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# Seeking CSP accreditation of post- qualifying programmes of relevance to physiotherapists

## Guidance for Higher Education Institutions

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**THE CHARTERED SOCIETY OF PHYSIOTHERAPY**

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**Seeking CSP accreditation of post-qualifying programmes of relevance to physiotherapists**

**Guidance for Higher Education Institutions**

Introduction	3
<b>SECTION 1</b>	
Advantages of seeking CSP accreditation	4
Types of programme suitable for CSP accreditation	4
Procedures for gaining CSP accreditation	4
Documentation Requirements (also refer to Section 2)	5
Common Issues to emerge	5
Retrospective Accreditation	5
Maintaining Accreditation	6
Re-accreditation	6
Fees for accreditation	6
Outcome of the accreditation process	6
After the accreditation event	6
Further Information	7
<b>SECTION 2</b>	
CSP Criteria and expectations for post-qualifying programme (re-)accreditation	8
<b>SECTION 3</b>	
Programme Review and re-accreditation	15
<b>SECTION 4</b>	
CSP Post-Qualifying Representatives	19
CSP Quality Assurance and Enhancement Group	20

**APPENDICES**

Appendix 1: Summary of the Accreditation Process	24
Appendix 2: Annual Quality Review proforma	27
Appendix 3: HEI Evaluation proforma	29

<b>REFERENCES</b>	<b>32</b>
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## Seeking CSP accreditation of post-qualifying programmes of relevance to physiotherapists

### Guidance for Higher Education Institutions

## INTRODUCTION

### Purpose of the guidance

The purpose of this guidance is to inform all HEIs and other stakeholders of the arrangements by which they can gain accreditation from the CSP for their post-qualifying programmes which have relevance to the practice of Chartered physiotherapists.

- Section 1 explains the CSP accreditation processes, including gaining retrospective accreditation of an existing programme
- Section 2 sets out the CSP's criteria and expectations of documentation for accreditation
- Section 3 sets out the annual review procedures
- Appendix 1 summarises the accreditation process where an HEI seeks CSP accreditation in parallel with its own quality assurance procedures for programme approval.
- Appendix 2 details the CSP's criteria and expectations for Post-Qualifying Masters programmes in physiotherapy

### Intended audiences

The document is for

- **Programme leaders and all academic staff** involved in developing and delivering post-qualifying physiotherapy education
- **Registry and quality assurance staff** in higher education institutions who organise validation events and co-ordinate institutions' wider relations with external agencies concerned with quality assurance and enhancement
- Members of the CSP's **Quality Assurance and Enhancement Group [QAEG]**
- **CSP representatives** involved in its quality assurance and enhancement processes
- **Members of academic standards and quality committees** in higher education institutions that provide post-qualifying physiotherapy education
- **External examiners** to post-qualifying physiotherapy programmes
- **Representatives of other professional bodies** in health and social care who are involved in multi-professional (re)-accreditation events.

## SECTION 1

### ADVANTAGES OF SEEKING CSP ACCREDITATION

1.1 Higher Education Institutions (HEIs) have a valuable role to play in providing more formal opportunities for chartered physiotherapists to maintain and develop their careers and equip them with the skills to develop and disseminate evidence-based practice to the benefit of both patient care and the professional development of their peers.

1.2 As the only professional body for physiotherapists in the UK, the Chartered Society of Physiotherapy (CSP) believes that it has a valuable role to play in standard-setting, quality assurance and quality enhancement in the post-qualifying arena and is keen to work collaboratively with HEIs in endorsing programmes at post-qualifying level. In addition, continued registration with the Health Professions Council (HCPC) is dependent upon health professionals evidencing their CPD. Whilst the HCPC requirements allow physiotherapists some flexibility in the type and structure of their CPD activities, to fit in with their own personal development plans, formal CPD programmes of study will inevitably be a key feature of individuals' CPD portfolios. This formal recognition of CPD as an essential element of re-registration provides employers and other organisations with the opportunity to insist on professionally endorsed CPD programmes for their staff.

1.3 There is a number of benefits for HEIs in collaborating with the CSP to gain accreditation of their post-qualifying programmes eg

- Greater assurance of currency, relevance, philosophy and educational level
- Added value, making it more attractive to physiotherapists and those who fund their continuing professional development
- Promotion via the CSP website to an HEI website for the programme

1.4 CSP accreditation of a post-qualifying programme applies specifically to the programme and not to the individual who participates in it. Accreditation does not, therefore, imply that participants who complete it are competent to practice in that area; this is a matter for their own professional judgement.

### TYPES OF PROGRAMME SUITABLE FOR CSP ACCREDITATION

1.5 Whilst most post-qualifying programmes offered by HEIs are delivered at Masters' level, in anticipation of the increasingly flexible and adaptable roles that physiotherapists are being expected to engage with, the CSP envisages that some HEIs may want to develop shorter programmes in response to their likely developmental needs. The CSP would not, therefore, want to limit its accreditation of post-qualifying programmes to Masters level and above.

### PROCEDURES FOR GAINING CSP ACCREDITATION

1.6 The CSP is keen to fit into individual institutions' arrangements for considering programmes for recognition and to work collaboratively with institutions to achieve a successful outcome to validation/ accreditation events.

The CSP expects that

- i) It is notified in good time of the date of a validation/accreditation event so that appropriate arrangements can be made for representation;
- ii) Documentation is sent out sufficiently in advance of the event to allow a full consideration of its contents;
- iii) Documentation includes full, up-to-date information on the programme being considered and a the deadline for written comments;

- iv) Documentation includes appropriate information on the institution's validation/accreditation procedures;
- v) Its representative is granted full membership of a validation/accreditation panel;
- vi) A Society officer is granted observer status on a validation/accreditation panel if attending

A diagrammatic summary of the CSP's procedures is set out in **Appendix 1**.

## DOCUMENTATION REQUIREMENTS

1.7 It is the CSP's intention to minimise the administrative burden associated with the accreditation process, and therefore the CSP requirements closely map the quality assurance activities undertaken by HEIs and other stakeholders. The CSP expects documentation on programmes presented for validation/accreditation to include information on the criteria listed in **Section 2** of this document "CSP criteria the accreditation of Post-Qualifying Programmes in Physiotherapy", and to meet the CSP's expectations of Master's level programmes set out in "Master's Level Programmes within Post-Qualifying Physiotherapy Education: CSP criteria and expectations" (*available as a separate document*).

## COMMON ISSUES TO EMERGE

1.8 A number of issues frequently emerge in consideration of programmes:

- What is the evidence that demand for the programme will sustain its delivery? (eg there may already be other programmes in the subject and/or geographical area, or the programme may appear to address what is likely to be a short-term demand – eg in the case of 'top-up' degree programmes);
- What experience does the institution have of running similar programmes?
- How can the team justify that the programme will develop and demand evidence of M level learning?
- How can the team justify the number of credit points/award attached to the programme in light of the quoted total student workload?
- How will the department/faculty support the independent learning needs of students (eg in terms of the need for 'out-of-hours' tutorial contact and access to library facilities)?
- How will the department/faculty cope with running the programme on top of its existing provision?
- How will the supervision of students' research projects (particularly within Master's degree programmes) be supported by appropriate expertise?
- How will the team ensure that all those involved in delivering the programme and supporting students are aware of the demands of M level learning?
- How will the parity of student experience be ensured (eg if much of the learning will take place in the workplace)?
- How does the programme fit with the institution's longer-term plans for development?
- What is the precise nature of physiotherapy in-put to the development and delivery of the programme (eg if it is intended as a multi-professional programme and has origins as a uni-professional programme)?

## RETROSPECTIVE ACCREDITATION

1.9 Whilst the CSP prefers to be involved in the initial approval of a programme, it recognises that HEI's will have previously validated programmes for which they subsequently seek CSP accreditation. In this instance, the HEI is asked to submit full documentation for the programme, together with the HEI report of the validation event and information on how any conditions (if appropriate) and recommendations were addressed. Such programmes are expected to meet the CSP's expectations set out in Sections 2 and Appendix 2 of this document. The programme documentation will be considered by an appropriately

experienced CSP post-qualifying representative. In the event of any queries, a CSP officer will liaise with appropriate staff at the HEI for a response. Once all outstanding issues have been satisfactorily answered/resolved, the representative will make a recommendation for accreditation to the Quality Assurance and Quality Enhancement Group. The procedures are then the same as for other recommendations for accreditation (See Appendix 1).

## **MAINTAINING ACCREDITATION OF A PROGRAMME**

### **1.10 Annual Review**

Full details about arrangements for the annual review of programmes can be found in Section 3 of this document. The CSP is committed to ensure that the process is as administratively light as possible and has an emphasis on quality enhancement.

### **1.11 Re-accreditation**

The CSP will normally give a programme its accreditation for the same period as that given by the HEI. The procedure to be followed to gain re-accreditation will depend on the significance of changes that have been made to the programme. (See Section 3). An HEI will be either be asked to map any changes to the programme and submit this with the revised documentation for review by a CSP post-qualifying representative, or follow the same procedure as for initial accreditation.

## **FEES FOR ACCREDITATION**

**1.12** No fees are charged to universities who are accredited by the CSP for their qualifying physiotherapy programme provision. Non-CSP accredited institutions interested in gaining CSP accreditation for their programmes will be informed of the fee structure on application.

## **OUTCOME OF THE ACCREDITATION PROCESS**

**1.13** There is a range of potential outcomes to CSP involvement in the accreditation process.

It is usual for

- A recommendation to be made that the programme should be accredited/validated, subject to the team's fulfilment of some specified conditions and/or recommendations;
- A deadline to be set for the team's fulfilment of the conditions;
- Validation/accreditation to be recommended for a specific time period;
- The representative to be able to support the conditions/recommendations set by the panel as a whole.

It may be that

- The HEI panel feels unable to recommend accreditation/validation (this would be highly unusual) and gives the team guidance on how the programme/documentation needs to be developed for future resubmission;
- The CSP's representative may not feel able to support the recommendation for accreditation/validation if his or her concerns are not reflected in the conditions/recommendations that are set (again, this would be highly unusual).

## **AFTER THE ACCREDITATION (VALIDATION) EVENT**

**1.14** The following procedures apply after the event at which a recommendation is made to endorse a programme:

- The HEI sends a copy of the report on the validation/accreditation event (where appropriate) to the representative and to CSP (some institutions may send out the draft report for comment and approval);
- The HEI sends a copy of the definitive documentation to the representative and to CSP so that checks can be made that any conditions attached to validation/accreditation at the event have been met;

- The representative receives a copy of the accreditation pro forma (either in hardcopy or by e-mail) to complete (this is usually best done as soon as possible after involvement) and understands the process for submitting this to the Post-qualifying Sub Group for consideration;
- CSP staff ensure that the report is considered by the Post-Qualifying Sub-Group of the QAE Group and recommendations are made to the CSP Education Committee and that the institution is informed when accreditation has been confirmed.

#### **FURTHER INFORMATION**

**1.15** HEIs wishing to discuss CSP accreditation of their programme(s) should contact the Education Advisor at the CSP, 14 Bedford Row, London, WC1R 4ED [e-mail [learninganddevelopment@csp.org.uk](mailto:learninganddevelopment@csp.org.uk)].

## SECTION 2

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

The tables in this section itemise CSP expectations for its (re-)accreditation 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-)accreditation. If left unresolved, they may form the focus of conditions attached to CSP (re-)accreditation. However, the CSP expects that issues can be addressed as fully as possible before a (re-)accreditation event, particularly with the supportive in-put of its visitor representatives.

The tables are divided into the following broad themes:

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

Area	Specific CSP expectations (where appropriate)
A.1 <b>Level of qualification</b>	
A.2 <b>Awarding body</b>	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 <b>Award title</b>	
A.4 <b>Intermediate awards</b>	Intermediate awards, such as Certificate and Postgraduate Diploma should be detailed
A.5 <b>Status of programme</b>	Details of accreditation by another professional/statutory body or Clinical Interest Group
A.6 <b>Duration of programme</b>	Options for completion ie full-time, part-time, maximum length of registration allowed

A.7 <b>Period of study</b>	
A.8 <b>Participant numbers</b>	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**

<b>Area</b>	<b>Specific expectations</b>
B.1  <b>Admissions</b>	<p><i>Information should be provided on</i></p> <ul style="list-style-type: none"> <li>- Minimum academic entry requirements eg BSc (Hons) degree in physiotherapy or equivalent</li> <li>- Requirement for HCPC registration</li> <li>- Requirement for prior post-qualifying practice experience and/or access to practice opportunities whilst studying on programme</li> <li>- 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</li> <li>- Language requirements for overseas participants whose first language is not English (normally an IELTS score of 6.5 or above)</li> </ul>

<p>B.2 <b>Evidence of demand and Institutional context of programme</b></p>	<p>Indicate how evidence of demand for the programme has been established eg 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</p>
<p>B.3 <b>Inter-professional elements</b></p>	<p>Information should be provided on</p> <ul style="list-style-type: none"> <li>- The disciplines with which learning and teaching will primarily be shared within the programme</li> <li>- The balance between profession-specific and inter-professional elements and other learning opportunities</li> </ul>
<p>B.4 <b>Support to personnel</b></p>	<p>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)</p>
<p>B.5 <b>Administration</b></p>	<p>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.</p>

### C: Resources

Area	Specific expectations
<p>C.1 <b>Human resources</b></p>	<p>Information should be provided on all those who make a significant contribution to the delivery of the programme.</p> <p>Statements should be provided on</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Individuals' other teaching and research commitments, in addition to those relating to the programme being considered</li> <li>- 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</li> </ul>
<p>C.2 <b>Context</b></p>	<p>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</p>
<p>C.3 <b>Information resources</b></p>	<p>Information should be provided on participants' and staff's access to library, IT and other learning resources (including e-learning materials)</p>
<p>C.4 <b>Pastoral support</b></p>	<p>Information should be provided on participants' access to</p> <ul style="list-style-type: none"> <li>- Personal tutor and mentoring systems</li> <li>- Accommodation (if appropriate)</li> <li>- Disability and dyslexia support services</li> <li>- Study skills support (eg if students have not engaged in any formal learning for some time)</li> </ul>

**D: Curriculum**

<b>Area</b>	<b>Specific expectation</b>
D.1 <b>Programme aims</b>	The programme's aims should be articulated and explained.
D.2 <b>Philosophy and rationale</b>	<p>The programme's educational and professional rationale, philosophies and theories should be explained, together with how</p> <ul style="list-style-type: none"> <li>• These have informed the programme's planning, development (and delivery and evaluation, in the case of programmes presented for re-accreditation)</li> <li>• How service user views have informed the development of the programme and provision helps meet service needs</li> </ul>
D.3 <b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• 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? eg NHS Knowledge &amp; Skills Framework</li> </ul>
D.4 <b>Programme structure</b>	<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 <b>Staff:participant contact</b>	An indication should be given of the staff:participant contact hours
D.6 <b>Individual modules</b>	<p>The following information should be provided on each module within a programme:</p> <ul style="list-style-type: none"> <li>- Pre-requisites and co-requisites</li> <li>- Year of study in which it is delivered</li> <li>- Credit-point tariff</li> <li>- Contact hours</li> <li>- Aims and intended learning outcomes</li> <li>- Indicative content</li> <li>- Teaching and learning strategies</li> <li>- Assessment strategies</li> <li>- Indicative reading</li> </ul>
D.7 <b>Attendance requirements</b>	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 <b>Profile of practice-based learning and integration within the programme if appropriate</b>	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.2 <b>Organisation</b>	Information should be provided on <ul style="list-style-type: none"> <li>- The range, location and provision of practice placements</li> <li>- The criteria and arrangements for selecting placements and monitoring their on-going quality</li> <li>- Arrangements for assigning participants to placements, including those with specific requirements</li> <li>- Mechanisms for ensuring communication between the host institutions and the providers of practice-based learning opportunities</li> </ul>
E.3 <b>Support to practice based educators</b>	Information should be provided on an institution's <ul style="list-style-type: none"> <li>- Support for practice educators, including induction, liaison and the provision of professional development programmes</li> <li>- Processes for involving practice-based educators in programme planning, delivery and evaluation</li> <li>- their preparation for assessing participants at M'level</li> <li>- use of e-learning initiatives</li> </ul>
E.4 <b>Support to programme participants</b>	Information should be provided on <ul style="list-style-type: none"> <li>- Resources and processes for supporting participants' learning (including learning contracts)</li> <li>- E-learning material</li> <li>- Processes for identifying and negotiating reasonable adjustments for participants with a disability</li> </ul>
E.5 <b>Programme assessment</b>	Information should be provided on <ul style="list-style-type: none"> <li>- Arrangements and processes for assessing participants' learning in the practice environment, including report forms</li> <li>- assessment regulations that apply to practice-based learning, in particular the differences to expect in assessing at M'level</li> </ul>
E.6 <b>Evaluation</b>	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 <ul style="list-style-type: none"> <li>- The programme team</li> <li>- Clinical educators,</li> <li>- Participants</li> </ul>

## F: Research

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

## G: Assessment

Area	Specific expectation
G.1 <b>Strategy</b>	<p>An explanation should be given of how the programme assessment strategy</p> <ul style="list-style-type: none"> <li>- Links with the programme's intended learning outcomes, learning and teaching strategies</li> <li>- Complements the programme's approach to learning and teaching and the development</li> <li>- Contributes to the development of participants' knowledge, skills and capacity for professional practice</li> </ul>
G.2 <b>Schedule</b>	<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>
G.3 <b>Methods</b>	<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>
G.4 <b>General Regulations</b>	<p>Information should be provided on the institution's general assessment regulations that pertain to the programme, including regulations for re-sits.</p>
G.5 <b>Assessment board arrangements</b>	<p>Information should be provided on the constitution and terms of reference for the assessment board</p>

<p>G.6 <b>External examiner arrangements</b></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 ensure that academic and professional standards are upheld.</p>
<p>G.7 <b>Student appeals</b></p>	<p>Information should be provided on the processes an education provider has for managing appeals.</p>

## H: Programme evaluation

Area	Specific expectation
<p>H.1 <b>On-going evaluation</b></p>	<p><i>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.</i></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"> <li>- How the programme is ensuring that participants are appropriately developed in the area of practice covered by the programme</li> <li>- How the programme continues to fit within the education providers' profile of physiotherapy and other health and social care education</li> <li>- How the programme is optimising links between practice, research, teaching and learning</li> <li>- Participant profile</li> <li>- Trends in the assessment results over successive cohorts.</li> </ul> <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"> <li>- All members of the programme team</li> <li>- All managers and clinicians involved in the delivery and assessment of practice-based learning</li> <li>- Participants and recent participants</li> <li>- Patients</li> <li>- The external examiners appointed to the programme [see H.2]</li> <li>- Employers of participants of the programme.</li> </ul>
<p>H.2 <b>Annual monitoring and programme review</b></p>	<p>The CSP is introducing annual programme monitoring requirements as a condition of its on-going accreditation 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-accreditation periodically by the host/validating institution.</p>

## SECTION 3

### PROGRAMME REVIEW AND REAPPROVAL

#### Programme Review

3.1 The CSP processes for its on-going accreditation of post-qualifying programmes are designed to enable the Society to affirm the on-going quality and enhancement of provision. The CSP is committed to ensuring that its processes are as administratively light as possible and of value to programme teams, particularly through an emphasis on quality enhancement and identifying and disseminating good practice.

#### Annual Quality Review [AQR]

3.2 The CSP now considers each endorsed post-qualifying programme through its annual quality review [AQR] processes. Engagement with these processes is a condition of a programme retaining its CSP endorsed status. Within its AQR processes, the CSP is keen to:

- Take a strongly quality enhancement focus, within which it focuses on a particular aspect of physiotherapy education and its development each year
- Synthesise and analyse the information gained in ways that are helpful to programme providers and physiotherapy education and practice communities more broadly; as part of this, the CSP now produces a composite AQR report for dissemination that identifies good practice and broad trends across endorsed provision.

3.3 The CSP's receipt and analysis of information through its AQR processes enable it constructively to

- Develop its broad "intelligence" about the range of post-qualifying physiotherapy education across the UK
- Disseminate and promote good practice at a national (and international) level
- In conjunction with the information received through its annual review of qualifying programmes, identify areas that it could usefully address in its rolling programme of quality enhancement activity to increase its support to education providers.

#### AQR arrangements

3.4 To support its AQR processes, the CSP issues a pro forma (see Appendix 4) for providers' completion in September of each year. Through the pro forma, the CSP seeks the following information:

- Particularly positive aspects of a programme's development and delivery (including that which reflects feedback from programme participants and other stakeholders)
- The programme team's response to advice and feedback received from external examiners' reports and other forms of programme evaluation
- Plans, where appropriate within the life-cycle of provision (and subject to planned changes), for the presentation of a programme for re-approval/CSP accreditation.

3.5 The CSP is flexible in terms of how programme providers respond to its requests for information. For example, it may be most straightforward for a team to provide minimal information through completing the proforma and to submit an annual report, prepared for institutional purposes, to provide more detailed information (with appropriate cross-referencing between the two documents).

- 3.6 Completed pro formas are considered at the December meeting of the Quality Assurance and Quality Enhancement [QAE] Group. Feedback to individual providers occurs early in the following calendar year, followed by the dissemination of a composite AQR report.

### Presentation of Programmes for Re-accreditation

#### Rationale

- 3.7 The pace of change in the following areas means that postgraduate programme providers need to ensure their programmes continue to meet the needs of physiotherapy practitioners:
- Developments in professional practice, technological advances and research
  - Changes in patient need and demographic trends
  - Changes in service delivery and organisation
  - Developments in health and social care policy
  - Changes in professional and job role opportunities
- 3.7.1 In addition, teams need to review how well aspects of a programme's design and structure are working in practice to
- Optimise participants' learning experience and fulfilment of the programme learning outcomes
  - Maximise appropriate use of developments and innovations in educational delivery

#### Accreditation Cycle

- 3.9 The CSP takes into account the timing of review/re-approval processes of individual institutions and will work with them to gauge the most appropriate point for reviewing their programme within a **four- to seven-year period**. On-going contact with the CSP through annual review should readily identify whether a programme will benefit from change to continue to optimise its responsiveness to practice, service and patient care needs.
- 3.10 Factors likely to contribute to the most appropriate time for reviewing and considering a programme for re-approval event include the following:
- **A large number of incremental minor modifications** to a programme since its (last) receipt of approval - together, these might mean that it is substantially different from when it was previously approved
  - **One or more major changes** to a programme's structure, content or resources since it was (last) approved – this/these could impact significantly on participants' learning experience
  - **Plans within a host institution to review a programme** – these would usually relate to issues such as those highlighted in the above bullet points, or wider proposals for developing provision or its infrastructure (eg to achieve a more integrated, inter-professional approach to programme delivery)
- 3.11 The CSP negotiates with a host institution when a review would be most logical and beneficial, taking account of
- How the programme has developed
  - Planned changes to the programme and the intended timing of their introduction
  - Seeking to synchronise approval dates for an institution's total physiotherapy-related provision across the continuum of learning
  - The timescales and requirements of other agencies (including the host/validating institution).

### The process

3.12 The review process looks at how a programme has developed since its (last) receipt of accreditation. The CSP considers the presentation of

Either

- The **existing programme** for a further period of accreditation, supported by an explanation of how the programme has developed and what changes are proposed (see 2.2)

Or,

- A **new programme** to replace the existing one, supported by an explanation of how this will be more responsive to changing patient care, professional and service-related needs.

### Timescales

3.13 For the benefits of the CSP representative arrangements to be optimised, the Society values working with a team on the following basis:

- **An indication from the team** about its wish to discuss with the CSP when the programme can most appropriately be reviewed and considered for re-accreditation (taking account of the host/validating institution's internal schedule for programme development)
- **Contact with the team** while it reviews how the programme needs to be developed (or a new one developed in its place) and prepares documentation for re-accreditation
- **Notification of a date** for a re-approval event **4 months** in advance (following on from discussion about the broad time period in which re-accreditation can best take place; see above)
- **Receipt of documentation** (see below for requirements relating to this) in support of an application for re-accreditation **6 weeks** in advance of the scheduled event
- **An outline agenda** for the re-accreditation event (including arrangements for visits to providers of practice-based learning) **6 weeks** in advance of the scheduled event.

3.14 Adherence to this schedule enables CSP representatives and officers to

- Provide timely advice and support to the programme team/host institution
- Ensure appropriate arrangements can be made and agreed
- Allow for appropriate levels of collaboration (including with other professional bodies, where necessary) to optimise the conduct and outcome of the event.

### Required documentation

3.15. See Sections 1 and 2

### Information requirements

To review and consider a programme for re-accreditation, the CSP requires

- **A critical evaluation document** that explains how a programme has developed since it was last endorsed and how such development has been informed by changes in practice, healthcare organisation and research, etc. (see 2.1), and that, more specifically, includes the following:
  - An explanation of the quality assurance mechanisms that have been used to evaluate the programme's development and delivery; the strengths and weaknesses that have been identified through these mechanisms; and how identified weaknesses have been addressed
  - An explanation of how the curriculum and assessment processes have developed

- An evaluation of the quality of learning opportunities that have been provided by the programme, and by its assessment strategies
- An explanation of how the programme's quality and standards have been upheld, and how any weaknesses or threats to the maintenance of quality and standards have been addressed
- Summary factual information about the programme's delivery (including statistics on final awards, attrition rates across the cohorts of students during the period of the programme's current accreditation and an evaluation of significant patterns or trends)
- How external examiners' recommendations have been addressed, including how the action taken has been evaluated
- **An explanation of, and rationale for, the specific changes and modifications proposed to a programme**, in terms of its structure, content and resources, and how these proposed changes should make participants' learning experiences more responsive to changing patient care, professional development and service needs, and innovations in learning and teaching
- An **explanation** of how the programme continues to fit within the host institution's broader profile of programme provision and research activity, and within its strategic and business planning
- A **full programme document** that provides the information specified in **Section 2**.

## SECTION 4

Section 4 explains the role of CSP representatives for post-qualifying programmes and the terms of reference of the Quality Assurance and Quality Enhancement Group

### 4.1 CSP post-qualifying representatives

Representatives are at the heart of the CSP's process-based approach to programme (re-) accreditation. Operating in tandem with CSP officers, the representatives advise teams preparing a programme for accreditation. They

- Consider whether a programme fulfils the criteria for CSP accreditation, through involvement in a standard validation event or retrospectively, and submit a recommendation accordingly to the CSP Quality Assurance and Enhancement [QAE] Group.
- It is also possible, but not essential, for them to provide advice in the documentation preparation stages leading up to accreditation

The incremental delivery of advice on a programme's development should mean a successful outcome to an event should be reasonably assured in advance. This *should* avoid a situation arising in which a representative feels unable to recommend CSP accreditation; rather, involvement at an earlier stage should enable any potential difficulties (whether simply shortfalls of information, or more fundamental problems with a programme's design, proposed mode of delivery, content or resourcing) to have been identified, and advice given on how these can be anticipated, averted or resolved.

The CSP supports its representatives and liaises closely with them. This ensures:

- Representatives understand the CSP requirements, expectations, processes and quality enhancement activity
- The CSP maintains a detailed knowledge of trends and issues in physiotherapy education provision and can develop and adapt its support and priorities for its quality enhancement activity accordingly
- The CSP maintains an overview of developments relating to quality assurance processes and is well-placed to consider how its own processes might benefit from refinement to optimise their effectiveness (eg, in terms of their integration with the processes and requirements of other organisations).

The role of the post-qualifying representative in relation to individual programmes is to:

1. Review draft documentation of a programme at key stages of its preparation if required
2. Advise the team on issues that they might wish to address or areas of the document that they might consider developing prior to its presentation at the scheduled (re-)validation event to optimise the outcome of the process
3. Attend the (re-)validation event where possible
4. Prepare a report on the event using the CSP pro forma to include:
  - particularly commendable points about a programme's design or development
  - Any conditions agreed at the event that require fulfilment prior to confirmation of HEI validation/approval/CSP accreditation
  - Any recommendations agreed at the event the panel wished the team to consider
  - Any issues or concerns the representative has about the programme that are not reflected in the conditions or recommendations
  - Whether the representative is able to recommend CSP accreditation of the programme
  - Any issues or features that the representative recommends should form a particular focus in on-going CSP review process

- Any exemplary features, issues or questions the programme or event has raised that the representative feels merit wider consideration or dissemination
- 5. Submit a recommendation to the QAE Group, supported by the above report, as to whether the CSP should (re-)endorse the programme
- 6. Maintain contact with the programme team, co-ordinated by CSP officers, particularly through the Society's annual monitoring and cyclical review processes

#### 4.2 CSP Quality Assurance and Enhancement (QAE) Group

The QAE Group is a sub-group of the CSP Education Committee which oversees all operational and developmental activity to do with its quality assurance and enhancement activity across the spectrum of learning. This has the benefit of achieving and maintaining a genuinely cohesive approach to support worker, qualifying and post-qualifying education, while ensuring that the organisation's expanded quality enhancement role genuinely informs its quality assurance activity.

The QAE Group has a strong remit for monitoring the development and successful running of the CSP's new processes and extended activity, submitting, as appropriate, recommendations for any developments or change to the CSP Education Committee.

The QAE Group's terms of reference are set out below.

#### Terms of reference

##### 1. PURPOSE

The Quality Assurance and Enhancement Group (QAE Group) has a broad remit for CSP quality assurance and enhancement activity relating to education at all levels that has relevance to CSP members. It oversees operational activity for all types of CSP programme recognition (approval/accreditation and endorsement) and advises on their development. It also makes recommendations to the CSP Education Committee on the appointment of External Examiners and Education Representatives.

##### 2. Remit

The Group 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 Group also advises the CSP Education Committee on the development and successful implementation of the CSP's quality assurance and enhancement role. The Group submits recommendations arising from its operational role and the development of the CSP's quality assurance and enhancement to the CSP Education Committee for approval.

The Group 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, 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 and enhancement role.

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

- **Keeps under review criteria and arrangements** for exercising CSP's quality assurance and enhancement role and advising the CSP Education 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 and enhancement of health and social care education**, including the processes of host education providers, the Health and Care 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.

### Managing business

The group fulfils its remit through a range of activities. These include:

- **Standard-style business meetings** (three times a year, scheduled to allow reports to the CSP Education Committee, including sub-dividing to manage operational business within discrete work strands. Group members may opt to be engaged primarily with qualifying education or post-qualifying and support worker education, but should be prepared to work across all areas according to the needs of the business to be discussed.
- **Workshop-style sessions** (particularly to ensure 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
- **Scheduled opportunities** for the group to network with CSP representatives, scrutineers and education providers

### 3. Accountability

The QAE Group reports to the Education Committee. The Education Committee maintains an overview of the work of the QAE Group and may request specific pieces of project work to be undertaken by the Group and to co-opt individuals to undertake such work.

### 4. Group membership

The size of the group 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

There must be representation on the QAE Group from all four UK countries. Where this has not been achieved through the nominated representatives, the country boards will be asked to propose individuals to act as country representatives. Up to three places are available for co-option to meet this need.

Except where otherwise stated, all Group members must meet the eligibility criteria for membership agreed by the CSP. The Group will decide whether a co-optee needs to fulfil the eligibility criteria.

Co-optees have the same voting rights as other Group members but will not count as part of the quorum for meetings.

Group members must advise a relevant CSP staff member if they are unable to attend a meeting. Any issues that they wish to raise may be forwarded to the Group Chair in advance of the meeting. Members may not arrange for alternates to attend meetings in their place.

## **5. QUORUM**

The quorum of the Group is eight, to include a minimum of two members of each sub-group at each meeting.

## **6. TERM OF OFFICE**

The terms of office for members of the Group are as follows:

- Nominated members: four years, with half of the nominated members retiring every two years
- Council member: two years
- Student member: one year
- Co-opted members: two years

The maximum amount of time that any individual can serve on the Group is twelve years.

Group and Council members appointed to sit on the Group will join the Group in the first meeting after October. The student representative will normally join the Group in February.

## **7. CHAIRS AND VICE-CHAIRS**

The maximum period of time that any individual can act as Chair or Vice-Chair of a group is four years.

Elections for Chair and Vice-Chair shall take place during the first meeting of the Group after October every two years. Individuals wishing to stand will be asked to provide a supporting statement for circulation in advance of the meeting. A ballot will then be conducted at the meeting.

## **8. FREQUENCY OF MEETINGS/MEETING ARRANGEMENTS**

The QAE Group normally meets three times per year, on each occasion prior to the Education Committee meeting to enable due reporting of activity and recommendations. The Group will normally meet in December, March and July. The frequency of meetings is reviewed biennially, with oversight from the P&D Committee.

## **9. CASUAL VACANCIES**

The Group may fill any casual vacancies by co-option. The term of office of any member co-opted in this way will be the same as that for the Group member whose place they are filling.

## **10. OFFICER AND ADMINISTRATIVE SUPPORT**

The Learning & Development Officer is responsible for the Group. Other CSP officers attend as required. Administrative support is provided by the Business Services Team, principally the Administration Officer for the Development & Research Unit.

## **11. Review**

The terms of reference for the QAE Group, including the terms of office will be reviewed every two to four years to ensure that they continue to meet the needs of the CSP.

## **12. QAE Group Membership**

The membership of the QAE Group will include representation from the following:

CSP Council: one member

CSP Education Committee: one member

CSP PPSD Committee: one member

CSP R&D Committee: one member

CSP Education communities: one member

CSP Education Representative (Qualifying Sub-Group Chair)

CSP Education Scrutineer (Post-qualifying Sub-Group Chair)

CSP Equality & Diversity Group Chair

CSP Professional Networks: two members

CSP Physiotherapy Associates Board: one member

CSP Student Executive Committee: one member

Country representatives: up to three co-options, if not represented in other Group roles

Lay representation: one person

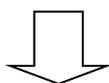
Other co-options as may be required by the QAE Group or Education Committee

## Summary of the Process

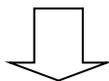
## Appendix 1

The following flowchart illustrates the way in which an accreditation process may take place if an HEI seeks CSP accreditation in parallel with its own quality assurance procedures for programme approval, the people involved and the time scale.

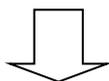
1. Initial invitation for CSP involvement from the programme provider. Enquiries should go to the Learning & Development Officer at CSP. It is helpful for the CSP officer and representative to be notified of the arrangements, or at least the date for the event, at least **6-8 weeks** before an event in order that a representative can be found and those involved have time to consider the documentation. The HEI needs to ensure they have the CSP's expectations and criteria for accreditation of post-qualifying programmes when preparing a programme for accreditation.



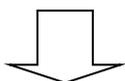
2. CSP identifies a representative from its register to be involved as CSP representative and informs the institution of the member's name and contact details.



3. The programme documentation should be sent 4 weeks before the validation of the programme whether or not the CSP is attending the event, in order that the CSP representative can submit comments in a timely manner. Copies need to be sent directly to the CSP representative and to the Learning & Development Officer at CSP.



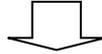
4. Comments on programme documentation from the representative and the CSP officer are submitted to the institution. This is done in accordance with the HEI's own time scales, whether or not there is an event. CSP expects that there is sufficient time to consider documentation in order to comment appropriately on it.



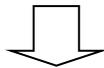
5. The validation/accreditation event takes place, or if the approach is phased or retrospective, the HEI responds to the comments submitted on the documentation. If further feedback from subsequent documentation is requested, this is done in accordance with the HEI's procedures.



6. The report of the validation/accreditation event is sent to the Society and the representative. If there are conditions set at the event, there should be a deadline set for the course team to provide a response to those conditions. The report from the event needs to be confirmed before CSP's Quality Assurance and Quality Enhancement Group can make a recommendation for approval.

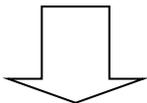


7. An evaluation form is sent to the institution to gain feedback on our involvement in the validation/accreditation process. (Appendix 3)



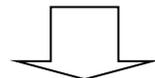
8. The CSP representative completes the Society's pro forma making a recommendation about the accreditation. The Society's pro forma includes details of the programme and the accreditation process. There are three possible recommendations:

i Accreditation is recommended without conditions.



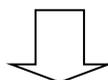
ii Accreditation is recommended subject to any conditions and recommendations set either at the validation/accreditation event or through the Society commenting on documentation being met and the final documentation being received.

iii There are a significant number of outstanding issues requiring adjustment for the accreditation to be recommended at this stage.

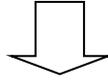


In this case, either further clarification is sought from the HEI on outstanding issues of concern or, if there are significant issues in the programme which it is not possible to resolve, the accreditation is not completed or is deferred.

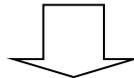
9. The pro forma is submitted to the CSP Quality Assurance & Quality Enhancement Group to approve the representative's recommendation for accreditation.



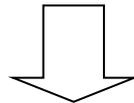
10. Definitive documentation is sent to the Society and the representative. This needs to be completed at the maximum, 4 months after the event. If the documentation is not provided within this time scale, it may not be possible for a recommendation for accreditation to go forward to the CSP Education Committee.



11. Submit recommendation for accreditation for ratification by the CSP Education Committee. The programme can then be advertised as “CSP endorsed”.



12. Confirmation of accreditation sent to HEI from CSP. The accreditation is in accordance with the quality assurance procedures of the university but is subject to the CSP’s procedures for programme review and reapproval (**see Section 3**).



13. The programme will be promoted via the CSP website as “CSP endorsed” according to the details provided to the Learning & Development Officer by the HEI.

## Annual Quality Review 20xx/xx

for CSP-endorsed Post-Qualifying HEI-based Programmes

**INSTITUTION**

University

**PERSON RESPONSIBLE FOR  
COMPLETING FORM**

[Name and post held]

**TITLE OF PROGRAMME(s)**

(if an institution has more than one endorsed programme a separate form for each programme should be completed)

**DATE WHEN LAST CSP  
ACCREDITATION WAS  
CONFERRED**

**A Student achievement**

**Academic year 2015/16**

Please list all CSP-accredited programmes/modules and give number of physiotherapists as post-graduate students

**PROGRAMME TITLE(S)/ MODULE NAMES**

<b>Programme title(s)</b>	<b>Modules</b>	<b>No. of physiotherapists</b>

Please provide a brief report of student achievement. Where student success rate is lower than 90%, please provide a reflective analysis of the programme/module and assessments.

**Student achievement analysis (add a box for each module or programme)**

--

(Please add more boxes as necessary)

**B COMMENTS AND RECOMMENDATIONS FROM PROGRAMME/MODULE EVALUATION AND RESPONSES, including any changes to be made to the programme in terms of resources, content and delivery**

--

**C FORWARD-PLANNING**

Please identify when you are next planning to review and present your programme/modules for re-approval.

**EVALUATION FORM FOR HEIs TO PROVIDE FEEDBACK TO THE CSP**

**CSP involvement in the approval procedures for post-qualifying programmes**

**Evaluation form**

Institution

.....

Programme(s)

.....

.....

How informative did you find the guidelines on involving the CSP in your approval procedures?

Very		Quite		Not very		Not at all	
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Are there areas in which you would have welcomed more information?

.....  
 .....  
 .....  
 .....

How satisfactory did you find contact with the CSP prior to the approval event (for example, in terms of issues relating to the Society's approach to programme accreditation?)

Very		Quite		Not very		Not at all	
------	--	-------	--	----------	--	------------	--

Did you receive notification of who would act as the CSP's representative sufficiently in advance of the event to make appropriate arrangements?

Yes		No	
-----	--	----	--

How helpful did you find CSP in-put to the accreditation process?

Very		Quite		Not very		Not at all	
------	--	-------	--	----------	--	------------	--

Did you find the views expressed by the CSP representative, about the programme, to be broadly in accord with those of other panel members?

Yes		No	
-----	--	----	--

If 'No', what were the areas on which there was greatest difference of view?

.....

.....

.....

.....

.....

.....

Is your institution likely to invite the CSP to be involved in its accreditation procedures again in the foreseeable future?

Yes		No	
-----	--	----	--

If 'Yes', for what type of programmes [eg Master's degrees, profession-specific modules]

.....

.....

Are there any ways in which you feel the CSP could enhance its involvement in post-qualifying approval processes?

.....  
.....  
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.....  
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Any other comments

.....  
.....  
.....

Thank you for taking time to complete this form. Please return it to the Education Adviser,  
Chartered Society of Physiotherapy, email: [learninganddevelopment@csp.org.uk](mailto:learninganddevelopment@csp.org.uk).

## References

Chartered Society of Physiotherapy. *Expectations of Master's level programmes within Qualifying Education*. CSP Information Paper QA3. London; CSP 2003.

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