



**World
Physiotherapy**

World Physiotherapy accreditation service:

Review team report on the
physiotherapist professional entry level
education programme at

Date	
Reviewer name	
Reviewer name	

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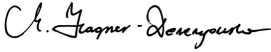
Instructions

Please enter your comments and recommendations in the fields provided. Complete the check boxes for the correspondents items of each accreditation requirement. Check only those where there is evidence to substantiate the criterion, otherwise leave blank. If the statement is not applicable; eg there is no World Physiotherapy member organisation in the country, please enter n/a.

Please enter a recommendation for the accreditation committee on page 4 under Accreditation outcome by marking the appropriate option.

Executive summary

World Physiotherapy evaluation panel report on the physiotherapist professional entry level education programme at

Date of site visit:	
Review team members:	 

Background:

Name of educational institution:	
Name of programme:	
Name of degree:	

Accreditation outcome:

The review team recommends:

- a) Full accreditation
- b) Accreditation with conditions
- c) Denial of accreditation
- d) Withdrawal of accreditation (in the case of previous World Physiotherapy accreditation)

Recommendations:

Enter any conditions and actions that may be applied

Condition:	Estimated time to be reach by the educational provider

Recommendations conditions:

Condition:	Estimated time to be reach by the educational provider

Educational institution self-assessment

Strengths of the programme	
Has the educational institution identified the strengths of the programme and provided an explanation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:	
Recommendations:	

Weaknesses associated with the programme	
Has the educational institution identified the weaknesses associated with the programme and provided an explanation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:	
Recommendations:	

Educational institution self-assessment continued

Suggestions of strategies to address weaknesses	
Has the educational institution identified strategies to address weaknesses in the programme?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:	
Recommendations:	

Actions considered to improve the programme	
Has the educational institution identified ways to improve the programme?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:	
Recommendations:	

Requirement 1: The educational institution

1.1: Organisational structure

Criterion

The educational institution must provide evidence that the structure of the educational institution is appropriate for the delivery of a physiotherapist professional entry level programme.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

Evidence was provided of each of the following indicators:

The educational institution is recognised by the appropriate government authority	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The educational institution provides evidence of authority or agency approval	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The educational institution is supportive of physiotherapy both as an academic institution and a professional discipline	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
A physiotherapy programme exists in the educational institution that features the term 'physiotherapy' in its title (eg, School of Physiotherapy)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The physiotherapy programme has the capacity to offer an entry level physiotherapy programme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The physiotherapy programme head/administrator/leader/dean has academic and administrative responsibility for the delivery of the programme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The physiotherapy programme has established mechanisms of accountability to the educational institution and to the physiotherapy profession	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 1.2: Programme and degree nomenclature

Criterion

The title of the programme and the title of the degree delineate the profession of physiotherapy¹.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

Evidence was provided for each of the following indicators:

The programme title includes the word 'physiotherapy' or equivalent	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The programme leads to a degree title that includes the word 'physiotherapy' or equivalent	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The only discipline name appearing in the degree title is 'physiotherapy' or equivalent	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
No reference to a specialisation in physiotherapy exists in the degree title	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The programme grants a post-baccalaureate degree in physiotherapy	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The programme grants a baccalaureate degree in physiotherapy	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

¹The professional title and term used to describe the profession's practice varies and depends largely on the historical roots of the profession in each country. The most generally used titles and terms are 'physiotherapy', 'physical therapy' and 'physiotherapist', 'physical therapist' and translations thereof.

Element 1.3: Duration of programme

Criterion

The programme is of sufficient duration to provide adequate opportunity for the personal and professional development required for entry level professional practice of physiotherapy as defined by the [World Physiotherapy education framework](#).

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

Evidence was provided for the following indicator:

An entry level physiotherapy programme leading to a degree at the Bachelors/ Baccalaureate/Licensed ² or equivalent, Masters or Doctorate level is the equivalent of a minimum of four academic years of full time study based on entry following a satisfactory level of achievement at the completion of the final year of secondary schooling or educational institution entry requirements.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
--	---

Comments:

Recommendations:

² The Licensed degree in some parts of the world can be referred to as a Licentiate/Licencié/Licenciatura/Licentiat or similar translation. It equates to a first level university degree.

Element 1.4: Policies

Criterion

The educational institution must provide evidence that it has in place appropriate policies for programme development, approval, delivery, assessment, evaluation, and review to ensure that standards of education are maintained.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

Evidence was provided for each of the following indicators:

Clear and comprehensive policies on programme development exist	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Clear and comprehensive policies exist for periodic review of programme goals, content, relevance, and quality	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Policies and processes exist for the programme to have an Advisory Committee comprising, external representatives of the profession, the health system and other key bodies in which physiotherapists play important roles, graduate and student representatives	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Policies and processes enhance the link between teaching and research	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Policies ensure entry into the programme is offered on principles of equity of access with respect to race, religion, colour, national or ethnic origin, sex, age, disability, socio-economic status, and marital status	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Selection criteria for entry to the programme are clearly stated and are compatible with the requirements of the programme including appropriate prerequisite knowledge	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Occupational health and safety policies are in place relating to a safe working environment, freedom from harassment, and reasonable adjustment for disability	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Clear and comprehensive policies ensure adequate workload determination for academics	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Clear and comprehensive policies ensure adequate academics' study leave	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Policies provide a career path for academics	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 1.5: Procedures

Criterion

The educational institution must provide evidence that it has in place appropriate procedures for programme development, approval, delivery, assessment, evaluation, and review to ensure that standards of education are maintained.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

Students have assured access to current policies, procedures, and programme information particularly related to the learning outcomes, assessment, progression, and requirements for graduation, appeals processes, costs, and academic review processes	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Prospective students are clearly informed of the locations of study and any potential lack of equity of access at some locations	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Appropriate procedures are in place to deal with cases of plagiarism and other instances of unethical conduct	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Appropriate procedures are in place to deal with student appeals	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 1.6: Academic environment

Criterion

The educational institution must provide evidence that it provides a strong academic environment supportive of academics, students, and support staff.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

The educational institution:	
<ul style="list-style-type: none"> • supports academics in their personal, professional and academic development 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • supports students in both their personal and academic development 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • provides opportunities for academics' research and scholarly development 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • provides opportunities for students to become aware of multiple styles of thinking, diverse social concepts, values, and ethical behaviours 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • provides opportunities for support staff development 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 1.7: Research environment

Criterion

The Educational institution provides evidence that it fosters and explicitly supports research and scholarship in the physiotherapy programme.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

Resources are appropriate and adequate for physiotherapy research including research leadership, initial funding, space, and equipment	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Support for physiotherapy academics is appropriate and adequate for grant writing and professional development related to research and scholarship	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Adequate time is allocated for academics to devote to research, teaching, learning preparation, and review	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Requirement 2: Academics

Element 2.1: Programme head/administrator/leader/dean

Criterion

The educational institution provides evidence that it has the necessary and appropriate level of academic and research leadership to provide an entry level physiotherapy programme in an environment that fosters research and scholarship. (Note: educational institutions that are newly developed must provide evidence that they are in a position to appoint academic and research leaders and that a full professorial appointment in physiotherapy will be advertised.)

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided of each of the following indicators:

The programme head/administrator/leader/dean of the physiotherapy programme:	
• is a senior physiotherapist	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• is a member of the World Physiotherapy’s member organisation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• is an experienced and recognised academician and possesses postgraduate qualifications [eg, PhD, EdD, ScD, DSc desirable; coursework/degree in management (eg, MBA, Master’s in Management Science)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• is a recognised expert in his/her area of teaching and research	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• is employed by the educational institution	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• is a member of the core faculty of the physiotherapy programme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• demonstrates ongoing continuing professional development consistent with professional and programme requirements	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• demonstrates effective teaching and student evaluation skills	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• has a well-defined scholarly agenda	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• has a record of service consistent with expectations of the physiotherapy programme and the educational institution	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• participates in governance of the educational institution	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• possesses contemporary expertise in management and leadership	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• participates in physiotherapist entry level curriculum development	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• demonstrates understanding of contemporary practice, quality clinical education, the clinical community, and the health delivery system	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<ul style="list-style-type: none"> has had a previous academic appointment 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> has the authority and responsibility for regular evaluation of all physiotherapy academics, planning, and administering the programme's financial resources 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> must assure that the academics can support current and planned teaching and research requirements of the programme 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> provides educational programmes for clinical site instructors to continue to develop the knowledge and skills relevant to their educational roles 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> provides suitable programmes to support clinical site instructors in their roles 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> has an ongoing programme of professional development linked to evaluation of performance 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 2.2: Core academics

Criterion

The Educational institution must provide evidence that it has appointed core academics (the people who are employed as academics to teach in the physiotherapy professional education programme) at a level that enables provision of an entry level physiotherapy programme that satisfies all of the recognition requirements. (Note: educational institutions that are newly developed must provide evidence that they are in a position to appoint core academics with appropriate qualifications and experience in each of the key areas of physiotherapy practice to assist in the development and delivery of the programme.)

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

The programme’s core academics of the physiotherapy programme:	
<ul style="list-style-type: none"> • are physiotherapists unless teaching content where other expertise is required (eg, exercise physiology) 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • are members of the World Physiotherapy’s member organisation (if they are physiotherapists) 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • demonstrate active involvement in the professional organisation 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • give evidence of possessing a post professional degree, and if not a physiotherapists have an appropriate degree for the area of teaching 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • are recognised experts in their area of teaching and research 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • are employed by the educational institution 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • are members of the core faculty of the physiotherapy programme 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • demonstrate contemporary expertise in their area of programme responsibility 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • demonstrate ongoing continuing professional development consistent with professional and programme requirements 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • demonstrate effective teaching and student evaluation skills 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • have a record of service consistent with expectations of the physiotherapy programme and the educational institution 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • participate as possible in governance of the educational institution 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • participate in physiotherapist entry level curriculum development 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • demonstrate understanding of contemporary practice, quality clinical education, the clinical community, and the health delivery system (if they are physiotherapists) 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<ul style="list-style-type: none"> • should have had a previous academic appointment 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • have the authority and responsibility for regular evaluation of all physiotherapy academics, planning, and administering the programme’s financial resources 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • have an ongoing programme of professional development linked to evaluation of performance 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<p>The areas of expertise of the core academics of the physiotherapy programme are sufficient to cover the key areas of physiotherapy practice</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<p>The majority of core academics of the physiotherapy programme have a well-defined scholarly agenda and the others have a promising research record with demonstrated research activity in the forms of grants, conference presentations, and publications in refereed journals</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 2.3: Clinical education director/coordinator

Criterion

The educational institution must provide evidence that it has a clinical education director/coordinator, who is a physiotherapist and an academic, who is responsible for the clinical education component of the physiotherapist professional entry level programme that is normally delivered by physiotherapists in the clinical environment.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

The programme core academic of the physiotherapy programme:	
• is a physiotherapist	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• is a member of the World Physiotherapy’s member organisation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• has 3 years of clinical experience in a variety of settings, has previous teaching experience, and should possess a postgraduate degree	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• is a recognised expert in his/her area of teaching and research	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• is employed by the educational institution;	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• demonstrates contemporary expertise in his/her area of programme responsibility	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• demonstrates ongoing continuing professional development consistent with professional and programme requirements	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• demonstrates effective teaching and student evaluation skills	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• has a record of service consistent with expectations of the physiotherapy programme and the educational institution	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• participates in physiotherapist entry level curriculum development	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• has had a role as a clinical educator of physiotherapy students	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• demonstrates understanding of contemporary practice, quality clinical education, the clinical community, and the health delivery system	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• should demonstrate active involvement in the professional organisation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• should be practising clinically	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
• should be a member of the core academics of the physiotherapy programme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<ul style="list-style-type: none"> • should possess contemporary expertise in management and leadership 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • may have a well-defined scholarly agenda 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • may participate in governance of the educational institution 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • may have had a previous academics appointment 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

The responsibilities of the clinical education director/coordinator of the physiotherapy programme are outlined in Document 1 of World Physiotherapy accreditation service (requirements for accreditation) element 2.3.

Comments:

Recommendations:

Element 2.4: Clinical education site instructors

Criterion

The educational institution must provide evidence that students within the programme have access to clinical education site instructors (may also be known as clinical supervisor/clinical educator), who are physiotherapists practising in clinical placement sites who supervise and evaluate the clinical skills of the student physiotherapist while on placement and report to the educational institution and who have adequate experience to provide a comprehensive clinical education experience for the students. Clinical education site instructors facilitate and mentor the students to enable them to achieve a practice level commensurate with their academic training. (Note: educational institutions that are newly developed must provide evidence that they have access to clinical education site instructors with appropriate qualifications and experience in each of the key areas of physiotherapy practice.)

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

Clinical education site instructors:	
<ul style="list-style-type: none"> are physiotherapists, who are experienced practitioners in the key areas of physiotherapy, in a range of settings (eg, community based rehabilitation programmes, community settings including primary health care centres, individual homes, fitness clubs, hospices, hospitals, nursing homes, occupational health centres, out-patient clinics, physiotherapist private offices, practices, clinics, rehabilitation centres, pre-schools, and workplaces) and in physiotherapy management of patients/clients across the lifespan 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> are members of the World Physiotherapy’s member organisation 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> should demonstrate active involvement in the professional organisation 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> possess a professional degree in physiotherapy and may give evidence of post-professional education 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> should be recognised experts in their area of teaching 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> should have a formal affiliation or appointment at the educational institution 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> are practising clinically 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> may be members of the core academics of the physiotherapy programme 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> demonstrate contemporary expertise in their area of programme responsibility and have a minimum of one year of clinical experience 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> demonstrate ongoing continuing professional development consistent with professional requirements 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> demonstrate effective teaching and student evaluation skills 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<ul style="list-style-type: none"> participate in physiotherapist entry level curriculum development 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> demonstrate understanding of contemporary practice, quality clinical education, the clinical community, and the health delivery system 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

The responsibilities of clinical education site instructors are outlined in Document 1 of World Physiotherapy accreditation service (requirements for accreditation) element 2.4.

Comments:

Recommendations:

Element 2.5: Associated academics

Criterion

The Educational institution must provide evidence that it has appointed associate academics (the people whose employing faculty is not the physiotherapy faculty (eg, physicians and nutritionists), who teach their subject in physiotherapy professional programmes at a level that enables provision of the entry level physiotherapy programme that satisfies all of the recognition requirements. (Note: Educational institutions that are newly developed must provide evidence that they are in a position to appoint associate academics with appropriate qualifications and experience to assist in the development and delivery of the programme.)

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

Associate academics:	
<ul style="list-style-type: none"> • may be physiotherapists or other professionals with expertise needed for the programme 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • may be members of the World Physiotherapy’s member organisation if they are physiotherapists 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • should demonstrate active involvement in their professional organisation 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • should give evidence of possessing a professional degree in physiotherapy or other appropriate degree for the area of teaching 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • should be recognised experts in their area of teaching and research 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • demonstrate contemporary expertise in their area of programme responsibility 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • demonstrate ongoing continuing professional development consistent with professional and programme requirements 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • demonstrate effective teaching and student evaluation skills 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • have a record of service consistent with expectations of the physiotherapy programme and the educational institution 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • participate in physiotherapist entry level curriculum development 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<ul style="list-style-type: none"> • demonstrate understanding of contemporary practice, quality clinical education, the clinical community, and the health delivery system 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The majority of associate academics of the physiotherapy programme have a well-defined scholarly agenda and the others have a promising research record with demonstrated research activity in the forms of grants, conference presentations, and publications in refereed journals.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Requirement 3: Resources

Element 3.1: Students

Criterion

The educational institution must provide evidence that the student body is consistent with the physiotherapy profession's need for competent practitioners.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

The student body has the academic qualifications to meet the demands of the physiotherapist professional entry level education curriculum	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
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Comments:

Recommendations:

Element 3.2: Student services

Criterion

The Educational institution must provide evidence that the level of services provided for students is adequate to meet the needs of the students.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

Evidence was provided for each of the following indicators:

Counseling services are available to students	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Academic services are available to students, including language instruction	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Services for students with identified disabilities are available	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Financial aid opportunities are available to students	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Health service facilities are available to students	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Where appropriate, residential facilities are available to students	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 3.3: Support staff

Criterion

The educational institution must provide evidence that the level of administrative, secretarial, and technical support staff is adequate to meet the needs of the students and the academics.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

Support staff is sufficient in numbers and skill to meet the needs of the academics and students	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Academics and students have sufficient and timely access to support staff	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 3.4: Financial support

Criterion

The educational institution must provide evidence that the level of financial support is adequate to meet the programme’s goals and expected student outcomes and to support the integrity and viability of the programme.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

Evidence was provided for each of the following indicators:

A sound financial business plan is in place that reflects current commitments, proposed developments, and sustainability of the physiotherapy programme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The programme has the financial resources to deliver current commitments and projected developments	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
An appropriate funding formula or its equivalent is in place for ongoing financial resources to and within the physiotherapy programme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The programme head/administrator/leader/dean has the discretion in accordance with educational institution budget guidelines to allocate financial resources within the physiotherapy programme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Physiotherapy academics are involved in the development of the ongoing programme budgets and the allocation of financial resources within programme budget guidelines	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Financial resources for academics are adequate for the number of current and future students	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Financial resources for physiotherapy academics are adequate to provide time and access for students seeking consultations with staff outside of teaching contact times	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Financial resources are available on an ongoing basis to update and maintain physical resources as required to support teaching and research needs	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 3.5: Library

Criterion

The educational institution must provide evidence that the library system and associated learning resources are adequate to meet the needs of students and academics.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

The educational institution’s library system provides access to a comprehensive and up-to-date range of physiotherapy journals, texts, and monographs	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The educational institution’s library system provides substantial and widespread access to appropriate biomedical, behavioural, and physiotherapy sciences databases, as well as commonly used online resources	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The educational institution’s library system provides regular training to academics and students in the use of library resources relevant to physiotherapy and the foundational sciences	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Students have assured access to library system electronic databases on campus and at all clinical sites	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 3.6: Facilities

Criterion

The educational institution must provide evidence that the level of classroom, laboratory space, office, and other space is adequate to meet the teaching and learning needs of the students and academics.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

The quantity and quality of classroom and laboratory space dedicated to the programme is adequate to meet the needs of the programme, the students, and the academics	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The office and other space for core academics and associated academics are adequate to meet their teaching, research, advisement, and service needs	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The physiotherapy programme has access to dedicated facilities that meet the research needs of the academics	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 3.7: Equipment, technology, and materials

Criterion

The educational institution must provide evidence that the equipment, technology, and materials are adequate to meet the needs of the students and academics, the goals of the programme, and the student outcomes.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

Equipment and supplies are adequate and available to meet the needs of the physiotherapy programme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Students have access to high quality human anatomical specimens	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Physical therapeutic and electrotherapeutic equipment are adequate for effective student learning	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Appropriate education technology is adequate and available	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Academics and students have assured access to adequate laboratory space and computer access	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Academics and students have ready access to a range of software packages to support teaching and research needs	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Academics and students have assured access to a computer network, which has full electronic mail facilities and is linked to the Internet and on-line databases	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Academics and students have sufficient and timely access to technical and computing support	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Requirement 4: Academic programme

Element 4.1: Pedagogy

Criterion

The educational institution must provide evidence that the programme is based on philosophical pedagogy that facilitates attainment of graduate attributes through the progressive development and integration of knowledge, clinical skills, independent thinking, ethical and value analysis, communication skills, clinical reasoning, and decision-making.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

The programme is structured to ensure that all the key areas of physiotherapy practice are core components of the programme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The teaching plan for each unit of instruction includes a range of teaching, learning, and assessment methods appropriate to the achievement of the specific learning outcomes for the unit and accommodates the learning styles of the students	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The programme schedule includes adequate time for consolidation of student learning	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 4.2: Curriculum

Criterion

The educational institution must provide evidence that the curriculum addresses the [World Physiotherapy education framework](#) and that there are appropriate processes in place to develop and improve the curriculum.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

The curriculum has a description of the curriculum model and educational principles on which the curriculum is built	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum plan includes a statement of the philosophy, principles, and values of the physiotherapy professional entry level programme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum is designed such that the programme it is aligned with the World Physiotherapy education framework and is based on the contemporary practice of physiotherapy	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum has statements of expected student outcomes	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum has a description of pre-requisite course work upon which the physiotherapy curriculum is built	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum has a series of organised, sequential, and integrated courses designed to facilitate achievement of expected student outcomes	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes a variety of instructional methods selected to maximise learning and based on the curriculum philosophy and content, the needs of learners and the expected student outcomes. It is structured to include lectures, tutorials, practical classes, and clinical education experiences that are sequenced and integrated to ensure effective learning	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum has course syllabi with objectives stated in behavioural terms that are reflective of the course content and the expected level of student performance	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum has a variety of evaluation processes that are regularly used by academics to determine that students have achieved the educational objectives	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Comments continued:

Recommendations:

Element 4.3: Curriculum content

Criterion

The educational institution must provide evidence that the curriculum contains content and learning experiences in all of the areas identified below. Details of

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

The curriculum includes content and learning experiences in the biological and physical sciences necessary for initial practice of the profession	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences in the social/behavioural/technological sciences necessary for initial practice of the profession including laboratory or other practical experiences	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences in the clinical sciences	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content, learning experiences, and clinical education experiences for each student	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is accountable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is altruistic	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is compassionate and caring	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is culturally competent	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate exhibits integrity by demonstrating integrity in all interactions with patients/clients and any others involved in the delivery of physiotherapy services	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate exhibits personal/professional development	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate exhibits acceptable professional and ethical behaviours	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate exhibits professional duty	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate exhibits social responsibility and advocacy	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate exhibits teamwork	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate exhibits critical analysis/clinical reasoning/clinical decision making	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

The curriculum includes content and learning experiences to assure that the graduate exhibits practice that is evidence-based	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is able to educate others	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is able to perform a physiotherapist examination/assessment [See checklist 3 in the reviewer handbook for further details]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is able to perform an evaluation by evaluating findings from the assessment/examination (history, systems review, and tests and measures) to make clinical judgments regarding patients/clients	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is able to perform a diagnosis	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is able to perform a prognosis by determining patient/client prognoses and identifying the most appropriate intervention strategies for patient/client care/management	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is able to develop a plan of care/intervention/treatment	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is able to provide interventions/treatment	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is able to perform a re-examination/determination of outcomes	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is able to engage in prevention, health promotion, fitness, and wellness	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is able to engage in management of care/intervention/treatment delivery	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is able to engage in consultation/screening	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is able to engage in management/administration/supervision by	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is able to engage in research by	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The curriculum includes content and learning experiences to assure that the graduate is knowledgeable about practice settings by understanding the role of physiotherapists and the scope of physiotherapy practice in multiple practice settings [See checklist 5 in the reviewer handbook for further details]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The content of the curriculum and the organisation of the learning experiences foster a commitment to continuing professional growth including learning through self-directed, independent study and contributing to the profession	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Students undertake formal practical classes as part of their coursework in professional physiotherapy skill development	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

The curriculum is developed and regularly reviewed at an educational institution level by the appropriate educational institution board/committee and by academics of the programme with input from the programme’s advisory group, representatives of the profession, including the national professional association should one exist, the student body, and other interested groups

Yes No N/A

Comments:

Recommendations:

Requirement 5: Clinical education programme

Element 5.1: Clinical education

Criterion

The educational institution must provide evidence that the programme includes clinical education that has sufficient breadth, depth and comprehensive coverage to ensure that the learning outcomes of the programme are met.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

Clinical education is sequential and integrated within the programme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Clinical education learning experiences should account for no less than one third of the curriculum and should maximise student learning	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Students must have sufficient grounding in professional ethics prior to undertaking supervised clinical practice	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Coverage of professional knowledge and skills within the programme are adequate for all students prior to beginning the first clinical placement	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Clinical education includes progressive exposure to a variety of patients/clients with varying diagnoses and across the lifespan	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Periods of supervised clinical practice are scheduled following relevant theoretical and practical education	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The supervised clinical practice experience provides opportunities for students to: <ul style="list-style-type: none"> integrate theoretical and practical concepts into clinical practice perform professional responsibilities under appropriate levels of supervision observe professional role models receive timely and constructive feedback regarding their professional skills and clinical reasoning reflect on practice progressively build and develop clinical and professional expertise 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 5.2: Clinical placements

Criterion

The educational institution must provide evidence that the clinical education programme includes clinical placements that provide opportunities to develop competence in the key areas of physiotherapy, exposure to a range of settings (acute, rehabilitation and community) and to patients/clients of all ages. (Note: In the early stages of planning for a new programme in physiotherapy, the educational institution must ensure that adequate clinical placement experiences are available for the students who will enter the proposed programme.)

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

Students have assured access to clinical placements in all core areas of practice and across the lifespan	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Appropriate policies and mechanisms are in place for student safety, reporting, accommodation, travel, and insurance during clinical placements	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The methods used by the physiotherapy programme to assign students to clinical education experiences are described	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Students have online access to the educational institution’s resources and professional and research databases while on clinical placements	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Specific communication procedures are established between the clinical education site instructors and the students for both issues of patient/client service delivery and for teaching and learning while on clinical placements	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Written evidence is provided of an ongoing and reasonable expectation that clinical facilities will provide supervised clinical practice experiences for the students who will enter the programme in the period of recognition	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Comprehensive clinical placement experiences will be provided to all students who will enter the programme in the period of accreditation/recognition	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Requirement 6: Outcomes

Element 6.1: Programme outcomes

Criterion

The philosophy and learning outcomes of the programme are clearly stated and are consistent with the professional practice of physiotherapy and the [World Physiotherapy education framework](#).

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

The educational institution undertakes regular progressive monitoring of programme outcomes using a range of appropriate and valid methods	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The educational institution analyses and evaluates the findings of the evaluation of programme outcomes to monitor the quality of the education process	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The educational institution takes action in response to the findings of the evaluation of programme outcomes to improve the quality of the education process	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The educational institution has appropriate mechanisms to monitor and report the results of responses to the findings of the evaluation of programme outcomes to relevant stakeholders	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 6.2: Benchmarking

Criterion

The educational institution provides evidence of undertaking comparative analysis of the programme including systematic benchmarking with comparable accredited/recognised physiotherapist entry level education programmes and also evidence of an evaluative commentary.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

The educational institution uses mechanisms to rank the educational institution’s physiotherapy programme with like physiotherapy programmes	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The educational institution undertakes or plans to undertake other national or international comparisons where such comparisons provide information that can be used within a quality process	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 6.3: Assessment

Criterion

The educational institution must provide evidence that the academics and clinical site instructors utilise a range of appropriate assessment methods to report whether students know and understand theoretical material and are competent and safe to function in the clinical setting according to the [World Physiotherapy education framework](#).

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

Students have sufficient and timely access to academics to support their learning	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Systematic monitoring of teaching quality occurs such as participation in regular formal Educational institution teaching/unit evaluation and an Educational institution performance management scheme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The breadth and depth of knowledge of the core areas in physiotherapy are adequately assessed	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
A range of assessment methods are used by the programs that are appropriate to the learning outcomes for both formative and summative purposes	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
A formal process is in place of a regular review of student assessment load	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Students receive useful and timely feedback on their academic and clinical assessments	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Students must pass all units in order to complete the programme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
A comprehensive evaluation of students' clinical competence based on the elements of the World Physiotherapy education framework is included	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Assessment methods that consider the emphasis, balance, and appropriateness of methods and relevance to the World Physiotherapy education framework are regularly reviewed	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Element 6.4: Graduate outcomes

Criterion

The educational institution undertakes the collection and evaluation of longitudinal assessment data that indicate that graduates of the programme demonstrate the specific attributes defined in the [World Physiotherapy education framework](#) in conjunction with the graduate attributes defined by the Educational institution.

Has the educational institution met this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Evidence was provided for each of the following indicators:

The educational institution undertakes evaluative procedures to assess students at each stage within the programme in terms of the specific attributes defined in the World Physiotherapy education framework and the graduate attributes defined by the educational institution	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The educational institution undertakes evaluative procedures, including standard surveys and mechanisms, selected by the educational institution to assess graduates and their employers in terms of the specific attributes defined in the World Physiotherapy education framework and the graduate attributes defined by the educational institution	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The educational institution takes action in response to the findings of the evaluation of student and graduate outcomes to improve the standards of the programme	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The educational institution implements strategies to ensure the sample of graduates and employers and response rate are sufficient to reach valid conclusions regarding the standard of graduates	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Comments:

Recommendations:

Acknowledgements

Bibliography

World Physiotherapy. Policy statement: Education

World Physiotherapy education framework

World Physiotherapy. Policy statement: Ethical principles and responsibilities of physical therapists and member organisations

World Physiotherapy. Policy statement: Description of physiotherapy

World Physiotherapy. Policy statement: Standards of physiotherapist practice

World Physiotherapy. Guideline: Standards of physiotherapist practice

The latest versions of all World Physiotherapy policies and guidelines may accessed at: <https://world.physio/resources/policies-guidelines>

Supporting documents

Document name:	Document provided
Appendix A: List and C-Vs of key personnel	<input type="checkbox"/> Yes <input type="checkbox"/> No
Appendix B: Schedule for the site visit	<input type="checkbox"/> Yes <input type="checkbox"/> No
Appendix C: Key personnel present at scheduled meetings	<input type="checkbox"/> Yes <input type="checkbox"/> No
Appendix D: Students and clinical education site instructors present	<input type="checkbox"/> Yes <input type="checkbox"/> No
Appendix E: List of documents supplied	<input type="checkbox"/> Yes <input type="checkbox"/> No