development experiences. with guidance, record the outcome of personal learning and development in a format that meets personal preferences and professional requirements.

Practice decision making	entry-level graduate	experienced graduate
The context-dependent thinking and decision making processes used in professional practice to guide practice actions	efficient and effective use of a wide range of routine and some specialised approaches and techniques to systematically collect information from a variety of sources relevant to the situation.	efficient and effective use of a wide range of routine and advanced approaches and techniques to systematically collect information from a variety of sources relevant to the situation.

Practice decision making describes the behaviour, knowledge and skills required to: • collect information from a variety of sources relevant to the decision making situation; • process and analyse the information collected; • draw reasoned conclusions and make informed judgements to address issues/resolve problems in practice; • critically evaluate the decision making process.	process and critically analyse information in complex and predictable situations where data/information comes from a range of sources or is incomplete. draw reasoned conclusions, supported by current policy and evidence-based thinking, and make informed judgements to address ethical and professional issues in complex and predictable situations. with guidance, reflect on their decision making process and use this evaluation to appraise the outcome and to inform future practice.	process and critically analyse information in complex and unpredictable situations where data/information comes from a range of sources or is incomplete. draw reasoned conclusions, supported by current policy and evidence-based thinking, and make informed judgements to address ethical and professional issues in complex and unpredictable situations. reflect on their decision making process and use this evaluation to appraise the outcome and to inform future practice.

Researching and evaluating practice	entry-level graduate	experienced graduate
Systematic processes of collecting, analysing, and synthesising information to evaluate current practice and generate new understandings about practice *Researching and evaluating practice* describes the behaviour, knowledge and skills required to: • design, plan, conduct and manage the research/evaluation process; • use methods of enquiry to collect and interpret data in order to address problems or issues arising from practice; • critically evaluate the research/evaluation process; • communicate the outcome of the research/evaluation process.	with guidance, plan, conduct and manage evaluation and research projects to address a specific issue arising from practice. with guidance, apply a range of standard research methods/tools of enquiry showing an appreciation of related ethical considerations. with guidance, reflect on the research process, and use this information to appraise the project and inform future practice. identify, and with support, promote the practical and professional applications of completed work, and seek opportunities to share and disseminate findings to both specialist and non-specialist audiences.	plan, conduct and manage evaluation and research projects to address specific issues arising from practice becoming increasingly confident to apply a range of standard research methods/tools of enquiry showing an appreciation of related ethical considerations. reflect on the research process, and use this information to appraise the project and inform future practice identify and promote the practical and professional applications of completed work, and seek opportunities to share and

		disseminate findings to both specialist and non-specialist audiences.
Research is defined as a study or investigation undertaken based on a systematic understanding and critical awareness of knowledge which generates new knowledge. *Evaluation* is defined as the systematic process of using specific standards/criteria to make reasoned judgements about the quality of something/someone.		

Using evidence to lead practice	entry-level graduate	experienced graduate
The process of analysing, synthesising and evaluating the best- available evidence, and integrating it with individual expertise and service users' needs and preferences to inform practice *Using evidence to lead practice* describes the behaviour, knowledge and skills required to: • systematically search for evidence; • critically appraise evidence and use the information to address problems and issues arising in practice.	with guidance, use a range of approaches and techniques to systematically search for evidence from a variety of sources relevant to the situation. critically evaluate current research and scholarship and with guidance, use the appraisal to address specific issues arising in professional practice.	use a range of approaches and techniques to systematically search for evidence from a variety of sources relevant to the situation critically evaluate current research and scholarship and use the appraisal to address specific issues arising in professional practice.

Section 4: Practical arrangements for CSP accreditation events

CSP reps acting on behalf of the CSP and University in a dual role
It is not possible for an HCPC visitor to act in any other capacity at a particular (re-) accreditation event; this is because the regulatory body understandably requires its representatives to be independent. However, it is possible for you to hold the appointment of CSP representative and to act on behalf of an HEI as an external professional representative at a (re-)accreditation event, as well as acting as its visitor representative. In such circumstances, it is helpful for the Chair and administrative support to be made aware of the dual role prior to the event as this might have an impact on the way the day is managed.

Managing the day
In most cases the CSP does not need a private meeting, and is happy to share discussions with the University panel. Although a short period of time may be needed to allow the conditions to be formulated, this can usually be accommodated within the standard agendas used by the HCPC and CSP. If the situation arises whereby the University's and the CSP's conditions differ, this can be easily managed during the feedback session to the team at the end of day.

CSP expectations of accreditation event itinerary
The event should allow for meetings with the following stakeholders to take place
- senior staff who carry responsibility for physiotherapy education resources and the strategic development of the institution's physiotherapy / health and social care provision
- the programme team
- clinical educator and manager representatives
- student/apprentice representatives
- service users (where possible)

The event should also include
- Private meetings of the panel to
- Meet one another, understand members' respective roles, finalise arrangements for the conduct of the event and set a detailed agenda for discussions with programme representatives – at the start of the event
- Evaluate the progress of the event and coverage of identified areas for exploration – as required during the event
- Formulate any conditions and recommendations attached to a programme's validation/accreditation - at the close of the event (but prior to providing feedback to the programme team)
- A tour of facilities (both information resources and physiotherapy accommodation)

For joint events involving the HCPC, their required agenda also meets the CSPs needs.

Supporting the programme team during the day
As well as accrediting the programme the CSP can support the programme team, while asserting its quality assurance role. There has been a significant shift in the CSP's underpinning quality philosophy, moving towards a quality enhancement focus. It is hoped that this will allow the CSP to support the continuous improvement of learning and teaching within a programme. For example, the CSP can support the team's defence of issues such as maintaining appropriate staffing levels or justifying the balance of ensuring

academic rigour with fitness to practice requirements. The CSP intends that conditions and recommendations, made at an event, are not burdensome to the programme team but are put in place to help the team provide contemporary, innovative robust qualifying physiotherapy programmes.

Multi-professional events
For this type of event, the CSP asks that arrangements include an appropriate balance between multi-professional sessions and profession-specific ones and are conducted over a sufficient time period to allow due consideration of the multi-professional and profession-specific aspects of the programme. This ensures that the CSP representatives have the opportunity to raise and discuss all their queries about the physiotherapy programme, as well as develop their understanding of the institution's multi-professional ethos and approach to programme delivery.

Section 5: Issues that may impact on a programme's CSP-accredited status
This section explains the processes that the CSP has in place to ensure transparency in its requirements and mechanisms for programme (re-) accreditation and the potential withholding or removal of this
This section explains
- The CSP's staged approach to working with programme providers to address any difficulties they encounter in fulfilling its requirements for (on-going) accreditation
- The sanctions the CSP can apply should it not be possible to resolve a situation more positively within a given timescale
- The Society's appeals procedure.

CSP Approach
The CSP's approach to ensuring that its conditions for accreditation are met, and continue to be met through a programme's life-cycle, are intended to be constructive and supportive. The Society seeks to work with programme providers to resolve any difficulties, or potential difficulties that may impact on their ability to deliver accredited programmes effectively.

The rationale for ensuring adherence to CSP requirements for accreditation is to
- Ensure the quality of learners' learning experience
- Ensure learners' preparedness for contemporary physiotherapy practice and for delivering high-quality patient care
- Uphold CSP standards for qualified, chartered membership
- Preserve the integrity and credibility of the Society's quality assurance arrangements.

Issues arising at the point at which a programme is considered for accreditation or re-accreditation
It is standard within validation and accreditation processes for there to be scope for conditions (and recommendations) to be attached to the recognition of a programme (including by the validating higher education institution and relevant regulatory and professional bodies involved in its accreditation). The CSP expects any conditions attached to a programme's validation and accreditation to be made on a collective basis by the validation/accreditation panel charged with considering the programme. However, it reserves the right to attach conditions to its specific accreditation of a programme that may not agreed by the panel as a whole.

Any conditions that the CSP sets will be in keeping with its requirements as set out in Section 3 and ultimately concerned with ensuring that learners' learning experience will be of an appropriate quality and that learners' learning will be assessed in ways that enable them to demonstrate fulfilment of the *Curriculum Framework* outcomes.

If the CSP does feel the need to set conditions that are specific to its accreditation of a programme, it will seek to work constructively with the programme team to achieve fulfilment of the condition as quickly as possible. It will do this by providing detailed guidance on its requirements and advice on how these can be met.

Where conditions are attached to a programme's validation and/or accreditation, the CSP requires these to be met *prior* to a programme's delivery. If a situation arises in which this is not possible, CSP accreditation of the programme will be "pending". This should clearly be indicated as such by the host institution, including to learners. Again, the Society seeks

to provide on-going support to the programme provider in addressing and resolving the issue to which the condition pertains as swiftly and smoothly as possible [see below].

Questions relating to fulfilment of CSP requirements once a programme has received accreditation

The CSP recognises that issues may arise once a programme has received its accreditation that may impede the provider's ability to fulfil the requirements for professional body accreditation [see Section 6]. It further recognises that these may be due to extenuating circumstances (including issues to do with changes and reductions in staffing and placement provision) that are beyond the programme provider's direct control.

The CSP is keen to help the provider address any problems that arise as swiftly and smoothly as possible. Again, this is primarily to ensure the quality of learners' learning experience and achievements is not compromised.

Other reasons why a provider's fulfilment of CSP requirements for programme accreditation may be brought into question are as follows:
- If there is an apparent deviation from the programme and details of its delivery and regulation as agreed at the point of accreditation (including any requirements that had to be met as a condition of accreditation)
- If there is non-compliance with CSP annual quality review processes [

Again, the CSP seeks to work constructively with a programme provider, where such issues arise, to resolve these issues through a staged process and on-going dialogue.

A staged process

The CSP seeks to implement a staged process to working with a programme provider to address an issue that may bring into question a programme's on-going eligibility for CSP accreditation. This is outlined below.

Process for working with a programme provider if questions arise about a programme's on-going suitability for CSP accreditation

This process could be triggered by a number of sources, including (but not exclusively) - members of the public, a learner/student body or the provider themselves.

This process will be triggered should any of these parties notify the CSP of an issue relating to a programme that may raise questions about its on-going fulfilment of the Society's requirements (guidance on planned and unplanned changes to a programme are provided in the main document). This process will also be triggered if the CSP becomes aware of an issue through its monitoring or accreditation processes (or non-compliance with these).

Stage 1: A CSP officer notifies the programme provider that the Society has concerns, outlines these concerns and indicates its wish to work constructively with the institution to resolve the situation as soon as possible, with a clear indication given of the information or action that it requires from or by the provider.

Stage 2: If most constructive to resolving the issue, the CSP will seek a meeting with the programme provider (involving a CSP representative and officer); otherwise, advice and guidance on meeting the requirement will be provided by telephone and email

Stage 3: The CSP requires notification from the programme provider as to how the problem or difficulty has been resolved, with documentary evidence submitted in support of this.

Stage 4: The CSP, via its committee structure, considers the evidence supplied by the programme provider.

Stage 5: The programme provider is informed as to whether CSP requirements for on-going accreditation have been met, or whether it requires further information to be supplied or action taken.

Stage 6: If the matter is not resolved at stage 5, stages 2 to 4 will be repeated.

Stage 7: If the matter is not resolved through this secondary process, the CSP, via its Quality Assurance and Enhancement Network, will consider whether it has to move to implementing its sanctions [see section below: **Sanctions**].

The CSP attaches timescales to the stages outlined above, in negotiation with the programme provider.

A schedule is drawn up with a programme provider that indicates
- By when the CSP requires a response on the specified matter(s) of concern (allowing for the potential for extensions to be granted in exceptional circumstances, where this would not be severely detrimental to the quality of learners' learning experience and outcomes)
- The timescales within which the CSP will respond at each stage.

Sanctions
Only if the staged approach to supporting a programme provider does not result in a situation being resolved satisfactorily does the CSP move to implementing a series of sanctions. The purpose of enacting sanctions is to
- Safeguard the credibility of the Society's quality assurance processes and the standing of its criteria for membership
- Institute a formal process through which it can seek to continue to work constructively with the programme provider to resolve the difficulties that have arisen.

The CSP implements its sanctions with extreme caution; their use is only triggered if a supportive, discursive approach with a programme provider has been unsuccessful.

CSP sanctions are listed below.

- The CSP indicates its accreditation of a programme remains pending until a specified matter is resolved (for whichever cohorts the matter in question related); in such a scenario, the CSP will wish to keep the situation under review and to try to achieve resolution at the earliest opportunity
- The CSP issues a temporary suspension of a programme's accreditation(for whichever cohorts an issue relates), with conditions set for accreditation being re-gained; again, the Society will seek to work with the programme provider to try to ensure the conditions set can be met within the specified timescale

- The CSP withdraws a programme's accreditation (for whichever cohorts and issue related) and sets conditions that need to be met through submission of a revised, or differently resourced, programme for accreditation.
- Should the causes for concern remain unresolved and be of a suitably serious nature, other partners (i.e. regulatory bodies or clinical partners) may need to be alerted. In order to make this decision, the CSP will make it based on whether the programme's continuation has the potential to cause danger to learners, staff and/or patients. The outcome of the decision to involve other parties would be known to the programme involved.

Criteria

In considering cases in which a question is raised about a programme's on-going eligibility for CSP accreditation, the Society takes the following into account:

- The extent to which the unresolved issue risks the quality of learners' learning experience in line with the CSP requirements
- The extent to which the unresolved issue potentially jeopardises learners' demonstrable fulfilment of the outcomes of the *Learning & Development Principles* (CSP, 2016) and Section 2: Learning and Development Principles, Supplementary information for CSP Accreditation of Qualifying Programmes in Physiotherapy (CSP, 2010)
- The programme provider's evident commitment to addressing and resolving the issue that has arisen and its attention to deploying contingency measures to minimise its impact (particularly in relation to the first two bullet points)
- The programme provider's evident commitment to fulfilling CSP requirements of accreditation.

Appeals

The CSP is keen that its decision-making processes to do with programme accreditation (as with all areas of its quality assurance activity) are fair, consistent and transparent. A programme provider has the right appeal if it believes

- A CSP decision to withhold or remove its accreditation of a programme is unfounded
- The guidance received to address the point of concern was unclear
- The time taken to address the matter original point of concern was not appropriate.

In such a scenario, the programme provider should communicate in writing to the Director of Practice and Development. The letter should explain why it believes that an unsound decision has been made. Such a statement will be considered through the CSP's Professional Committee.

Section 6: QAE Network

The QAE Network has a broad remit for CSP quality assurance and enhancement activity to do with education at all levels that has relevance to CSP members. It oversees developmental and operational activity for all types of CSP programme recognition (accreditation/re-accreditation and advises on their development.

Membership of the Network
The network's membership provides the following:
- The necessary breadth of expertise and experience to fulfil its terms of reference and to capture the full range of perspectives relevant to its activities
- The capacity to organise itself as sub-groups to address elements of operational work.

The network membership comprises of all appointed education reps and CSP post-qualifying scrutineers plus members of the CSP learning and development team. With representation from across the UK, the group's membership provides a UK-wide perspective.

Managing business
The Network fulfils its remit through a range of activities. These include
- Standard-style virtual business meetings (six times a year, scheduled to allow reports to the CSP Professional Committee)
- Workshop-style sessions (particularly to ensure its effective progression of its responsibility for achieving a genuine cohesion of activity across the learning continuum)
- Regular e-mail contact to expedite business, where appropriate, between its meetings

Terms of reference for the Quality Assurance and Enhancement [QAE] Network

The Quality Assurance and Enhancement Network [QAE Network] oversees all operational activity to do with how the CSP exercises its quality assurance and enhancement role across the spectrum of learning relevant to CSP members (qualified, associate and student).
The Network also advises the CSP Professional Committee on the development and successful implementation of the CSP's quality assurance/enhancement role.

The Network submits recommendations arising from its operational role and the development of the CSP's quality assurance/enhancement to the CSP Professional committee for accreditation.

The Network has the following key responsibilities:

- Seeking to maintain and raise standards of education across the learning continuum, within a context of changing population, service and workforce need
- Encouraging developments and innovation in physiotherapy education across the learning continuum, again in response to, and in anticipation of, changes in population, service and workforce need across the health care economy

- Overseeing the development and implementation of the CSP 'hierarchy' of recognition of education provision and nurturing CSP relationships with key stakeholders in exercising its quality assurance/enhancement role.

In addition to undertaking its operational role to do with the quality assurance/enhancement of physiotherapy education at levels relevant to all members, the network does the following:

- Keeps under review criteria and arrangements for exercising the Society's quality assurance/enhancement role and advising the CSP Professional Committee on required refinements or modifications
- Maintains an overview of broad developments and trends in physiotherapy/ health care education and ensures these inform the development of CSP quality assurance and enhancement activity
- Maintains an overview of developments in the quality assurance/ enhancement of health and social care education, including the processes of host education providers, the Health Professions Council, government departments and agencies (including education commissioners) across the UK and other professional bodies, including to identify the scope for greater collaboration and partnership-working
- Maintains links with other CSP quality assurance and enhancement activity (relating to practice and research) to help identify the scope for achieving stronger integration of different areas of CSP work to optimise the effectiveness, impact and profile of activity.