**Section 3: Physiotherapy framework, entry level and experienced graduate attributes**

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 2: Learning and Development Principles, Quality Assurance Supplement for CSP Accreditation of Qualifying Programmes in Physiotherapy**
* **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](mailto:learninganddevelopment@csp.org.uk).

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

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 that should be evident that support the principles on which physiotherapy qualifying programmes should be based in order to obtain Chartered Society of Physiotherapy accreditation

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| ***PHYSIOTHERAPY VALUES*** |
| **Values are defined as a set of ideals that motivates and informs an individual’s behaviour and actions.**  **At the heart of physiotherapy practice is a set of values - shared by all CSP members - regardless of their occupational role, practice setting, or level of practice.**  **The values at the heart of physiotherapy practice are:**  **Altruism;**  **Advocacy;**  **Honesty and integrity;**  **Compassion and caring;**  **Accountability for decision making and actions;**  **Fulfilment of duty of care and social responsibility;**  **Commitment to excellence**  **These values inform the behaviour of CSP members, and the knowledge (theoretical and applied) and skills that the physiotherapy workforce uses and develops.** |

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

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

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

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

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

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

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

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

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

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

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

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

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

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| ***Practice decision making*** | **entry-level graduate** | **experienced graduate** |
| The context-dependent thinking and decision making processes used in professional practice to guide practice actions  *Practice decision making* describes the behaviour, knowledge and skills required to:   * collect information from a variety of sources relevant to the decision making situation; * process and analyse the information collected; * draw reasoned conclusions and make informed judgements to address issues/resolve problems in practice; * critically evaluate the decision making process. | efficient and effective use of a wide range of routine and some specialised approaches and techniques to systematically collect information from a variety of sources relevant to the situation.  process and critically analyse information in complex and predictable situations where data/information comes from a range of sources or is incomplete.  draw reasoned conclusions, supported by current policy and evidence-based thinking, and make informed judgements to address ethical and professional issues in complex and predictable situations.  with guidance, reflect on their decision making process and use this evaluation to appraise the outcome and to inform future practice. | efficient and effective use of a wide range of routine and advanced approaches and techniques to systematically collect information from a variety of sources relevant to the situation.  process and critically analyse information in complex and unpredictable situations where data/information comes from a range of sources or is incomplete.  draw reasoned conclusions, supported by current policy and evidence-based thinking, and make informed judgements to address ethical and professional issues in complex and unpredictable situations.  reflect on their decision making process and use this evaluation to appraise the outcome and to inform future practice. |

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| ***Researching and evaluating practice*** | **entry-level graduate** | **experienced graduate** |
| Systematic processes of collecting, analysing, and synthesising information to evaluate current practice and generate new understandings about practice  *Researching and evaluating practice* describes the behaviour, knowledge and skills required to:   * design, plan, conduct and manage the research/evaluation process; * use methods of enquiry to collect and interpret data in order to address problems or issues arising from practice; * critically evaluate the research/evaluation process; * communicate the outcome of the research/evaluation process.   *Research* is defined as a study or investigation undertaken based on a systematic understanding and critical awareness of knowledge which generates new knowledge.  *Evaluation* is defined as the systematic process of using specific standards/criteria to make reasoned judgements about the quality of something/someone. | with guidance, plan, conduct and manage evaluation and research projects to address a specific issue arising from practice.  with guidance, apply a range of standard research methods/tools of enquiry showing an appreciation of related ethical considerations.  with guidance, reflect on the research process, and use this information to appraise the project  and inform future practice.  identify, and with support, promote the practical and professional applications of completed work, and seek opportunities to share and disseminate findings to both specialist and non-specialist audiences. | plan, conduct and manage evaluation and research projects to address specific issues arising from practice  becoming increasingly confident to apply a range of standard research methods/tools of enquiry showing an appreciation of related ethical considerations.  reflect on the research process, and use this information to appraise the project and inform future practice  identify and promote the practical and professional applications of completed work, and seek opportunities to share and disseminate findings to both specialist and non-specialist audiences. |

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