
2017 INPTRA Conference: Physiotherapy education and regulation

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Chair, HCPC

Session outline

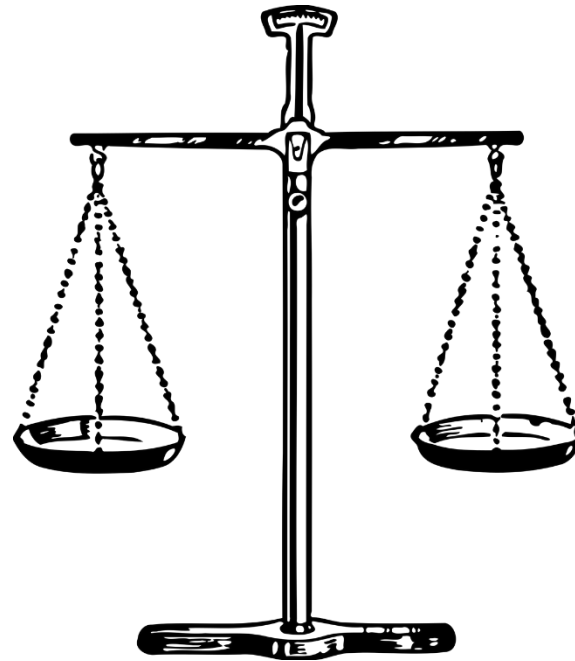
- Consider the role of the regulator in assuring the quality of education programmes.
- Describe our outcome based education quality assurance model.
- Explore how standards can facilitate innovation in the design and delivery of physiotherapy education.
- Does the academic level of a physiotherapy programme matter?

My perspectives



What is the role of the regulator in assuring the quality of education programmes?

- Ensure education programmes produce safe and effective practitioners
- Assure comparable standards across education providers
- Prevention of fitness to practice complaints



- Reduce unnecessary bureaucracy and duplication of quality assurance processes
- Need to contain the cost of regulation
- How do we effectively assure the quality of placement learning?

Standards



Scale of education approvals

Total number of providers	145
Total number of programmes approved	1040
Total number of physiotherapy education providers	36
Total number of physiotherapy programmes approved	72

Profile of current list of approved physiotherapy programmes

Academic level	Mode of delivery	Number of approved programmes
BSc (Hons)	University based	44 (38 full time; 5 part time; 1 flexible)
BSc (Hons)	Work based learning	1
Post graduate Diploma	University based	7 all full time
MSc	University based	19 all full time
Doctorate	University based	1

Case study 1: BSc Physiotherapy (practice-based learning)

- Sheffield Hallam University
- Developed in response to workforce challenges – open to current support workers with 2 or more years of experience
- 27 months in duration (typical BSc is 3 years duration)
- 2\3 days per week in practice
- Theory largely delivered in hospital sites, small number of visits to the University
- Full access to a virtual learning environment
- Delivery experience clinicians and academics

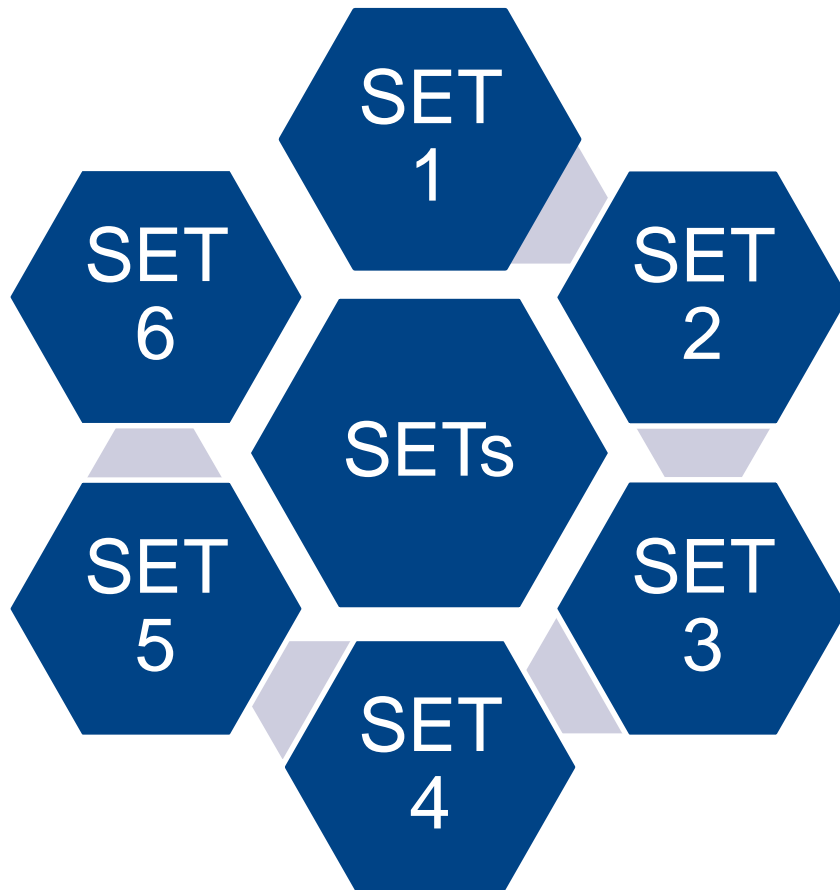
Case Study 2: MSc \Postgraduate Diploma Physiotherapy

- Delivered at 35 UK Universities
- MSc is approximately 2 years in duration – intensive programme of study
- Entry criteria a Bachelor degree in a related subject – assumes students have the ability to study at this level

Case study 3: Doctorate of Physiotherapy

- Robert Gordon University – Scotland
- Entry criteria – Bachelor degree in a related topic and research experience
- Problem orientated model of learning
- Years 1 and 2 runs parallel with there MSc programme
- Doctoral Thesis (18 months)
- Eligibility for registration with HCPC after successful completion of year 2 (Masters level)
- Has accreditation with the Commission on Accreditation in Physical Therapy Education

The six sections of the standards of education and training



1. Level of qualification for entry to the Register
2. Programme admissions
3. Programme governance, management and leadership
4. Programme design and delivery
5. Practice-based learning
6. Assessment

Does the academic level of physiotherapy programmes matter?

Yes

- Increases status of the profession
- More likely to develop reasoning skills
- Improved ability to analyse and use evidence
- Assists with international standard \ benchmarking
- Facilitates workforce mobility

No

- Could still test knowledge and skills
- May create barriers to entry into the profession
- Could lead to a shortage in the profession
- Physiotherapists no longer willing to undertake certain tasks leaving them to unregulated colleagues
- Higher academic levels could limit career progression

Why is innovation important in education?

- Evidence underpinning approaches to teaching and learning changes
- Availability of practice learning opportunities
- Needs of the service changes
- Demands of the service users changes
- Ambitions of the profession changes
- Encourages a wider participation of learners into the profession
- Economic factors

Thank you for listening

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