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

Although provided as a standalone document, this table forms part of a larger document relating to CSP accreditation. The other sections include

* **Section 1: Conditions for programme accreditation**
* **Section 3: Physiotherapy framework – entry level and experienced graduate attributes**
* **Section 4: Practical arrangements for CSP accreditation events**
* **Section 5: Issues that may impact on a programme’s CSP-accredited status**
* **Section 6: QAE group**

All documents can be found on iCSP closed SH/PL network. Alternatively please contact the Education Adviser on learninganddevelopment@csp.org.uk.

**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
* Learning, teaching and assessment strategies
* Interprofessional education
* Practice placements
* Models of practice
* Research, critical evaluation and appraisal
* Resources and programme management

**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.**

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| **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 students 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.**

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| **Area** | Recommendation |  |
| Admissions | Information should be provided on * How individuals apply for admission (e.g. 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; HPC, 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, 2010)
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| 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
* Contact hours
* Aims and intended learning outcomes
* Indicative content
* Teaching and learning strategies
* Assessment strategies
* Indicative reading
 |  |
| 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
* 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 students’ professionalism.
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| 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 |  |
| Student Consent | Information should be provided on requirements and guidelines on student consent for involvement in elements of the programme (CSP, 2005b). The CSP expects host institutions to have a non-discriminatory protocol on consent for students’ 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 student 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 student to be permitted more than two attempts at a unit/module; such a regulation should be applied with discretion, taking account of**
* **A student’s progression through the programme (i.e. a team should keep under review whether a pattern is emerging of a student 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 student progressing from one unit to another if the need for a second attempt arises)**
* **Extenuating circumstances that may impact on a student’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 student progression, the particular arrangements for the final-year students to be re-assessed, and arrangements and conditions for requiring students 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)**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 students’ 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 students 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.**

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| **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 students 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 students
* Arrangements for standardising marking
* Marking criteria
* Practical arrangements for managing the impact of research ethics and governance processes on students’ ability to complete research-based assignments.
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**Principle 4 Learning, teaching and assessment strategies**

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

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| **Area** | Recommendation | Link to other Principles |
| 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 HPC 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 students to demonstrate their fulfilment of the learning outcomes. Information should be provided on arrangements for offering alternative assessment methods for some students (e.g. students with a disability). |  |
| Moderation | Information should be provided on how students 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 students’ 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 students’ 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 students’ knowledge, skills and capacity for professional practice
 |  |
| Student appeals | Information should be provided on the processes an education provider has for managing student appeals.  |  |

**Principle 5 Interprofessional education**

**Opportunities for interprofessional learning with students from other disciplines should be made available in both university and practice settings.**

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| **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 students 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 students are enabled to fulfil the outcomes of the CSP *Curriculum Framework*).
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**Principle 6 Practice placements**

**Each student 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.**

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| **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 students’ 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
* Students
 |  |
| 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 students’ learning, development of their clinical knowledge and skills, and their professional socialisation).
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| 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 students to placements, including those with specific requirements (e.g. relating to childcare, or students with a disability who may need preferential treatment (e.g. an early placement) and who may need reasonable adjustments to be made (CSP, 2004a; HPC, 2006)
* How the balance of placements completed by individual students 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 student 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
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| Profile of practice-based learning | It should be explained how * Students’ 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)
* Learning in each setting contributes to students’ 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)
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| Student assessment  | Students’ 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 students’ clinical performance, the CSP expects this to relate to the notional student effort involved in such a substantial part of the programme (i.e. 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 approachInformation should be provided on * Arrangements and processes for assessing students’ learning in the practice environment, including
* Report forms
* Details of the assessment of students’ clinical skills
* Mechanisms for ensuring fairness, consistency and transparency in the assessment of students’ 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 condonement of 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
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| 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 to students | Information should be provided on * Resources and processes for structuring, focusing and supporting students’ learning in a safe practice environment (including learning contracts, portfolios and distance learning materials)
* Student accommodation while on placement
* Processes for identifying and negotiating reasonable adjustments for students with a disability (CSP, 2004a; HPC, 2006)
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**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.**

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| **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.**

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| **Area** | Recommendation |  |
| Research component | The following information should be provided:* Explanation of how the research component of a programme enables students 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 students
* Arrangements for standardising marking
* Marking criteria
* Practical arrangements for managing the impact of research ethics and governance processes on students’ ability to complete research-based assignments.
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**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.**

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| **Area** | Recommendation |  |
| Administration | Information should be provided on the host institution’s committees that are concerned with the programme’s development, delivery and monitoring (e.g. 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 consideredHow 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 students’ and staff’s access to library, IT and other learning resources (including e-learning materials) |  |
| 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, HPC-registered physiotherapists.The programme leader should be a chartered, HPC-registered physiotherapistInformation 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)
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| Pastoral support | Information should be provided on students’ 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 students
* Specialist equipment
 |  |
| Student conduct | Information should be provided on the host institution’s arrangements (and those that are specific to the programme) to ensure that students 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 students 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 students 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 students 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. |  |