

Section 2
CSP criteria and expectations for post-qualifying programme (re-)accreditation

This section itemises CSP expectations for post-qualifying programme accreditation and reaccreditation

The tables in this section itemise CSP expectations for its (re-)endorsement of post-qualifying programmes. The expectations relate to supplying certain pieces of information about a programme and its resources.

While the CSP has expectations about aspects of a programme, it recognises that how a provider addresses and meets these information needs will vary. The omission of required information, or the provision of information that does not meet CSP expectations, may highlight areas of a programme that need to be attended prior to its presentation for (re-)endorsement. If left unresolved, they may form the focus of conditions attached to CSP (re-)endorsement. However, the CSP expects that issues can be addressed as fully as possible before a (re-)endorsement event, particularly with the supportive in-put of its visitor representatives.

The tables are divided into the following broad themes:

<p>A. Award and programme features B. Programme context and management C. Programme resources D. Curriculum</p>	<p>E. Practice-based learning F. Research G. Student assessment H. Programme evaluation</p>
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A: Award and programme features

Area	Specific CSP expectations (where appropriate)
A.1 Level of qualification	
A.2 Awarding body	The programme document should clearly state the name of the institution delivering the programme and award; it should be clearly stated if the provider of the programme and award are different (with an indication of the respective role of each named institution).
A.3 Award title	
A.4 Intermediate awards	Intermediate awards, such as Certificate and Postgraduate Diploma should be detailed
A.5 Status of programme	Details of accreditation by another professional/statutory body or Clinical Interest Group
A.6 Duration of programme	Options for completion ie full-time, part-time maximum length of registration allowed

A.7 Period of study	
A.8 Participant numbers	An indication should be given of the number of participant places the institution plans to offer within an overall intake – and if interprofessional the balance of members of different professions that is being sought

B: Programme management and context

Area	Specific expectations
B.1 Admissions	Information should be provided on <ul style="list-style-type: none"> - Minimum academic entry requirements eg BSc (Hons) degree in physiotherapy or equivalent - Requirement for HPC registration - Requirement for prior post-qualifying practice experience and/or access to practice opportunities whilst studying on programme - 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 - Language requirements for overseas participants whose first language is not English (normally an IELTS score of 6.5 or above)
B.2 Evidence of demand and Institutional context of programme	Indicate how evidence of demand for the programme has been established e.g consultation with relevant CSP Clinical Interest Groups or managers of physiotherapy services It should be explained how the programme fits within the host institution's business plan/profile for its provision of health and social care post qualifying provision and career opportunities for qualified health and social care professionals
B.4 Inter-professional elements	Information should be provided on <ul style="list-style-type: none"> - The disciplines with which learning and teaching will primarily be shared within the programme - The balance between profession-specific and inter-professional elements and other learning opportunities
B.5 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, including sessional staff and those involved in supporting students on practice placements (if appropriate)
B.6 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.

C: Resources

Area	Specific expectations
C.1 Human resources	Information should be provided on all those who make a significant contribution to the delivery of the programme. Statements should be provided on <ul style="list-style-type: none">- 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- 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 relates to upholding the quality of learning and teaching provision within the programme
C.3 Context	Information should be provided on relevant additional programmes offered by the institution, including qualifying programmes in physiotherapy, learning opportunities for qualified physiotherapists and support workers, and its broader profile of health and social care provision and research activity
C.4 Information resources	Information should be provided on participants' and staff's access to library, IT and other learning resources (including e-learning materials)
C.5 Pastoral support	Information should be provided on participants' access to <ul style="list-style-type: none">- Personal tutor and mentoring systems- Accommodation (if appropriate)- Disability and dyslexia support services- Study skills support (eg if students have not engaged in any formal learning for some time)

D: Curriculum

Area	Specific expectation
D.1 Programme aims	The programme's aims should be articulated and explained.
D.2 Philosophy and rationale	The programme's educational and professional rationale, philosophies and theories should be explained, together with how <ul style="list-style-type: none">• These have informed the programme's planning, development (and delivery and evaluation, in the case of programmes presented for re-endorsement)• How service user views have informed the development of the programme and provision helps meet service needs
D.3 Learning outcomes	<ul style="list-style-type: none">• An explanation should be given of how the learning outcomes are consistent with the programme's philosophy and rationale, and enable participants to develop and demonstrate their learning at Master's level (CSP, 2003b). Providers might also like to reflect how the learning outcomes reflect national guidance and frameworks? e.g NHS Knowledge & Skills

	Framework
D.4 Programme structure	<p>A diagrammatic representation should be provided of the curriculum, set against a calendar, showing semesters, practice placement blocks (if appropriate), university blocks, units/modules and assessments.</p> <p>The programme structure, including how this supports the curriculum design and the integration of academic and practice-based components, should be explained</p>
D.5 Staff:participant contact	An indication should be given of the staff:participant contact hours
D.6 Individual modules	<p>The following information should be provided on each module within a programme:</p> <ul style="list-style-type: none"> - Pre-requisites and co-requisites - Year of study in which it is delivered - Credit-point tariff - Contact hours - Aims and intended learning outcomes - Indicative content - Teaching and learning strategies - Assessment strategies - Indicative reading
D.7 Attendance requirements	If attendance requirements are appropriate for the programmes these should be explained.

E: Practice-based learning (Not all post-qualifying programmes will have a practice based learning element but where this is a requirement the following information is required

Area	Specific expectation
E.1 Profile of practice-based learning and integration within the programme if appropriate	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 participants' learning, development of their clinical knowledge and skills where appropriate
E.4 Organisation	<p>Information should be provided on</p> <ul style="list-style-type: none"> - The range, location and provision of practice placements - The criteria and arrangements for selecting placements and monitoring their on-going quality

	<ul style="list-style-type: none"> - Arrangements for assigning participants to placements, including those with specific requirements - Mechanisms for ensuring communication between the host institutions and the providers of practice-based learning opportunities
E.6 Support to practice based educators	<p>Information should be provided on an institution's</p> <ul style="list-style-type: none"> - Support for practice educators, including induction, liaison and the provision of professional development programmes - Processes for involving practice-based educators in programme planning, delivery and evaluation - their preparation for assessing participants at M'level - use of e-learning initiatives
E.7 Support to programme participants	<p>Information should be provided on</p> <ul style="list-style-type: none"> - Resources and processes for supporting participants' learning (including learning contracts) - E-learning material - Processes for identifying and negotiating reasonable adjustments for participants with a disability
E.8 Programme assessment	<p>Information should be provided on</p> <p>Arrangements and processes for assessing participants' learning in the practice environment, including report forms</p> <ul style="list-style-type: none"> - assessment regulations that apply to practice-based learning, in particular the differences to expect in assessing at M'level
E.9 Evaluation	<p>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</p> <ul style="list-style-type: none"> - The programme team - Clinical educators, - Participants

F: Research

Area	Specific expectation
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<p>F.1 Research component</p>	<p>The following information should be provided:</p> <ul style="list-style-type: none"> - Explanation of how the research component of a programme enables participants 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 project - Procedures and academic support provided to participants in working towards M'level - Arrangements for standardising marking - Marking criteria - Practical arrangements for managing the impact of research ethics and governance processes on participants' ability to complete research-based assignments.
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G: Assessment

Area	Specific expectation
<p>G.1 Strategy</p>	<p>An explanation should be given of how the programme assessment strategy</p> <ul style="list-style-type: none"> - 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 participants' knowledge, skills and capacity for professional practice
<p>G.2 Schedule</p>	<p>A chronological plan should be provided of the elements that contribute to the formal assessment of participants' learning, including coursework, written and practical examinations, and clinical assessment.</p> <p>An explanation should be provided of how the outcome of each stage and component of the assessment process relates to participants' progression within a programme.</p>
<p>G.3 Methods</p>	<p>An explanation should be given as to how the chosen assessment methods complement the learning and teaching process and enable participants to demonstrate their fulfilment of the learning outcomes.</p> <p>Information should be provided on arrangements for offering alternative assessment methods for some participants (eg those with a disability).</p>
<p>G.4 General Regulations</p>	<p>Information should be provided on the institution's general assessment regulations that pertain to the programme, including regulations for re-sits.</p>
<p>G.7 Assessment board arrangements</p>	<p>Information should be provided on the constitution and terms of reference for the assessment board</p>
<p>G.8 External examiner</p>	<p>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 examiner appointed to a programme to</p>

arrangements	ensure that academic and professional standards are upheld.
G.9 Student appeals	Information should be provided on the processes an education provider has for managing appeals.

H: Programme evaluation

Area	Specific expectation
H.1 On-going evaluation	<p>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.</p> <p>In particular, information should be provided on how the following aspects of a programme's development and delivery are kept under review:</p> <ul style="list-style-type: none"> - How the programme is ensuring that participants are appropriately developed in the area of practice covered by the programme - How the programme continues to fit within the education providers' profile of physiotherapy and other health and social care education - How the programme is optimising links between practice, research, teaching and learning - Participant profile - Trends in the assessment results over successive cohorts. <p>In addition, it should be explained how the perspectives of the following are secured on the programme's development and delivery:</p> <ul style="list-style-type: none"> - All members of the programme team - All managers and clinicians involved in the delivery and assessment of practice-based learning - Participants and recent participants - Patients - The external examiners appointed to the programme [see H.2] - Employers of participants of the programme.
H.3 Annual monitoring and programme review	<p>The CSP is introducing annual programme monitoring requirements as a condition of its on-going endorsement of a programme, the emphasis of which will be on quality enhancement and will be "light-touch".</p> <p>It is anticipated that programmes will be presented for re-endorsement periodically by the host/validating institution.</p>