

Education and Training Committee, 12 June 2017

International professional equivalence

Executive summary and recommendations

Introduction

At its meeting on 26 November 2016 the Education and Training Committee (ETC) discussed and approved the international professional equivalence paper. This was followed with an update paper on 2 March 2017.

The Committee had a number of recommendations relating to the next steps in establishing the international professional equivalence process. The Executive wishes to update the ETC on the further progress of the project and to request that a number of qualifications are added to the list of comparable qualifications (the List).

Background information

The Executive acted on the ETC's recommendations to:

- Proceed with the alternative approach to scrutinising international applications for admission to the Register;
- Strengthen the mapping exercise by involving a second independent reviewer;
- Explore the issue of currency of professional qualifications which are considered for inclusion in the List;
- Explore workforce planning issues;
- Continue to review trends in applications received with regard to profession and country of qualification to establish where equivalence would be of most benefit.

Decision

The Committee is invited to:

- Discuss the new comparability model, which has been proposed following work with professional reviewers;
- Agree that the new comparability model should be used going forward;
- If the above is agreed, to approve the list of comparable physiotherapy qualifications from Australia, New Zealand and Ireland.

- If the above is agreed, to instruct the Executive to develop the List further, in line with the approved comparability model.

Resource implications

Previously outlined in the initial paper on 26 November 2016.

Financial implications

Previously outlined in the initial paper on 26 November 2016.

Appendices

- Appendix 1. Analysis of Physiotherapy Courses. Australia – Eileen Thornton
- Appendix 2. Analysis of Physiotherapy Courses. Ireland – Eileen Thornton
- Appendix 3. International Professional Equivalence Project: Second Reviewer Comment – Karen Harrison
- Appendix 4. Comparable qualifications – the List to be approved and published

Date of paper

2 June 2017

1. Background information

Second reviewer's report

1.1. On 24 November 2016 the Committee recommended that we strengthen the analysis of comparable qualifications considered for inclusion in the List of comparable qualifications by involving a second professional reviewer in the mapping exercise.

1.2. The Executive appointed Karen Harrison (Coventry University) to review our approach and the reports previously written by our first reviewer, Eileen Thornton (Liverpool University).

1.3. The second reviewer produced a report which is included as Appendix 3.

1.3.1 The second reviewer supported the idea of creating the List.

1.3.2 The second reviewer's report reinforced first reviewer's comments in respect of physiotherapy qualifications from Australia and Ireland; confirming they are meeting our standards of proficiency and recommending that they are deemed comparable.

1.3.3 The second reviewer's report recommended not to proceed with comparability in respect of Greek qualifications.

1.3.4 The report also recommended some modification to our approach to the scrutiny of qualifications to be included in the List.

1.3.5 The second reviewer's input was extremely valuable and the Executive met with both reviewers to discuss their findings and agree the way forward.

Equivalence meeting

1.4. The Executive met both independent reviewers on 2 May 2017.

1.5. At that meeting all the reports produced by both reviewers were discussed. Those present also discussed the approach to managing the List going forward, including:

- Selecting new professions and countries to be assessed;
- Scrutiny of new qualifications to be included in the List;

- Ongoing review of currency and relevancy of those qualifications already included in the List.

1.6. In respect of Greek physiotherapy qualifications, the reviewers did not consider that there was sufficient evidence to support their inclusion in the List at this stage. This may change over time, as more Greek applications are assessed.

1.7. It was agreed that qualifications in physiotherapy from New Zealand should also be proposed for inclusion in the List.

1.8. As a result of this work, a revised approach to creating and managing the List has been proposed, as outlined below.

2. List of comparable qualifications – approach.

Guiding principle

2.1 The decision is made on the basis of a given qualification meeting the standards of proficiency for entry to the Register, as confirmed by previous assessments undertaken by HCPC registration assessors.

Selection criteria

2.2 We propose to apply the following selection criteria:

Profession: The Executive will review the last three full calendar years of applications received, to identify the professions from where the highest numbers of overseas qualified applications are received. This will be the usual practice for selecting the next profession to be scrutinised, subject to change at the ETC's request or in the best interest of protecting the public.

National level: List of applications capturing the last three years of submissions will be then organised by country of qualification, to identify countries with the highest volume of applications. We should have received at least 25 applications from a given country in the last three years **or** since the last standards of proficiency for a given profession were published. Selected countries will then be subject to detailed analysis of individual assessment outcomes. Only qualifications from countries with an overall 95 – 100% success rate achieved in individual assessments will be put forward for potential inclusion on the List.

Qualification level: At least three previous accept decisions for admission to the Register based on a given qualification (evidenced through historical assessments usually undertaken by a total of six independent registration assessors).

Adding new qualifications to the List

2.3. Based on the selection criteria above, and following detailed analysis of our historical records, the Executive will list new qualifications which are proposed to be added to the List.

New qualifications which are proposed to be added, will be signed off by the Head of the Registration Department without additional assessment. This is because the decision is based purely upon the statistics of previous reviews which have already been undertaken using the standard HCPC registration assessment methodology. The Head of the Registration Department will seek independent advice where necessary.

Any proposed updates to the List will then be presented to the ETC for approval.

Maintaining the List

2.4. The ETC recommended that the issue of currency of the qualifications added to the List is explored. We propose the following approach to maintaining the List:

Currency of courses: The Executive will establish and maintain working relationships with regulators and other bodies responsible for approving professional qualifications overseas, in order to ensure that we have access to current information.

HCPC reserves the right to spot-check qualifications at any point.

Should we not receive any applications from candidates who graduated with a given qualification for a period of 5 years, we will remove that qualification from the List.

Only candidates who graduated from a given qualification on the List in the last ten years will be eligible to apply using the simplified application procedure, similar to that for graduates from UK-approved programmes.

Standards of proficiency: Should the Standards of proficiency for a given profession change, the Executive will carry out an exercise to check whether the change is substantial enough to require the re-assessment of qualifications on the List. This assessment will normally be carried out by a registration assessor. This process will be overseen by the Head of Registration Department who will seek advice from the Policy Department where needed, in order to maintain consistency of approach across professions.

Fitness to practise issues: The Executive will act on any unusual fitness to practise matter reported to us in regards to the qualifications currently on the List.

Adding or removing qualifications, or any other changes to the process, will always be subject to ETC's approval.

3. How the List will be used

3.1 An applicant must have graduated with a given comparable qualification within the last ten years in order for them to qualify for the equivalent qualification process.

3.2 Candidates who qualified more than ten years ago, will apply using the current application process.

3.3 The Executive proposes that when an international application is received and applicant qualified in the last ten years with qualification included on the List, the need for individual course assessment is eliminated. The scrutiny of health, character and verification of paperwork will take place as in the current process.

4. Workforce planning

4.1 The ETC has recommended that the workforce planning issues are explored when planning for the next professions to be considered for inclusion on the List.

4.2 The Executive contacted Health Education England (HEE) and the Department of Health Workforce Strategy unit for further information. These enquiries have not returned substantial results so far.

4.3 The Executive also assessed HEE Workforce Planning Guidance 2015/16 for 2016/17 Education Commissions and Workforce Plan for England 2016 and we are satisfied that the proposed next steps in regards to selecting professions to be included on the List are consistent with national trends.

4.4 The Executive will review its approach if there are changes to national trends and/or in the public interest.

5. Benefits of the new selection process

The Executive considered the following benefits of the new proposed selection process:

- High level of confidence in the choice of countries to be assessed (national level) by adopting the large volume with high certainty approach specified, which offers sound protection to the public.
- High level of confidence at qualification level, assured by at least three previous successful assessments, against our current Standards of proficiency.

- Using the established standards of proficiency means that there is no requirement to validate a new assessment tool for this process.
- Using the successful outcomes of previous assessments as a base at national level, means that there is no partiality in making a decision about which countries will or will not be included, as the decision is made purely upon statistical information related to previous assessments.
- A 'quality assurance' element introduced through working relationships with overseas regulators means that there is also high confidence in the future consistency of delivery of courses.
- Cost and resource efficiency, as the selection process does not require a further assessment, can be undertaken by retrospective audit, and is only utilised in countries where there are high numbers of applications.

6. List of comparable qualifications presented for ETC's approval

6.1 On the basis of the approach outlined above, the Executive prepared a list of qualifications for ETC's approval which is presented in Appendix 4.

6.2 The List contains physiotherapy qualifications from Ireland and Australia, as proposed in our paper on 24 November 2016. These courses met all the criteria outlined above in 2.2 and 2.3.

6.3 We have also included physiotherapy qualifications from New Zealand, acting on the recommendations of both independent reviewers and applying the selection criteria outlined above in 2.2 and 2.3.

7. Proposed next steps

7.1 The Executive proposes to publish the List of comparable qualifications, if approved, with immediate effect.

7.2 The Executive applied the selection criteria to international applications received in the last three full years (1 January 2014 – 31 December 2016) and proposes to look at comparability of qualifications within the following professions in the following order:

Physiotherapists – 4307 applications received

Radiographers – 2403 applications received

Occupational therapists – 1306 applications received

Paramedics – 1188 applications received

Biomedical scientists – 1021 applications received.

Social workers are also highly mobile and we see high numbers of applications from this professional group. However in light of the proposed transfer of this group to Social Work England, we propose to focus our work on the above professions.

7.3 Applying the selection criteria listed in 2.2 and 2.3, we propose to prepare a list of physiotherapy qualifications from South Africa, United States and Cyprus for approval by the ETC at its next meeting.

7.4 The Executive will also select and prepare the first radiography courses for inclusion in the List, to be presented to the ETC at future meetings.

8. Decision

The Committee is invited to:

- Discuss the new comparability model.
- Agree that the new comparability model should be used going forward.
- If the above is agreed, to approve the List of comparable qualifications from Australia, New Zealand and Ireland as per Appendix 4.
- If the above is agreed, to instruct the Executive to develop the List further, in line with proposed comparability model.

Analysis of Physiotherapy Courses – Interim Report

AUSTRALIA

EILEEN THORNTON

Analysis of how physiotherapy professional training in Australia equates with an HCPC approved physiotherapy programme

Purpose

- To assist the HCPC in modernising their process of recognising EU/international qualifications for entry to the register to practise in UK.

Methodology

An analysis of applications processed by HCPC for 2010-2015 was completed.

Twenty-six pre-entry programmes on an approved qualification list (August 2016) were identified to map against an approved UK physiotherapy programme. The Education Providers were:

- Australian Catholic University (Brisbane; North Sydney)
- Bond University (Gold Coast)
- University of Canberra
- Central Queensland University (Rockhampton; Bundaberg)
- Charles Stuart University (Albury/Wodonga; Orange)
- Curtin University (Perth)
- Flinders University (Adelaide)
- Griffith University (Gold Coast)
- James Cook University (Townsville)
- La Trobe University (Melbourne; Bendigo)
- Macquarie University (Sydney)
- University of Melbourne
- Monash University (Melbourne)
- University of Newcastle
- University of Notre Dame Australia (Freemantle)
- University of Queensland (Brisbane)
- University of South Australia (Adelaide)
- University of Sydney
- Western Sydney University
- University of Liverpool

A desk analysis of documentary and University Website information on the programmes was undertaken which included:

- Australian Physiotherapy Council - Accreditation of Entry-Level Physiotherapy Programs: Guide for Education Providers 2016
- Australian Physiotherapy Council – Guide for Accreditation Panel Members 2016
- Physiotherapy Board of Australia & Physiotherapy Board of New Zealand: Physiotherapy practice thresholds in Australia and Aotearoa New Zealand (1 May 2015)
- Australian Physiotherapy Council Limited Report against Quality Framework: July 2015 – June 2016
- Australian Health Practitioner Regulation Agency Website
- Australian Physiotherapy Council Website
- Australian Physiotherapy Association Website

- Programme and Module information on University Websites
- HCPC Template information completed by University when provided
- University Programme Handbooks and Module descriptors provided to HCPC

All programmes were mapped against details of a HCPC approved physiotherapy programme using the following headings:

- National regulation
- Professional Body
- Approvals Process
- Level of Qualification
- Length of programme
- Clinical practice
- Course content

For each programme a risk assessment grid was used to determine the level of risk based on all the evidence available.

Findings

1. Historical application analysis 2010-2015

- 896 applications have been received and accepted
- 3 of these applications involved further information (FI) requests.

Analysis suggests that all the applicants are judged to be UK equivalent trained, based on the details of qualification only. Where further details were requested all applications were successful. No applications have resulted in a period of adaptation being necessary.

2. Course documentation analysis

General Information	
Education providers	19 universities across Australia offer accredited physiotherapy entry level qualification programmes. The majority operate from one campus with four operating on multi-campus sites.
National Regulation	<p>Physiotherapy practice is regulated by the Health Practitioner Regulation National Law Act 2009 (National Law) – this operates for all states and territories. It came into force on 1st July 2010. This law means that for the first time in Australia, 14 health professions are regulated by nationally consistent legislation.</p> <p>Under the National Law:</p> <ul style="list-style-type: none"> • Physiotherapist is a protected title. • To practise a physiotherapist must be registered with the authorised registration body. • To continue to practise registration must be renewed annually. <p>The Australian Health Practitioner Regulation Agency (AHPRA) supports regulation activity and its operations are governed by the National Law.</p> <p>The AHPRA oversees a National Registration and Accreditation Scheme, in which each health profession is represented by a National Board.</p> <p>Regulation Standards for physiotherapy include:</p> <ul style="list-style-type: none"> • Continuing Professional Development (min. 20 hours per annum; portfolio of activity of 5-year evidence base; annual declaration on re-registration; random audits) • Criminal History • English Language

	<ul style="list-style-type: none"> Professional Indemnity Insurance Arrangements Recency of practice (min. hours of practice – 450 during a three-year period with 150 in the previous registration year) <p>The English Language requirement for applicants where English is not their primary language is equivalent to the level stated in the HCPC Physiotherapy Standard of Proficiency 8.2.</p>
Registration Body	<p>The Physiotherapy Board of Australia is the National Board in the Scheme. The overall purpose of the Board is protection of the public. Its functions include:</p> <ul style="list-style-type: none"> registering physiotherapists and students. developing standards, codes and guidelines for the physiotherapy profession. handling notifications, complaints, investigations and disciplinary hearings. assessing overseas trained practitioners who wish to practise in Australia. approving accreditation standards and accredited courses of study. <p>The Australian Physiotherapy Council Limited (the Council) is an independent national organisation that operates as an <u>external accreditation authority on behalf of the Board</u>. It is responsible for:</p> <ul style="list-style-type: none"> accreditation of entry-level physiotherapy education programs offered by education providers. assessment of qualifications and skills of overseas-qualified physiotherapists for registration and migration purposes. provision of advice, recommendations and consulting services to the Physiotherapy Board of Australia and other relevant organisations, in relation to accreditation and assessment. national and international liaison with other professional bodies, regulators and educators on matters related to standards of education and practice and global recognition of physiotherapy qualifications. maintenance and regular review of the Accreditation Standard. <p>On 1 May 2015, the Physiotherapy Board of Australia and the Physiotherapy Board of New Zealand launched bi-national Physiotherapy Practice Threshold Statements for the physiotherapy profession. These threshold statements replaced the <i>Standards for physiotherapy (2006)</i> in Australia.</p> <p>The Physiotherapy Practice Thresholds Statements describe the threshold competence required for initial and continuing registration as a physiotherapist in both Australia and Aotearoa New Zealand.</p> <p>The Statements identify the key competencies within seven integrated and thematic roles: Physiotherapy practitioner, Professional and ethical practitioner, Communicator, Reflective practitioner and self-directed learner, Collaborative practitioner, Educator and Manager/leader.</p> <p>The Physiotherapy Practice Threshold Statements expand on each of the seven roles at three levels:</p> <ol style="list-style-type: none"> 1. role definition = the essential characteristics of physiotherapy practice. 2. key competencies = “entry-level” competences described from the perspective of an individual wishing to enter practice. 3. enabling components = the essential and measureable characteristics of threshold competence. <p><i>There is strong mapping of these practice threshold statements to the HCPC Physiotherapy Standards of Proficiency (SoPs).</i></p>
Professional Body	<p>The Australian Physiotherapy Association (APA) is a national organisation with non-autonomous state and territory branches and specialty subgroups. The APA is the sole voice professional body representing physiotherapists and their patients in Australia. The APA provides a voice through the collective power of a strong member organisation. It functions in a similar way to the Chartered Society of Physiotherapy and has no direct role in registration or accreditation.</p>
Approvals Process	<p>The Accreditation Standard is developed by the Council and approved by the Board. The Standard is reviewed every five years and is currently under review. The current Accreditation Standard includes:</p> <p>Requirement 1 – Program attributes</p> <p>Requirement 2 – Quality systems</p> <p>Requirement 3 – Academic program</p>

	<p>Requirement 4— Resources and infrastructure</p> <p>Each Requirement has a corresponding set of Elements, each with a specific criterion, which describes what must be demonstrated for accreditation of the program. All Elements of the four Requirements must be met for unconditional accreditation.</p> <p><i>The Accreditation Standard can be closely mapped to the HCPC Standards of Education and Training (SETs)</i></p> <p>Accreditation is a five-year cycle with annual programme monitoring in June and re-accreditation for major changes or at the end of the 5-year period.</p> <p>There is an Accreditation Committee (with a minimum 2 members from New Zealand), which is a standing committee reporting to the Council.</p> <p>The process of accreditation and re-accreditation involves external scrutiny of documentation and, where appropriate, a site visit. Accreditation Panels (3 members) are allocated to a specific Education Provider accreditation review. The primary function of an accreditation panel is the analysis and assessment of the documentation submitted by an Education Provider against the Accreditation Standard. A Panel reports and makes recommendations to the Accreditation Committee. There is a National Manager - Accreditation who oversees the process.</p> <p>For multi-campus accreditation each campus is assessed separately. Each campus must clearly demonstrate the ability to produce outcomes that meet the Accreditation Standard.</p> <p><i>The Australian Entry-Level Programme Accreditation processes can be closely identified and matched with the HCPC Approval processes.</i></p>
<p>Level of Qualification</p>	<p>Programme operate within the Australian Qualifications Framework. Qualification types are described in levels (1 – 10), each of which is outcome based.</p> <p>Entry-level physiotherapy qualifications are mapped to the higher levels of the qualification framework:</p> <p>Level 7: Bachelor degree = qualifies individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work and as a pathway for further learning Level 8: Bachelor Honours degree = qualifies individuals who apply a body of knowledge in a specific context to undertake professional work and as a pathway for research and further learning Level 9: Masters degree = qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice and as a pathway for further learning.</p> <p><i>These levels equate with the level 6 and level 7 of the UK Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies and the corresponding cycles (1st – 2nd) of the Framework for Qualifications of the European Higher Education Area (QF-EHEA).</i></p> <p>The majority of Bachelor Honours degrees are only available to students registered on a Bachelor of Physiotherapy degree. Transfer at year 3 onto the honours route is based on the grade point average (GPA) achieved for specified elements of study in years 1- 2 years of the programme. Transfer is available, by selection or application, to students in the higher quartile of the assessment results. The Honours programme involves more detailed research study, otherwise the physiotherapy curriculum and student learning experience of the Bachelor and Bachelor Honours programmes are the same.</p> <p>Direct entry to Bachelor of Physiotherapy Honours is offered by Central Queensland University, Monash University, Newcastle University and University of Queensland.</p> <p>La Trobe University offers a double degree Bachelor of Applied Science and Master of Physiotherapy Practice.</p> <p>Masters degree programmes are graduate entry. Examples of relevant degrees considered are Health Sciences, Exercise & Sports Sciences, Clinical Sciences, Biomedicine, Human Sciences with Human Movement (major subject). Additionally, students have to complete specified prerequisite subjects at tertiary level with a GPA of 4.5/7 or better.</p>

	<p>In a Masters degree designed to prepare graduates to engage in a profession, graduates will have undertaken a programme of structured learning with some independent research, and project work or practice-related learning. Where practice-related learning is involved it must be developed in collaboration with a relevant professional, statutory or regulatory body.</p> <ul style="list-style-type: none"> • Masters degree (Coursework) = typically 1-2 years of study • Masters degree (Extended) = typically 3-4 years of study <p>Note The Masters degree (Extended) pre-entry programme is a Level 9 classification under the Australian Qualification Framework. It is not at doctorate (level 10). A 3 year Masters degree (Extended) has approval allowing the title of “Doctor of...” for five professions including physiotherapy.</p>
<p>Length of Programme</p>	<p>Accreditation Standard: Requirement 1 – Program Attributes – Element 1.1: Program and Degree Nomenclature Criterion: The university must provide evidence that the title of the program and the title of the degree emphasise the profession of physiotherapy.</p> <p>Accreditation Standard: Requirement 1 – Program Attributes - Element 1.2: Duration of Programs Criterion: The university must provide evidence that the program is of sufficient duration to provide adequate opportunity for the personal and professional development required for entry to the professional practice of physiotherapy as defined by the Australian Standards for Physiotherapy.</p> <p>Indicators</p> <ul style="list-style-type: none"> • An entry level physiotherapy program leading to a degree at bachelor level is the equivalent of <u>no less than four academic years of full-time study</u>. • An entry level physiotherapy program leading to a coursework degree at masters level is the equivalent of <u>no less than two academic years of full-time study</u> based on entry following a satisfactory level of achievement in a three or four year university-based baccalaureate degree and the successful completion of defined prerequisite areas prior to a student commencing the physiotherapy program • An entry level physiotherapy program leading to a degree at doctoral level is the equivalent of <u>no less than three academic years of full-time study</u> following a satisfactory level of achievement in a three or four-year university-based baccalaureate degree and the successful completion of defined prerequisite areas prior to a student commencing the physiotherapy program • The physiotherapy component of a double degree program is the equivalent of <u>no less than two academic years of full time study</u> following successful completion of defined prerequisite areas.
<p>Clinical Practice</p>	<p>Integrated clinical placement experience is an essential requirement of the accreditation of programmes. No minimum hours are indicated in Accreditation Standard requirements.</p> <p>Accreditation Standard: Requirement 2- Academic: Element 3.5: Clinical Education Model The physiotherapy program must include a sustainable clinical education program covering the required range and depth of clinical placements for all students in all key areas of physiotherapy, across all ages and from acute to community contexts.</p> <p>Accreditation Standard: Requirement 2- Academic: Element 3.6: Clinical Education Placements Key areas of physiotherapy refer to musculoskeletal physiotherapy, neurological physiotherapy, cardiorespiratory physiotherapy, and electrophysical agents across all ages and from acute to community contexts.</p>

3. Programme documentation analysis

Programme content analysis

ACCREDITATION STANDARD: REQUIREMENT 3 – ACADEMIC PROGRAM - *Element 3.2: Curriculum*

The Australian Physiotherapy Council Limited Accreditation Requirements do not include a prescriptive curriculum. Each university designs a curriculum within a particular educational philosophy and pedagogical framework. The curriculum must be designed in sufficient depth and breadth to prepare graduates who are safe and effective entry-level physiotherapists and have met the Australian Standards for Physiotherapy.

A Program Specific Accreditation Panel will evaluate the evidence to report whether:

- I. The curriculum is structured to include lectures, tutorials, practical classes, and clinical education experiences that are sequenced and integrated to ensure effective learning, and include:
 - a. the sciences fundamental to physiotherapy including the biomedical sciences of cell biology, anatomy, physiology (including comprehensive exercise physiology), pathology, the physical sciences including biomechanics, and behavioural sciences including psychology, sociology and public health²
 - b. the practice of physiotherapy including, but not limited to, assessment, diagnosis, interpretation, planning, interventions, measurement of outcomes, and reflection on practice;
 - c. aspects of broader professional practice including, but not limited to, professional ethics and legal responsibilities, leadership, administration, education, consultation, and collaborative health care provision.
- II. 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.
- III. The content of the curriculum addresses contemporary clinical practice and professional issues.
- IV. Students undertake formal practical classes as part of their coursework in professional physiotherapy skill development

Note:

The duration of a graduate entry physiotherapy education programme depends on its specified prerequisite areas of study. If the university's specified prerequisite areas do not include the sciences fundamental to physiotherapy these areas must be included in the programme.

- The quality and quantity of information in programme documents available and on University Websites reviewed was detailed enough to be able to complete the mapping exercise for sixteen programmes of the education providers.
- The information in programme documents available and on University Websites reviewed required clarification of some elements before mapping can be completed for five programmes.
- Only limited University Website information was available for programmes of six of the education providers and the mapping exercise could not be completed.

University and Campus	Accreditation	Programme(s)	Status
Australian Catholic University Brisbane North Sydney	Due for re-accreditation 2016	Bachelor of Physiotherapy Bachelor of Physiotherapy (Honours)	Part-mapped but clarification and additional detail needed for some modules
Bond University Gold Coast	2014-2019	Doctor of Physiotherapy/Masters Degree (Extended)	Part-mapped but additional Programme detail needed
University of Canberra	2013-2017	Masters of Physiotherapy (Graduate Entry)	Programme detail needed
	2013-2019	Bachelor of Physiotherapy Bachelor of Physiotherapy (Honours)	Programme detail needed
Central Queensland University Rockhampton Bundaberg	2014-2019	Bachelor of Physiotherapy (Honours)	Part-mapped but clarification and additional detail needed for some modules

Charles Sturt University Albury/Wodonda Orange	Due for re- accreditation 2016	Bachelor of Physiotherapy Bachelor of Physiotherapy (Honours)	Programme detail needed
Curtin University Perth	2015-2020	Masters of Physiotherapy (Graduate Entry)	Programme detail needed
		Bachelor of Physiotherapy Bachelor of Physiotherapy (Honours)	Programme detail needed
Flinders University	2015-2020	Masters of Physiotherapy	Fully mapped
Griffith University	2015-2017	Masters of Physiotherapy	Fully mapped
James Cooke University Townsville	2014-2019	Bachelor of Physiotherapy Bachelor of Physiotherapy (Honours)	Fully mapped
La Trobe University Melbourne Bendigo	2015- 2020	Masters of Physiotherapy Practice	Part-mapped but additional Programme detailed needed
		Bachelor of Applied Science and Master of Physiotherapy Practice	Fully mapped
Macquarie University Sydney	2014-2019	Doctor of Physiotherapy/Masters Degree (Extended)	Fully mapped
University of Melbourne	Due for re- accreditation 2016	Doctor of Physiotherapy/Masters Degree (Extended)	Fully mapped
Monash University Melbourne	2014-2019	Bachelor of Physiotherapy (Honours) Bachelor of Physiotherapy – Advanced Research (Honours)	Fully mapped
University of Newcastle	2015-2017	Bachelor of Physiotherapy (Honours)	Programme detail needed
University of Notre Dame Australia Fremantle	2015-2017	Bachelor of Physiotherapy Bachelor of Physiotherapy (Honours)	Programme detail needed
University of Queensland Brisbane	Due for re- accreditation 2016	Master of Physiotherapy Studies	Fully mapped
		Bachelor of Physiotherapy (Honours)	Fully mapped
University of South Australia Adelaide	2015-2020	Master of Physiotherapy (Graduate Entry)	Programme detail needed
		Bachelor of Physiotherapy Bachelor of Physiotherapy (Honours)	Programme detail needed
University of Sydney	2013-2019	Master of Physiotherapy (Graduate Entry)	Fully mapped
		Bachelor of Applied Science (Physiotherapy)	Fully mapped
		Bachelor of Applied Science (Physiotherapy) (Honours)	Fully mapped
Western Sydney University	2015-2020	Bachelor of Physiotherapy Bachelor of Physiotherapy (Honours)	Fully mapped

- The following on-going developments were identified for the current list of education providers:
 - Australian Catholic University to open an additional campus (Ballarat) for Bachelor level programmes from 2017.
 - Charles Sturt University to open an additional campus (Port Macquarie) for Bachelor level programmes from 2017.
 - Griffith University to open an additional campus (Nathan) for a Bachelor level programme from 2018.

- Griffith University has registered major changes to the Masters of Physiotherapy programme for 2018.
- The University of Technology Sydney has expressed interest to be a new provider of a Masters level programme for 2017.

4. **Risk assessment**

- Training programmes are linked to a national regulation system.
- Level of qualification is equivalent to BSc (Hons) programme in UK and therefore meets SET 1.
- All elements required for the approvals process can be matched to the remaining SETs.
- All core elements of the programmes can be mapped to core requirements of the UK physiotherapy programme needed to meet the SoPs.
- Compulsory clinical practice integrated into each programme covers core clinical science areas.
- Historical data analysis is strong and supports the findings of the documentary analysis.

Regulator	LOW RISK
Professional Body	LOW RISK
Qualification meets SET 1	LOW RISK
Accreditation Standards matched to SETs	LOW RISK
Course content linked to SOPs	LOW RISK
Historic data	LOW RISK
overall	LOW RISK

Conclusion

1. The review undertaken has limitations in that only one reviewer and one UK programme data was used. The process would be strengthened by using second reviewer in the process and a wider sample of UK approved programme data.
2. Australia has a robust system of regulation of physiotherapy practice and accreditation of physiotherapy pre-entry programmes.
3. Where content mapping was completed, analysis of the pre-entry degree programmes delivered in Australia showed that there is high equivalence of the qualifications with an approved HCPC programme in the UK for the following providers:

Flinders University	Masters of Physiotherapy
Griffith University	Masters of Physiotherapy
James Cooke University	Bachelor of Physiotherapy Bachelor of Physiotherapy (Honours)
La Trobe University	Bachelor of Applied Science & Master of Physiotherapy Practice
Macquarie University	Doctor of Physiotherapy/Masters degree (Extended)
University of Melbourne	Doctor of Physiotherapy/Masters degree (Extended)
Monash University	Bachelor of Physiotherapy (Honours) Bachelor of Physiotherapy – Advanced Research (Honours)

University of Queensland	Masters of Physiotherapy Studies (Graduate Entry) Bachelor of Physiotherapy (Honours)
University of Sydney	Masters of Physiotherapy (Graduate Entry) Bachelor of Applied Science (Physiotherapy) Bachelor of Applied Science (Physiotherapy) (Honours)
Western Sydney University	Bachelor of Physiotherapy Bachelor of Physiotherapy (Honours)

Detailed mapping can be found in Appendix 1

- Analysis of the pre-entry degree programmes listed above shows that there is low risk in accepting applicants with these qualifications directly onto the HCPC physiotherapy register.
- Clarification and/or some additional programme information should be requested, where content mapping was only part-completed for the following providers:

Australian Catholic University	Bachelor of Physiotherapy Bachelor of Physiotherapy (Honours)
Bond University	Doctor of Physiotherapy/Masters Degree (Extended)
Central Queensland University	Bachelor of Physiotherapy (Honours)
La Trobe University	Masters of Physiotherapy Practice

- Further details of programme content should be requested in order to complete the mapping exercise for the following providers:

University of Canberra
Charles Sturt University
Curtin University
University of Newcastle
University of Notre Dame Australia
University of South Australia

- The Australian Accreditation process operates on a five-year cycle, as well as accommodating major programme changes outside this cycle, new campus delivery of accredited providers and the emergence of new providers. If qualification equivalence is agreed for Australian applicants, the HCPC should determine how it will manage the cyclic nature of accreditation system and the emergence of new campuses and new providers.

Eileen Thornton
Honorary Senior Lecturer
University of Liverpool
February 2017

Detailed programme information of the nine Education Provider where the mapping exercise has been completed

Education Provider	Macquarie University Sydney Doctor of Physiotherapy	University of Melbourne Doctor of Physiotherapy
Length	3 years FT Programme philosophy involves Health & Wellbeing Collaboration (service user involvement) from early stage of studying.	3 years FT The curriculum uses the 'constructive alignment' model which aligns each learning outcome with both teaching activities and assessment tasks.
Entry Requirements	Pre-requisite for entry to programme Any relevant Bachelor degree e.g. Clinical Sciences; Human Sciences with Human Movement as major or equivalent qualification. GPA 4.5/7 or better Tertiary subject prerequisites Human Anatomy Human Physiology Psychology Research Methods	Pre-requisite for entry to programme Bachelor of Biomedicine or Science from University of Melbourne or any relevant Bachelor degree. GPA used to select for interview (no detail of level given) Tertiary subject prerequisites Human Anatomy Human Physiology
Biological Sciences	<i>Tertiary subject prerequisites</i>	<i>Tertiary subject prerequisites</i>
Physical Sciences	Foundation Sciences in Physiotherapy <ul style="list-style-type: none"> • Biomechanics and exercise prescription 	<i>No obvious reference therefore assumed inclusion in Physiotherapy Theory & Practice modules</i>
Clinical Sciences including patient assessment	Foundations of Physiotherapy Practice <ul style="list-style-type: none"> • Scope of Practice • Clinical Reasoning • Assessment Physiotherapy Practice - cardiorespiratory Physiotherapy Practice - musculoskeletal Physiotherapy Practice - neurological	Foundations Physiotherapy Sciences <ul style="list-style-type: none"> • Principles of biochemistry, pharmacology & pathology related to C/R; M/S and N • Clinical Reasoning & decision making skills in practice Physiotherapy Theory & Practice <ul style="list-style-type: none"> • Physical assessment • Patient Education Cardiorespiratory Physiotherapy Musculoskeletal Physiotherapy Neurological Physiotherapy Chronic Disease and Disability
Behavioural Sciences	<i>Tertiary subject prerequisites & Integrated into modules</i>	Healthcare in Context <ul style="list-style-type: none"> • Models of Health with particular focus on bio-psychosocial model • Relevance of behavioural sciences and sociology of health delivery and experience

<p>Core skills</p>	<p>Foundation Sciences in Physiotherapy</p> <ul style="list-style-type: none"> • Exercise testing & exercise prescription • Hydrotherapy • Movement analysis & measurement <p>Foundations of Physiotherapy Practice</p> <ul style="list-style-type: none"> • Electrophysical modalities • Manual therapy • Massage <p>Physiotherapy, Healthcare & Society</p> <ul style="list-style-type: none"> • Advanced manual therapy skills (extended scope practitioner) • Advanced clinical reasoning for complex problems 	<p>Physiotherapy Theory & Practice</p> <ul style="list-style-type: none"> • Exercise therapy • Exercise Prescription • Electrotherapy • Manual Therapy • Soft Tissue Mobilizations <p>Sports & Manual Therapy</p> <ul style="list-style-type: none"> • Advanced levels of musculoskeletal physiotherapy skills
<p>Research & Research Dissertation</p>	<p>Evidence Based Healthcare</p> <ul style="list-style-type: none"> • Critical appraisal of evidence -base for practice • Ethics <p>Advanced Research Training</p> <ul style="list-style-type: none"> • advanced methodological, regulatory and professional aspects of physiotherapy research • research proposal • Research Dissertation and Seminar 	<p>Research & Evidence</p> <ul style="list-style-type: none"> • Principles of Evidence Based Practice • Measurement • Ethics • Statistics • Epidemiology • Research design & methodology • Critical appraisal • Systematic reviews and meta- analysis • Clinical guidelines
<p>Clinical Practice</p>	<p>Minimum 1000 hours of clinical practice</p> <p><u>Year2</u> Physiotherapy Practice 3 x's five week full-time clinical placements in a hospital and/or community setting covering the three following areas: acute care, rehabilitation or primary care.</p> <p>Physiotherapy in Workplace & Recreation 20 days across semester</p> <p><u>Year 3</u> Advanced Clinical Physiotherapy Placement Five week full-time or equivalent part-time physiotherapy placement - elective</p>	<p>The clinical programme builds progressively to independent practice, with approximately 37 weeks of clinical practice (minimum 1000 hours)</p> <p><u>Year 1:</u> Two week generic skills placement</p> <p><u>Year 2:</u> 3x's five-week full-time clinical placements</p> <ul style="list-style-type: none"> • Musculoskeletal • Neurological • Cardiorespiratory <p>3 x's three-week full time clinical placements</p> <ul style="list-style-type: none"> • Gerontology (x's 2) • Chronic Disease Management <p><u>Year 3</u> Three-week Global Elective Placement</p> <p>Integrated Physiotherapy Practice</p> <ul style="list-style-type: none"> • Four-week Work Transition Placement • Four-week Professional Selective Placement

<p>Other Subjects</p>	<p>Leadership, Policy and Advocacy</p> <p>Interprofessional Healthcare</p> <ul style="list-style-type: none"> • Person-centred care • Organisation of Health Care • Cultural competency • Ethical & Legal aspects of practice • Therapeutic/professional relationship & communication • Record keeping • CPD <p>Reflective Practice and Professional Development</p> <ul style="list-style-type: none"> • self-management • lifelong skills development <p>Health & Wellbeing Across Lifespan</p> <ul style="list-style-type: none"> • delivery of physiotherapy services to promote and enhance health and wellbeing across the life span, with an emphasis on children and older persons • promoting and enhancing health and wellbeing in individuals with chronic diseases, persistent pain and long-term disability <p>Physiotherapy in Workplace & Recreation</p> <ul style="list-style-type: none"> • delivery of physiotherapy services in the areas of occupational health and sport and recreation. <p>Advanced Physiotherapy Practice</p> <ul style="list-style-type: none"> • Extended scope practice and enhanced clinical roles • Advanced manual therapy skills (extended scope practitioner) <p>Business Management & Law for Health Professionals</p>	<p>Leadership and Management</p> <p>Physiotherapy Theory & Practice</p> <ul style="list-style-type: none"> • Professional Identity • Ethical decision making • Clinical reasoning • Collaborative practice • Communication • Physiotherapy culture, • Critical reflection • Life-long learning <p>Integrated Physiotherapy Practice</p> <ul style="list-style-type: none"> • managing patients with complex needs in a range of settings (linked to two clinical placements in year3) <p>Life Span Health</p> <ul style="list-style-type: none"> • Paediatrics • Aged care • Women’s health • Men’s health <p>Healthcare in Context</p> <ul style="list-style-type: none"> • Healthcare system & models of health in local & global contexts • Socio-politico-cultural influences on healthcare in a local and global context • Health promotion. <p>Pharmacology for Health Professionals</p>
<p>Sources reviewed</p>	<p>University Website &</p> <ul style="list-style-type: none"> • On-line course information • Doctor of Physiotherapy Syllabus July 2013 – July 2016 (Intake 2) document <p>Type of programme – Level 9 - Master degree (Extended)</p>	<p>University Website &</p> <ul style="list-style-type: none"> • HCPC Document template mapped by University of Melbourne for 2014-2016 cohort • Online Course & Subject Handbook • Physiotherapy Clinical Education Guidelines manual <p>Type of programme – Level 9 - Master degree (Extended)</p>

Education Provider	Flinders University Adelaide Masters of Physiotherapy	Griffith University Gold Coast Masters of Physiotherapy
Length	2 years FT	2 years FT
Entry requirements	Pre-requisite for entry to programme Bachelor of Health Sciences (Principles of Physiotherapy) at Flinders University or equivalent degree GPA of 5/7 or better Subject prerequisites Human Physiology including exercise physiology Anatomy including detailed musculoskeletal anatomy Psychology and/or Sociology Research methods Communication skills	Pre-requisite for entry to programme Bachelor of Exercise Science or related Bachelor degree Min. GPA 5/7 Subject prerequisites None stated
Biological Sciences	<i>Integrated into Clinical Science modules</i>	<i>Pre-requisite for entry to programme Integrated into Clinical Sciences modules</i>
Physical Sciences	<i>Integrated into Performance of Movement & Function modules</i>	<i>Pre-requisite for entry to programme</i>
Clinical Sciences including patient assessment	Performance of Movement & Function <ul style="list-style-type: none"> Rheumatology & orthopaedics conditions Musculoskeletal Practice including of clinical reasoning Cardiorespiratory Practice including clinical reasoning Neurological Rehabilitation including clinical reasoning Complex Case and Advanced Practice	Clinical Anatomy & Pathophysiology <ul style="list-style-type: none"> Physiological and pathophysiological processes of illness and disease across the lifespan Integration of knowledge of clinical anatomy and pathophysiology. Pain Pharmacology Clinical Sciences 1 <ul style="list-style-type: none"> Rheumatology Orthopaedics Cardiorespiratory Neurological Conditions Practice of Physiotherapy 2&3 <ul style="list-style-type: none"> Musculoskeletal conditions Practice of Physiotherapy 4 <ul style="list-style-type: none"> Cardiorespiratory conditions Practice of Physiotherapy 5 <ul style="list-style-type: none"> Neurological Rehabilitation Practice of Physiotherapy 6 <ul style="list-style-type: none"> Paediatrics
Behavioural Sciences	<i>Integrated into Clinical Science modules</i>	Practice of Physiotherapy 6 <ul style="list-style-type: none"> Psychosocial, physiological and health issues across the age span and complex patients including those with multi-system diseases and disorders, pain syndromes and those who have experienced loss and grief
Core skills	Performance of Movement & Function <ul style="list-style-type: none"> Soft Tissue Massage Exercise Therapy Electrophysical Agents 	Practice of Physiotherapy 1,2&3 <ul style="list-style-type: none"> Manual Therapy Massage Manual Handling <i>Pre-requisite for entry to programme</i> <ul style="list-style-type: none"> Exercise Therapy

		Bioinstrumentation in Physiotherapy <ul style="list-style-type: none"> • Electrophysical modalities • Medical imaging tools • Devices for measuring human performance
Research & Research Methodology	Design and Ethics in Research with Vulnerable Populations	Clinical research <ul style="list-style-type: none"> • Proposal • Research project
Clinical Practice	27 weeks min. 1010 hours Two-week Foundation placement <ul style="list-style-type: none"> • Orthopaedic/musculoskeletal 5 x's five-week placements <ul style="list-style-type: none"> • Musculoskeletal • Cardiorespiratory • Neurological Physiotherapy & Rehabilitation • Integrated Placement in a variety of settings working with patients of increasing complexity Advanced Practice working independently with patients with more complex conditions or in specialist areas of practice	Complete successfully a minimum of 1000 hours of supervised clinical education Two-week placement - observation & generic skills 5x's five-week Clinical Placements <ul style="list-style-type: none"> • Orthopaedics • Musculoskeletal/Orthopaedics OR Rheumatology • Cardiorespiratory • Neurological • Paediatrics Eight-week Clinical Placement <ul style="list-style-type: none"> • Community Rehabilitation
Other Subjects	Interprofessional Practice <ul style="list-style-type: none"> • Team Working • Client Centred practice • Professional Ethics • Evidence- Based Practice • Health promotion • Chronic disease management case management. Physiotherapy Clinical Practice <ul style="list-style-type: none"> • Foundation knowledge and skills preparation for clinical practice Health Promotion and Chronic Disease Management	First Peoples Health & Practice <ul style="list-style-type: none"> • Overview of Aboriginal and Torres Strait Islander Health statistics • Elements of providing more culturally appropriate services and understanding cultural difference Physiotherapy in the Community <ul style="list-style-type: none"> • Professional, community & Family networks • Leadership • Medico-legal responsibilities Clinical Conference <ul style="list-style-type: none"> • Advanced concepts in physiotherapy practice • Integration of academic & clinical knowledge to complex PT scenarios
Sources reviewed	University Website & <ul style="list-style-type: none"> • HCPC Course template completed by Flinders University for 2013-14 intake • MPT Overview Handbook 2014 • 2017 On-line Course outline Type of programme – Level 9 - Master degree (Coursework)	University Website & <ul style="list-style-type: none"> • On-line course information. • HCPC Template completed by Griffith University for 2016 programme. Type of programme – Level 9 - Master degree (Coursework)

Education Provider	University of Queensland Brisbane	
	Masters of Physiotherapy Studies	Bachelor of Physiotherapy (Honours)
Length	2 years FT	4 years FT
Entry requirements	<p>Pre-requisite for entry to programme An approved degree (other than physiotherapy) in a field such as physical or biological sciences or allied health.</p> <p>Entry is competitive based on GPA – no details given</p> <p>Subject prerequisites Human Anatomy Human Physiology Psychology Statistics</p>	
Biological Sciences	<i>Integrated into Clinical Sciences modules</i>	<ul style="list-style-type: none"> • Systemic Anatomy • Molecular & Cellular Biology for Physiotherapists • Regional Anatomy • Functional Anatomy • Physiology I & II
Physical Sciences	<i>Integrated into Clinical Sciences modules</i>	<p>Introduction to Principles of Physiotherapy Assessment & Management</p> <ul style="list-style-type: none"> • Kinesiology
Clinical Sciences including patient assessment	<p>Foundations of Physiotherapy</p> <ul style="list-style-type: none"> • Patient Assessment skills • Pathology for Physiotherapists • Pain • Management of amputee, orthopaedic, vascular and rheumatology conditions <p>Theory, Practice & Research</p> <ul style="list-style-type: none"> • Musculoskeletal Physiotherapy • Cardiorespiratory Physiotherapy • Neurological Physiotherapy <p>Practice & Research in Physiotherapy Across the Lifespan</p> <ul style="list-style-type: none"> • Paediatrics • Ageing & Health • Women's & Men's Health 	<p>Introduction to Principles of Physiotherapy Assessment & Management</p> <p>Foundations of Physiotherapy Practice</p> <ul style="list-style-type: none"> • Musculoskeletal pathology, injury and pain <p>Physiotherapy Specialties</p> <ul style="list-style-type: none"> • Musculoskeletal Conditions • Cardiorespiratory Conditions • Neurological Conditions <p>Physiotherapy across the Lifespan</p> <ul style="list-style-type: none"> • Healthy and disease-related ageing processes • Women's Health • Paediatrics
Behavioural Sciences	<p>Foundations of Physiotherapy</p> <ul style="list-style-type: none"> • Patient management in a biopsychosocial framework <p>Practice & Research in Physiotherapy Across the Lifespan</p> <ul style="list-style-type: none"> • Introduction to Medical Psychology 	<p>Introduction to Psychology</p> <ul style="list-style-type: none"> • Developmental, Social, Applied and Clinical Psychology

Core skills	Foundations of Physiotherapy <ul style="list-style-type: none"> • Soft tissue manipulation • Massage • Therapeutic exercises • Task analysis • Manual handling • Electrotherapeutic modalities 	Physiotherapy Profession & Basic Processes <ul style="list-style-type: none"> • Soft tissue manipulation (massage) Physiotherapy Profession & Basic Processes <ul style="list-style-type: none"> • Therapeutic Exercise Introduction to Principles of Physiotherapy Assessment & Management <ul style="list-style-type: none"> • Movement & task analysis Principles of Exercise in Physiotherapy Practice <ul style="list-style-type: none"> • Exercise prescription Physiotherapy Foundations: Practice & Modalities <ul style="list-style-type: none"> • Electrophysical Agents
Research & Research Methodology	Health Sciences Research Discovery <ul style="list-style-type: none"> • Foundations of research & research methodology • Interprofessional communication & scientific reports • Ethical Standards in research • Research Project 	Health Sciences Research Discovery & Health Sciences Research Evaluation <ul style="list-style-type: none"> • Research design and processes • Research Methodology • Ethics • Team research project • Critical analysis of research literature • Research design & methodology • Scientific writing skills
Clinical Practice	Minimum 760 hours of supervised clinical practice in a range of clinical settings. Clinical Placements comprising: <ul style="list-style-type: none"> • Musculoskeletal (190hrs) • Neurology (190hrs) • Cardiorespiratory (190hrs) • Case mix conditions (190hrs) 	Minimum 900 hours of supervised clinical practice in a range of clinical settings. 5x's Five-week clinical placements <ul style="list-style-type: none"> • Mixed case load (M/S; C/R; Neuro/Geriatrics) = 144 hours • Musculoskeletal = 190hrs • Cardiorespiratory = 150hrs • Neurology= 190hrs • Mixed case load conditions across lifespan = 190hrs

<p>Other Subjects</p>	<p>Foundations of Physiotherapy</p> <ul style="list-style-type: none"> • Patient's rights • Ethics • Professionalism • Clinical Reasoning • Interprofessional Teamwork • Communication skills • H&S <p>Health Promotion & Preventative Practice in Physiotherapy</p> <p>Integrated Practice & Professional Issues</p> <ul style="list-style-type: none"> • Reflective Practice • Ethical & Professional Behaviour • Legal & regulatory framework • Role of the Physiotherapist • Systems involved in running a business • Marketing & Governance • Record keeping • Confidentiality • H&S <p>Clinical Practice & Professional Studies</p> <ul style="list-style-type: none"> • Introduction to Musculoskeletal and Acute Care • Physiotherapy Practice Threshold Standards • Observation of physiotherapists & other healthcare team members in practice 	<p>Physiotherapy Profession & Basic Processes</p> <ul style="list-style-type: none"> • Patient's rights • Professional ethics • Professionalism • Communication Skills • Concept of disability • Reflective Practice • H&S <p>Health Promotion and Prevention Practice in Physiotherapy Professions, People and Health</p> <ul style="list-style-type: none"> • Health and wellbeing • Health trends and priorities • Effective healthcare teams • Australian health and social care system, and service delivery. <p>Integrated Professional Practice 2</p> <ul style="list-style-type: none"> • Professional issues related to physiotherapy & multiprofessional practice Preparation for entry into the workforce. <p>OPTION</p> <p>Health Sciences Research Advanced Project</p> <ul style="list-style-type: none"> • Written report & oral presentation <p>OR</p> <p>5-week clinical placement with mixed case-load = 190hrs</p> <p>&</p> <p>Integrated Professional Practice 1</p> <ul style="list-style-type: none"> • Complex case written project • Complex case Practice-Based outcome Project
<p>Sources reviewed</p>	<p>University Website &</p> <ul style="list-style-type: none"> • On-line course information • HCPC Template completed by University of Queensland for current programme <p>Type of programme – Level 9 - Master degree (Coursework)</p>	<p>University Website &</p> <ul style="list-style-type: none"> • On-line course information • HCPC Template completed by University of Queensland <p>Type of programme – Level 8 – Bachelor degree</p>

Education Provider	University of Sydney	
	Masters of Physiotherapy (Graduate Entry)	Bachelor of Applied Science (Physiotherapy) Bachelor of Applied Sciences (Physiotherapy) (Honours)
Length	2 years FT	4 years FT Honours - years 3 & 4 Min. Weighted Average Mark of 65% for year 1 and year 2 with no failed modules will be considered
Entry requirements	<p>Pre-requisite for entry to programme Bachelor degree, Master degree or a PhD from an Australian institution or equivalent</p> <p>Min. GPA of 4.5/7</p> <p>Subject prerequisites Human Anatomy Human Physiology Exercise Physiology Neuroscience Psychology</p>	
Biological Sciences	<p>Pre-requisite for entry to programme Neurosciences in Physiotherapy</p>	<ul style="list-style-type: none"> • Functional Musculoskeletal Anatomy • Body Systems • Neuroscience • Exercise Physiology for Clinicians
Physical Sciences	<p>Pre-requisite for entry to programme Biomechanical analysis</p>	<p>Foundations of Physiotherapy Practice</p> <ul style="list-style-type: none"> • Biomechanics of normal movement
Clinical Sciences including patient assessment	<p>Musculoskeletal Physiotherapy 1A & 1B</p> <ul style="list-style-type: none"> • Pain measurement & management <p>Neurological & Cardiopulmonary Physiotherapy</p> <p>Musculoskeletal Physiotherapy</p> <p>Cardiopulmonary Physiotherapy</p> <p>Neurological Physiotherapy</p> <p>Physiotherapy across the Lifespan</p> <ul style="list-style-type: none"> • Paediatrics • Ageing & health <p>Advanced Physiotherapy Practice</p> <ul style="list-style-type: none"> • Complex patient-centred health care 	<p>Foundations of Physiotherapy Practice</p> <ul style="list-style-type: none"> • Pain • Rheumatology <p>Motor Control of Learning</p> <p>Physiotherapy in Musculoskeletal conditions</p> <p>Physiotherapy in Cardiorespiratory conditions</p> <p>Physiotherapy in Neurological conditions</p> <p>Paediatric Physiotherapy</p> <p>Physiotherapy in Multisystem Problems</p>
Behavioural Sciences	<p><i>Unable to identify any overt reference to behavioural sciences assumed integrated into clinical sciences</i></p>	<p>Health, Behaviour and Society</p> <ul style="list-style-type: none"> • Sociology • Psychology
Core skills	<p>Musculoskeletal Physiotherapy 1A</p> <ul style="list-style-type: none"> • Manual therapy • Soft tissue massage • Therapeutic Exercise • Electrophysical Agents <p>Advanced Physiotherapy Practice</p> <ul style="list-style-type: none"> • Advanced Manual therapy skills <p>Pre-requisite for entry to programme Exercise & Exercise testing</p>	<p>Foundations of Physiotherapy Practice</p> <ul style="list-style-type: none"> • Therapeutic massage • Manual therapy • Therapeutic exercise • Electrophysical Agents <p>Muscle Mechanics & Training</p>

Research & Research Methodology	Evidence-based Practice <ul style="list-style-type: none"> • Research designs • Critical appraisal of research • Systematic Review & presentation skills 	Bachelor degree (Honours) only <ul style="list-style-type: none"> • Research Design • Applied Research Skills • Research Project
Clinical Practice	<p>Complete successfully a minimum of 740 hours of supervised clinical education</p> <p>4 x's five-week (37hrs/week) Clinical Placements</p> <ul style="list-style-type: none"> • Rehabilitation • Acute care • Ambulatory care/Outpatients • Community/General 	<p>Minimum 890 hours of supervised clinical practice in a range of clinical settings.</p> <p>Four-week introductory clinical placement (148hrs)</p> <ul style="list-style-type: none"> • Mixed case load & settings <p>4x's Five-week clinical placements (185hrs each)</p> <ul style="list-style-type: none"> • Rehabilitation • Acute care • Ambulatory Care/ Orthopaedics • Specialist Unit e.g. paediatrics, hand therapy <p>Elective Clinical Placement (no detail of hours)</p>
Other Subjects	<p>Musculoskeletal Physiotherapy 1B</p> <ul style="list-style-type: none"> • Professional Conduct & Codes of Practice • Evidence -based practice <p>Physiotherapy Health Care and Society</p> <ul style="list-style-type: none"> • Preventative & rehabilitation services • Sport & recreational health • Community health • Occupational health <p>Advanced Clinical Reasoning</p> <ul style="list-style-type: none"> • Advanced Evidence-based Practice • Reflective Practice • Ethical dilemmas that underpin effective communication & reasoning 	<p>Foundations of Physiotherapy Practice</p> <ul style="list-style-type: none"> • Evidence-based Practice • Informed consent • Codes of Conduct • Documentation • Models of health delivery • Communication skills • H&S • Scope of Practice <p>Preventative Health Care</p> <ul style="list-style-type: none"> • Role of Physiotherapist <p>Advanced Professional Practice</p> <ul style="list-style-type: none"> • Spinal Manipulation Therapy • Pain Management • Hand Therapy <p>Physiotherapy in Sport & Recreation</p> <hr/> <p>Bachelor degree (Pass) only</p> <p>Physiotherapy in Selected Studies</p> <ul style="list-style-type: none"> • In-depth study of three PT areas that are of particular interest to the student • Year 3 & 4 • From Faculty list
Sources reviewed	<p>University Website &</p> <ul style="list-style-type: none"> • On-line course information. • Course Handbook 2015 intake. <p>Type of programme – Level 9 - Master degree (Coursework)</p>	<p>University Website &</p> <ul style="list-style-type: none"> • On-line course information. • Course Handbook 2013 intake <p>Type of programme – Level 7/8 - Bachelor degree</p>

Education Provider	<p>La Trobe University Melbourne Bendigo</p> <p>Annual Intake - February</p> <p>Bachelor of Applied Science and Master of Physiotherapy Practice</p>
Length	4 years FT (2+2)
Biological Sciences	<p>Human Biosciences</p> <ul style="list-style-type: none"> • Anatomy • Physiology <p>Human development & movement</p> <ul style="list-style-type: none"> • Human performance across life span <p>Anatomy and Neurosciences for Physiotherapy</p>
Physical Sciences	Physiology and biomechanics of movement
Clinical Sciences including patient assessment	<p>Pathophysiology and Pharmacology</p> <ul style="list-style-type: none"> • General disease processes • Specific pathological conditions of body systems • General principles of pharmacology <p>Soft Tissue Management</p> <ul style="list-style-type: none"> • Pathogenesis of common soft tissue injuries • Normal healing processes for different tissue types <p>Clinical assessment</p> <p>Physiotherapy for musculoskeletal dysfunction</p> <p>Physiotherapy for cardiorespiratory dysfunction</p> <p>Physiotherapy for neurological dysfunction</p> <p>Physiotherapy for Early Lifespan and Gender-Specific Conditions</p> <ul style="list-style-type: none"> • Paediatrics • Women's Health <p>Chronic Disease Management</p> <ul style="list-style-type: none"> • Prevention, treatment and self-management of chronic diseases <p>Advanced Physiotherapy Practice</p> <ul style="list-style-type: none"> • Advanced Spinal Physiotherapy
Behavioural Sciences	<p>Individual determinants of health</p> <ul style="list-style-type: none"> • Social determinants of health
Core skills	<p>Soft Tissue Management</p> <ul style="list-style-type: none"> • Manual therapy • Exercises • Electrotherapy <p>Exercise for Health and Wellbeing</p> <ul style="list-style-type: none"> • Exercise prescription

Research & Research Methodology	Integrating Evidence into Practice <ul style="list-style-type: none"> • Research methods and statistical concepts Evidence-based Practice in physiotherapy <ul style="list-style-type: none"> • Written Critically Appraised Topic for publication in a web-based clinical resource in their clinical school
Clinical Practice	Minimum 960 hours of supervised clinical practice in a range of settings 6 x's five-week Clinical Placements covering core areas of physiotherapy practice
Other Subjects	Inter-professional Practice <ul style="list-style-type: none"> • Teamwork • Role of other Healthcare Professionals • Communication Skills • Practicing ethically and legally • H&S • Quality management Perspectives of Health & Wellbeing <ul style="list-style-type: none"> • Health & illness in an international context • Health systems • Public Health models • Evidence-based practice Skill Development for Person-Centred Physiotherapy <ul style="list-style-type: none"> • Clinical Reasoning • Communication Skills Managing Complexity in Clinical Practice <ul style="list-style-type: none"> • Complexity associated with persons with healthcare needs • Role of the physiotherapist as an independent practitioner and member of the wider healthcare team Advanced Physiotherapy Practice <ul style="list-style-type: none"> • Legislation • Codes of conduct • Ethical practice
Sources Reviewed	University Website & <ul style="list-style-type: none"> • On-line course information • HCPC Template completed by La Trobe University Type of programme – Level 8/9 – Bachelor/Master degree dual award

Education Provider	James Cook University Townsville Bachelor of Physiotherapy Bachelor of Physiotherapy (Honours)	Monash University Melbourne Bachelor of Physiotherapy (Honours) Bachelor of Physiotherapy – Advanced Research (Honours)
Length	4 years FT	4 years FT Integrated curriculum around 5 themes that are addressed in each module
Biological Sciences	<ul style="list-style-type: none"> • Anatomy & Physiology • Neurosciences for Physiotherapy 	Fundamental Knowledge of Health Sciences Theme
Physical Sciences	<i>Assumed integrated into cores kills and clinical sciences modules</i>	Fundamental Knowledge of Health Sciences Theme
Clinical Sciences including patient assessment	Clinical Medicine for Therapy Physiotherapy 2 & 4 <ul style="list-style-type: none"> • Musculoskeletal Physiotherapy 1 & 3 <ul style="list-style-type: none"> • Cardiorespiratory Neurosciences for Physiotherapy & Physiotherapy 5 <ul style="list-style-type: none"> • Neurological Physiotherapy Applications across the Lifespan <ul style="list-style-type: none"> • Paediatrics • Men's & Women's Health • Occupational Health • Gerontology • Chronic disease • Palliative Care 	Fundamental Knowledge of Health Sciences Theme <ul style="list-style-type: none"> • Musculoskeletal conditions • Cardiorespiratory conditions • Neurological conditions Fundamental Knowledge of Health Sciences Theme & Applied Practice Theme <ul style="list-style-type: none"> • Complementary Therapies • Mental Health • Oncology • Women's Health • Amputees • Chronic pain
Behavioural Sciences	<i>Assumed integrated into clinical sciences & other subject modules</i>	<i>Integrated into clinical sciences & other subject themes</i>
Core skills	Introduction to Physiotherapy <ul style="list-style-type: none"> • Massage • Exercise Prescription Physiotherapy 2 & 4 <ul style="list-style-type: none"> • Manual Therapy Introduction to Physiotherapy Applications <ul style="list-style-type: none"> • Hydrotherapy • Electrophysical Agents 	<i>Integrated into Fundamental Knowledge of Health Science Theme</i> Fundamental Knowledge of Health Sciences <ul style="list-style-type: none"> • Electrophysical Agents
Research & Research Dissertation	Health Professional Research <ul style="list-style-type: none"> • Biostatistics • Epidemiology • Research design & methodologies • Research project design • Evidence-based Practice 	Research Theme <ul style="list-style-type: none"> • Evidence-Based Practice • Literature searching skills • Research Design • Clinical outcome measures • Statistics • Systematic review protocol • Conduct systematic review • Present a research proposal • Clinical audit • Clinical practice guidelines

Clinical Practice	<p>Minimum 1050 hours (30 weeks) of supervised clinical practice in a range of clinical settings.</p> <p>6x's five-week clinical placements</p> <ul style="list-style-type: none"> • Acute Care/Cardiorespiratory • Neuro/Rehabilitation • Musculoskeletal • Rural • Electives 	<p>Minimum 1120 hours (35 weeks) of supervised clinical practice in a range of clinical settings.</p> <p>7x's five -weeks clinical placements</p> <ul style="list-style-type: none"> • Cardiorespiratory • Neurological • Musculoskeletal • Mixed • Paediatrics • Elective
Other Subjects	<p>Communication Skills for Health Professionals</p> <ul style="list-style-type: none"> • Verbal & non-verbal • IT skills • Writing styles • Literature Searching & reviewing skills <p>Foundations of Allied Health Professional Practice</p> <ul style="list-style-type: none"> • Role of AHP's in modern health care settings • Therapist-patient relationship • Professionalism & Professional Behaviour <p>Lifespan Development for Health</p> <ul style="list-style-type: none"> • Physical, cognitive & socio-emotional development • Multi-culturalism related to health & wellbeing <p>Health & Health Care in Australia</p> <p>Health Promotion for Health Professionals</p> <p>Complex Cases in Rural, Remote and Indigenous Communities</p> <p>Health, Policy and Planning</p> <p>Contemporary Issues for Physiotherapists</p> <p>Physiotherapy Health Law and Ethics</p> <p>Advanced Topics in Physiotherapy</p>	<p>Personal & Professional Development Theme</p> <ul style="list-style-type: none"> • Role & responsibilities of Healthcare Team • Specific role of physiotherapist in health team relating to a range of client groups • Ethical & Legal principles of health policy, practice & clinical research • Record keeping • Communication skills • Risk assessment & management • Impact of chronic disability and end of life issues <p>Population, Society & Health Theme</p> <ul style="list-style-type: none"> • Concepts of Health & Wellbeing • Biomedical versus ecological models of health • Socio-cultural, economic, political and environmental determinants of health • Health promotion, models & theories of change • Community & personal determinant of health • Australian Health Policy environment
Sources reviewed	<p>University Website &</p> <ul style="list-style-type: none"> • On-line course information • HCPC Template completed by James Cook University <p>Type of programme – Level 7/8 - Bachelor degree</p>	<p>University Website &</p> <ul style="list-style-type: none"> • On-line course information • Curriculum Summary Handbook 2016 provided by Monash University <p>Type of programme – Level 8 - Bachelor degree</p>

Education Provider	Western Sydney University Bachelor of Physiotherapy Bachelor of Physiotherapy (Honours)
Length	4 years FT Honours pathway available to high achieving students by application after year 2
Biological Sciences	<ul style="list-style-type: none"> • Anatomy & Physiology • Functional Anatomy • Neuroanatomy • Exercise Rehabilitation
Physical Sciences	Biomechanics
Clinical Sciences including patient assessment	Pathophysiology <ul style="list-style-type: none"> • Key conditions in core subject areas – delivered by PBL Clinical Pharmacology Musculoskeletal Physiotherapy Cardiorespiratory Physiotherapy Neurological Physiotherapy & Neurological Rehabilitation Paediatric Physiotherapy Physiotherapy for Chronic Illness & Disease
Behavioural Sciences	Psychology and Health <ul style="list-style-type: none"> • Models of health and illness • Health Behaviour
Core skills	Musculoskeletal Physiotherapy <ul style="list-style-type: none"> • Manual Therapy • Exercise Therapy • Electrophysical Agents Introduction to Physiotherapy Practice <ul style="list-style-type: none"> • Movement analysis Exercise Rehabilitation <ul style="list-style-type: none"> • Exercise testing & prescription
Research & Research Dissertation	Both programmes Foundations of Research & Evidence-Based Practice <ul style="list-style-type: none"> • Introduction to Evidence-Based Practice • Introduction to research methods and process • Introduction to Biostatistics & Research Methods (Quantitative and Qualitative) <ul style="list-style-type: none"> • Research designs Bachelor (Pass) Degree only Evidence-Based Practice <ul style="list-style-type: none"> • Literature searching • Critical Appraisal of Evidence for clinical decision making & Integrating Research into Clinical Practice <ul style="list-style-type: none"> • Research Project • Modified Systematic Review • Oral Presentation & Abstract

	<p>Bachelor (Honours) Degree only Evidence-Based Practice (Advanced)</p> <ul style="list-style-type: none"> • Literature searching • Critical Appraisal of Evidence for clinical decision making • Research training for Honours project <p>&</p> <p>Honours Research 1 & 2</p> <ul style="list-style-type: none"> • Complete and present a research project
Clinical Practice	<p>Minimum 800 hours of supervised clinical practice in a range of clinical settings.</p> <p>Four x's five-week clinical placements</p> <ul style="list-style-type: none"> • Acute Care • Rehabilitation • Ambulatory Care • Paediatrics
Other Subjects	<p>Population Health & Society</p> <ul style="list-style-type: none"> • Social, biological and environmental determinants of disease, health and wellbeing • Models of health & health systems <p>Introduction to Physiotherapy Practice</p> <ul style="list-style-type: none"> • Role of physiotherapy • Clinical reasoning • Communication skills • Reflective practice <p>Professional Health Competencies</p> <ul style="list-style-type: none"> • Ethical scholarship skills • Information literacy skills • Teamwork <p>Core Competencies in Physiotherapy Practice</p> <ul style="list-style-type: none"> • H&S • Record keeping • Professional Behaviour <p>Communication in Health</p> <ul style="list-style-type: none"> • Theoretical frameworks and processes in effective communication • Communication skills – verbal/nonverbal • Professional communication – writing & presentations <p>Culture, Diversity & Health</p> <ul style="list-style-type: none"> • Indigenous Australia <p>Bachelor (Pass) Degree only</p> <p>Complex Cases & Professional Issues</p> <ul style="list-style-type: none"> • Theory of Professionalism • Recent Professional Developments in Physiotherapy
Sources reviewed	<p>University Website &</p> <ul style="list-style-type: none"> • On-line course information • Module descriptors supplied by Western Sydney University <p>Type of programme – Level 7/8 - Bachelor degree</p>

Analysis of Physiotherapy Courses

IRELAND

EILEEN THORNTON

Analysis of how physiotherapy professional training in Ireland equates with an HCPC approved physiotherapy programme

Purpose

- To assist the HCPC in modernising their process of recognising EU/international qualifications for entry to the register to practise in UK.

Methodology

An analysis of applications processed by HCPC for 2010-2015 was completed.

Four courses on the approved qualification list were identified to map against an approved UK physiotherapy programme. The course providers mapped were:

- Trinity College, University of Dublin (TCD)¹
- University of Limerick (UL)²
- University College, Dublin (UCD)³
- Royal College of Surgeons of Ireland (RCSI)
- University of Liverpool

A desk analysis of documentary and website information on the courses was undertaken which included:

- Irish Society of Chartered Physiotherapists (ISCP), Accreditation of Pre-Registration Physiotherapy Programmes in Ireland (2012) document
- University College, Dublin – Course outline and website including module catalogue (2016-17)
- Trinity College, Dublin – BSc in Physiotherapy Course Handbook 2016 & website
- University of Limerick – BSc in Physiotherapy Programme Documentation, 2016 and website
- Royal College of Surgeons of Ireland – BSc Programme Document, 2016 and website

All courses were mapped against details of a HCPC approved physiotherapy programme using the following headings:

- National regulation
- Professional Body regulation
- Approvals Process
- Level of Qualification
- Length of programme
- Clinical practice
- Course content

For each course a risk assessment grid was used to determine the level of risk based on all the evidence available.

¹ TCD also offer a one-year (FT) course that will lead to a degree in Physiotherapy for students who have successfully completed a three-year diploma in Physiotherapy in Nanyang Polytechnic in Singapore. This provision has not been included in the analysis.

² UL offer a two-year (FT) graduate entry MSc Physiotherapy (Professional Qualification) course. This programme is due for full accreditation in June 2017. The curriculum appears to cover the majority of year 2 to year4 modules of the BSc but studies over two years. This provision has not been included in the analysis.

³ UCD offer a two-year (FT) graduate entry MSc Physiotherapy. The course is accredited by the ISCP. This provision has not been included in the analysis.

Findings

1. Historical application analysis 2010-2015

- 221 applications have been received and accepted
- 217 were accepted based on qualification only (98%); 2 of these applications involved further information (FI) requests for course content.
- 4 were accepted on qualification and experience since qualification; 1 of these involved a FI request

Analysis suggests that all the applicants are judged to be UK equivalent trained, based on the details of qualification only or qualification plus practice experience. Where further details were requested all applications were successful. No applications have resulted in a period of adaptation being necessary.

2. Course documentation analysis

- The quality and quantity of information in documents presented and websites reviewed was detailed and informative.

General Information				
Institute	Trinity College, University of Dublin	University College, Dublin ⁴	University of Limerick	Royal College of Surgeon in Ireland ⁵
National Regulation	Health and Social Care Professionals Council (CORU) (see notes A - D)			
Professional Body registration	Irish Society of Chartered Physiotherapists (ISCP) (see note E)			
Approvals Process	Equivalent processes of the HCPC approval process. Approval is time limited to 5 years in contrast to the open ended approval & monitoring of the HCPC.			
Level of Qualification	BSc (Hons) in Physiotherapy	BSc (Hons) in Physiotherapy	BSc (Hons) in Physiotherapy	BSc (Hons) in Physiotherapy
Length of Programme	4 years (FT) 240 ECTS	4 years (FT) 240 ECTS	4 year (FT) 240 ECTS	4years (FT) 240ECTS 3 years (FT) for graduate entry 180ECTS
Clinical Practice Must be successfully completed before degree awarded	32 weeks with minimum of 1000 hours Includes core areas: Musculoskeletal Cardio-Respiratory Neurology	Minimum 1000 hours. Includes core areas: Musculoskeletal Cardio-Respiratory Neurology	29 weeks with minimum 1000 hours Includes core areas: Musculoskeletal Cardio-Respiratory Neurology	31 weeks with minimum 1000 hours Includes core areas: Musculoskeletal Cardio-Respiratory Neurology

Notes

- The Health and Social Care Professionals Council (CORU) is a multi-professional health regulator.
- Role of the Council is to protect the public by promoting high standards of professional conduct, education, training and competence through statutory registration of health and social care professionals.
- CORU was set up under the Health and Social Care Professionals Act 2005 (as amended). It is made up of the Health and Social Care Professionals Council and the Registration Boards, one for each profession named in the Act.
- Registers for the professions were introduced on a phased basis over a number of years. The Register for Physiotherapists opened on 30 September 2016.
- Pre-September 2016, the ISCP was responsible for accreditation/approval of all courses leading to a physiotherapy qualification as the competent authority, under the power bestowed upon it by the Minister of Health. This authority operated through the Accreditation Board.

⁴ UCD is one of the four constituent Universities of the National University of Ireland.

⁵ RCSI is one of the two Recognised Colleges of the National University of Ireland.

Course content analysis – common topics				
	Trinity College, University of Dublin	University College, Dublin	University of Limerick (see note F)	Royal College of Surgeon in Ireland, National University of Ireland
Biological Sciences	Anatomy /Clinical Anatomy	✓	✓	✓
	Neuroanatomy	✓	✓	✓
	Physiology	✓	✓	✓
Physical Sciences	Chemistry	✓		
	Physics	✓		✓
	Biomechanics	✓		
	Kinesiology	✓		✓
Clinical Sciences	Pathology & pathophysiology	✓	✓	
	Pain & pain management	✓	✓	✓
	Respiratory	✓	✓	✓
	Cardiology	✓		✓
	Gerontology	✓ Role of PT		✓
	Neurology	✓	✓	✓
	Musculoskeletal	✓	✓	✓
	Orthopaedics	✓ and Rheumatology	✓	✓ and Rheumatology
	Amputations	✓ Role of PT		✓ Role of PT
	Oncology and haematology	✓ Role of PT		✓ Role of PT
	Mental Health			Psychological disorders
	Burns and plastics	✓ Role of PT		✓ Role of PT
	Paediatrics	✓ Role of PT		✓
	Womens' Health	✓ Role of PT		✓
	Sports exercise medicine	Sports Physiotherapy		Sports Physiotherapy
Behavioural Sciences	Health Psychology	Psychology of Sport & Health	Psychosocial aspects of health care integrated into modules as appropriate	Health, Behaviour and Society
Core skills	Electro-physical agents	✓	✓	✓
	Exercise Therapy	✓	✓	✓
	Manual Therapy	✓	✓	✓
Research & Research Dissertation	Scientific Investigation <ul style="list-style-type: none"> Basic principles of scientific research Research proposal Research project write up 	Research methods <ul style="list-style-type: none"> Basic principles of research Research proposal 	Enquiry in Health Care Development of research proposal Three Research Projects with production of a journal paper	Methods of scientific enquiry Research methods Extensive Research Proposal
Patient assessment	Assessment of patients with conditions in the clinical sciences listed	Assessment of patients with conditions in the clinical sciences listed	Assessment of patients with conditions in the clinical sciences listed	Assessment of patients with conditions in the clinical sciences listed

Other subjects	Professional Issues E.G.	Introduction to Healthcare Practice E.G.	Introduction to Physiotherapy Practice E.G.	Professional Development E.G.	
	<ul style="list-style-type: none"> • Self-awareness • Team working • Professionalism and ethical professional behaviour • Communication • Record keeping • Outcome measurement • Quality assurance in the form of audit and clinical guidelines • Legal and ethical issues • Professional standards and personal standards of proficiency • CPD • Risk assessment • Management & Leadership • Role of advocacy 	<ul style="list-style-type: none"> • Scope of practice • Ethical issues professional behavior • Legal aspects of practice • Risk assessment • H&S 	<ul style="list-style-type: none"> • Communication • Role of PT in Multi-Disciplinary Teams • Scope of Practice & Codes of Practice • Critical Thinking • Professional and Ethical Issues of Practice • Evidence-based practice 	<ul style="list-style-type: none"> • Professionalism • Codes of Conduct • CPD • Communication • Record keeping • Ethics • H&S • Risk assessment • Clinical Reasoning • Reflective practice • Team working • Manual Handling 	
	Health Promotion	✓	✓	✓	
	Preparation for Clinical Practice and Clinical Placement		Preparation for Clinical Practice including moving & handling		
	Course content analysis – provider specific modules				
	Ergonomics including Manual Handling	Applied Exercise Science	Engaging through Complexity – health conditions that require multi-professional input	Patient safety & quality in health care	
	Advances in Physiotherapy Practice	Health in a Global Society <i>(no details of module available)</i>	Health Informatics for Physiotherapists	Basic 1 st Aid and CPR	
Chronic Disease Management	Legal Medicine (Physiotherapy) <ul style="list-style-type: none"> • Professionalism • Legal and ethical issues • Codes of Conduct 	Broadening modules in year one with a particular focus on enhancing graduate attributes and competencies outside of students' particular programme of study			
	Pharmacology	Participation in the Community			
		Innovation in Management for Health & Social Care			

Note

F. The delivery of the UL curriculum adopts a case-based learning approach. This involves integration of subjects pertinent to client case narratives rather than subjects being taught separately as with a traditional curriculum approach. This makes the programme

more challenging to map hence the physical sciences appear missing but they are integrated into the relevant clinical physiotherapy modules.

3. Risk assessment

- Training courses are linked to a national regulation system.
- Training courses are linked to a national professional body.
- Level of qualification is equivalent to BSc (Hons) programme in UK and therefore meets SET 1.
- All elements required for the approvals process can be matched to the remaining SETs.
- All core elements of the courses can be mapped to core requirements of the UK physiotherapy programme needed to meet the SoPs.
- Compulsory clinical practice integrated into each programme is equivalent to minimum 1000 hours recommended in the CSP Curriculum document and covers core clinical science areas.
- Historical data analysis is strong and supports the findings of the documentary analysis.

Regulator	LOW RISK
Register with professional body	LOW RISK
Qualification meets SET 1	LOW RISK
Course content linked to SOPs	LOW RISK
Historic data	LOW RISK
overall	LOW RISK

Conclusion

1. The review undertaken has limitations in that only one reviewer and one UK programme data was used. The process would be strengthened by using second reviewer in the process and a wider sample of UK approved programme data.
2. Analysis of the BSc pre-registration courses delivered in Ireland shows that there is high equivalence of these qualifications with an approved HCPC programme in the UK.
3. Analysis of the BSc pre-registration courses delivered in Ireland shows that there is low risk in accepting applicants with these qualifications directly onto the HCPC physiotherapy register.
4. Further analysis of the accelerated two year MSc pre-registration courses offered by University College Dublin and the University of Limerick will be needed to confirm equivalence for applicants offering this qualification.

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Honorary Senior Lecturer
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November 2016

International Professional Equivalence Project: Second Reviewer Comment

Introduction to the Review

The purpose of this second reviewer evaluation is to consider the process and conclusions of the existing review project in relation to Article 12 (2) (a) of the Health and Social Work Professions Order 2001, as follows:

'(2) The Education and Training Committee shall determine procedures to -

12(2) (1) assess whether a qualification awarded outside the United Kingdom is of a comparable standard to a qualification mentioned in paragraph (1)(a) and it shall, where it sees fit, keep a list of qualifications which are of a comparable standard which it shall publish and keep under review;'

The wording of Paragraph 12 (1) (a) referred to in the paragraph above is as follows:

'For the purposes of this Order a person is to be regarded as having an approved qualification if –

(a) He has a qualification awarded in the United Kingdom which has been approved by the Council as attesting to the standard of proficiency it requires for admission to the part of the register in respect of which he is applying;'

Therefore, whether the qualification that is to be approved lies within United Kingdom, or outside the United Kingdom, the crux of that approval lies in the requirement to meet the required Standard of Proficiency for each named profession.

As the Health and Care Profession Council regulates several different health and care professions, a standard set of 'Standards of Education and Training' are utilised for both initial approval and recognition is utilised to ensure standardisation across professions. Each profession will tend to have a recognisable pattern of delivery of their programme, which is largely historically determined. Thus the 'Standards of Education and Training' act as a vehicle to deliver the 'Standards of Proficiency' for each profession regulated by HCPC.

In making a judgement about international professional equivalence between an approved programme currently operating in the United Kingdom and one which operates outside the United Kingdom, it must therefore be clearly evidenced that the required Standards of Proficiency are covered in full. This forms the basis for the assessment in the current process of consideration of applicants with European mutual recognition rights (EMR applications) and non-EMR international applications (INT applications).

When a course is initially approved in the United Kingdom, the Standards of Education and Training will be mapped against the course at the time of approval, as will the Standards of Proficiency for that specific profession. The Standards of Proficiency for each profession are updated as required, and for Physiotherapists there was a major update which took place with a re-issue of new and much more comprehensive Standards from May 2013. The earlier Standards focussed on the clinical delivery of sound physiotherapy practice in an autonomous fashion using a problem-solving model of assessment and service-delivery. The current Standards of Proficiency for Physiotherapists

include these basic elements as before, but also added additional very important standards encompassing service-user safety and safeguarding, practice within the defined legal and ethical boundaries of their professions, service-user respect and empowerment, maintenance of fitness to practice through engagement in continuing profession development, reflection on practice, and the importance of confidentiality and consent. During this period, the Health and Care Professions Council also issued a series of publications expanding the information about these enhanced elements, such as 'Standards of conduct, performance and ethics 26 01.2016', which any HCPC approved course would be expected to include.

Therefore, when making a judgement about whether a course within or outside the United Kingdom, may be recognised in terms of the Health and Social Work Professions Order subsections (12)(1)(a) or (12)(2)(1), the decision needs to be made based upon degree of comparability to the current Standards of Proficiency for the specific profession involved, which in this case is that of The Standards of Proficiency for Physiotherapists, issued May 2013.

1.0 Historical Development of UK Physiotherapy Practice, and the influence that this has on consideration of existing HCPC European mutual recognition and International Registration applications

Physiotherapy as a profession in the United Kingdom developed early in the last century, with a Royal Charter being granted in 1920. Physiotherapy education programmes were run within Schools of Physiotherapy based within the NHS, which undertook common national physiotherapy examinations run by The Chartered Society of Physiotherapy until the late 1980's. This has an impact upon what we now see today, with similarity in structures for accreditation, regulation, course content and course assessment across British Commonwealth countries. This is less marked in countries where the profession has different professional roots, and has followed a different developmental path over the past century.

In some countries such as India, where English is not the first language, all University courses are nevertheless documented, taught and assessed in English, which means that documentation submitted for Registration Assessment review is submitted in English.

For other countries, including most European countries, the documentation submitted will be a translation of the original, and may therefore not include specific words and phrases such as 'evidence-based practice', 'service-user' or 'reflective practice'. This does not mean that these courses programmes do not teach students to use evidence to inform practice, or are not interested in a patient or client-centred experience, but rather that these elements must be ascertained by a broader consideration of the evidence to determine that the required Standards of Proficiency are met. These courses largely do not share the same origin as those in the UK, and hence the content may be structured in a different way to that of UK courses, using different terms, such as 'Kinesitherapy' for which there is no direct equivalent translation.

The impact of this and future reviews to seek to determine International Professional Equivalence is that the process will be an easier one for some countries, such as Australia or Ireland, than it is for others, such as Greece.

There is also perhaps an unspoken assumption that educational programmes offered outside the United Kingdom may either be as good, or not as good as courses offered here. Whilst the judgement against the Standards of Proficiency is a threshold one, courses may also be significantly better at delivering the required standards than those in the UK. We may see longer courses delivered, (for instance, four, four and a half or five year programmes are not uncommon), with a more comprehensively taught and assessed course content including greater attention and focus upon the learning and teaching associated with clinical skills, more consideration of the ethical issues related to clinical practice, and the inclusion of a comprehensive, assessed clinical internship element.

2. Method of the Primary Review of International Professional Equivalence

The first stage of review is a presentation of General Information displayed in a grid format displaying the following elements:

- National regulation
- Professional body regulation
- Level of Qualification
- Length of programme
- Total student workload
- Clinical practice

This comprehensive and careful analysis provides a very useful overview, which contextualises the information which follows in terms of both the formal national and professional regulation in the area where the course lies, and the general profile of the curriculum.

It is suggested that it would also be helpful to include the specific name or title of the award offered in each institution, for instance 'Bachelor of Science in Physiotherapy, or Degree in Physiotherapy', especially as these are detailed within the current assessment process.

The second stage of the review is a consideration of course content using the following headings:

- Biological Sciences
- Physical sciences
- Clinical Sciences
- Behavioural sciences
- Core skills
- Research
- Patent Assessment
- Other courses

This approach works well for the process of clinical problem solving; assessment, treatment and evaluation of outcomes. These elements may be identified in the individual course reviews for

Greece, Ireland and Australia, and would also have been present for the previous Standards of Proficiency for Physiotherapists, operated prior to May 2013.

There are fifteen Standards of Proficiency which potentially remain outstanding with this approach as follows:

- 2.5 know about current legislation applicable to their profession
- 2.6 understand the importance of and be able to use informed consent
- 3.3 understand both the need to keep skills up to date and the importance of career-long learning
- 4.6 understand the importance of participation in training, supervision and mentoring
- 7.1 understand the limits of the concept of confidentiality
- 7.2 understand the principles of information governance and be aware of the safe and effective use of health and social care information
- 7.3 be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service-users or the wider public
- 8.6 understand the need to provide service-users or people acting on their behalf with the information necessary to make informed decisions
- 11.1 understand the value of reflection on practice and the need to regard the outcome of such reflection
- 11.2 recognise the value of case conferences and other methods of review
- 12.2 be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service-users to their care
- 12.3 be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
- 12.4 be able to maintain an effective audit trail and work towards continual improvement
- 12.8 be able to evaluate the intervention plans to ensure that they meet the physiotherapy needs of service-users, informed by changes in circumstances and health status
- 14.1 understand the structure and function of health and social care services in the UK *

*NB 14.1 is going to remain universally difficult for international applicants, and this is taken into account when conducting registration assessment reviews

It is therefore recommended that the second part of each review maps the against the May 2013 Standards of Proficiency for Physiotherapists, instead of the headings currently utilised, and this will ensure that the same standards are then applied to this review as the current registration assessment review, and thus meet the original requirements of The Health Professions Order 2001.

For the purposes of this second review, these outstanding Standards of Proficiency have been considered as additional items, and when this is done then the courses in Ireland and Australia do very clearly meet the required current Standards of Proficiency for Physiotherapists, but the courses from Greece do not meet the required standards to the same level.

3. Second Reviewer Analysis of courses in Greece, Ireland and Australia

3.1 Second Reviewer Analysis of Physiotherapy Courses undertaken in Greece

Four Greek Technological Education Institute courses were considered for this second review:

1. TEI Athens
2. TEI Lamina
3. TEI Patras
4. TEI Thessaloniki

Although these courses are regulated by the Ministry of Health in Greece, the detail of the documentation provided is variable, and it is a concern that such variability should exist. All four courses provided a good match for physiotherapy specific clinical skills as specified in the original review.

However, when a further second review was undertaken, giving consideration to the fifteen potentially outstanding Standards of Proficiency specified above, there was a very poor match in areas broadly covering the legal and ethical dimensions of practice, qualitative research (used to ascertain service-user perspective), information governance, consent and confidentiality, reflective practice and continuing professional development, audit and continual quality monitoring, and the service-user perspective more generally.

As an example, in one institution, 'Ethics' was only offered as an option, and even where the programme included an element designated with the heading of 'Ethics', more detailed scrutiny of the curriculum reveals this to be ethics applied to research, rather than ethics in practice.

These findings will probably account for the fact that the 'Historical application analysis' demonstrates that only 75% were accepted on the course documentation on initial presentation (101 of 124 applications), with registration assessors therefore requiring substantial further information requests. (This would be my own experience as an assessor, where there would tend to be a substantial background discussion with my co-assessor around such applications, even if the outcome of that discussion resulted in an 'accept' decision at first or second assessment.)

Therefore, the variability between programmes, the weakness of the match to Standards of Proficiency, and the historical data analysis would indicate moderate rather than low risk

The Standards of Proficiency which remain outstanding are those related very strongly to the legal and ethical dimensions of practice, which represents a concern in terms of Public Protection.

The resulting recommendation is therefore that these applications continue to receive scrutiny through the current process based on the following findings:

- 1. Variability of documentation for consideration, with notable paucity for some institutions**
- 2. Poor match to Standards of Proficiency for Physiotherapists**
- 3. Historical application analysis revealing a high proportion of requests for further information, and incomplete resolution of existing cases**

3.2 Second Reviewer Analysis of Physiotherapy Courses undertaken in Ireland

Four courses were considered for this second review:

1. Trinity College, University of Dublin
2. University College Dublin
3. University of Limerick
4. Royal College of Surgeons in Ireland

All four courses were well documented, and provided a good match for physiotherapy specific clinical skills as specified in the original review.

When a further review was taken of the outstanding Standards of Proficiency previously identified, there was also a very good match here, which demonstrated that the courses met the required Standards of Proficiency.

The historical data analysis further corroborates this finding, with 217 of 221 applications being accepted on the qualification alone. It also reflects my own experience as an assessor, where there has never been the need for further discussion to determine decision for any of the applications from Ireland, as the presenting evidence has always been so strong.

Over the past century there have been strong links over the years between physiotherapy courses in Ireland and those offered in the United Kingdom. Initially there were only two physiotherapy providers in Ireland (Trinity and UCD), and consequently course leaders in Ireland used to meet on a regular basis with course leaders in England at the 'Principal's Meetings' which later became Course Leaders meetings, offered by the Chartered Society of Physiotherapy. Due to internal competition, most External Examiner's appointments to the four Irish courses have tended to be appointments made from the UK. (I have acted as External Examiner for four undergraduate and postgraduate physiotherapy courses offered at two of the institutions on the list.) This strength of developmental relationship over the years has led to a very high level of compatibility between the programmes.

The courses in Ireland are of four years rather than three in duration, and this additional time means that there is more time to develop both the range and the depth of physiotherapy content, which facilitates fulfilment of the required Standards of Proficiency.

The resulting recommendation therefore is to support the findings of the original review which identify these four courses in Ireland as 'Low risk', and professionally equivalent to approved physiotherapy courses in the United Kingdom, and that they be identified as suitable for inclusion on the list of qualifications which are of a comparable standard' as identified within Article (12)(2)(a) of the Health and Social Work Professions Order 2001.

(NB Trinity College Dublin offers two physiotherapy courses, both of which lead to the identical title of 'BSc Physiotherapy'. One involves a standard four year physiotherapy programme studied in Dublin, and the other is a one year top-up with TCD of a Physiotherapy Diploma offered at Nanyang Polytechnic. It will be important to ensure that it is the 'BSc Physiotherapy TCD Dublin which is included on the 'list of qualifications of comparable standard'.)

3.3 Second Reviewer Analysis of Physiotherapy Courses undertaken in Australia

An incomplete preliminary draft was considered, as this part of the review project was still work in progress.

Courses at nineteen University providers were listed for consideration as follows:

1. Australian Catholic University, Brisbane
2. Bond University, Gold Coast
3. University of Canberra
4. Central Queensland University, Rockhampton
5. Charles Stuart University
6. Curtin University, Perth
7. Flinders University, Adelaide
8. Griffith University, Gold Coast
9. James Cook University, Townville
10. La Trobe University, Melbourne
11. Macquarie University, Sydney
12. University of Melbourne,
13. Monash University (Melbourne)
14. University of Newcastle
15. University of Notre Dame, Freemantle
16. University of Queensland, Brisbane
17. University of South Australia, Adelaide
18. University of Sydney
19. Western Sydney University

The initial part of the review which has been undertaken identifies that the systems associated with National and Professional Body regulation are very comprehensive and well documented.

The Physiotherapy Board in Australia and the Physiotherapy Board of New Zealand produce a document entitled 'Physiotherapy Thresholds in Australia and Aotearoa New Zealand, 1 May 2015, which identifies the Physiotherapy practice thresholds for both countries. This describes in detail the expected roles and key competencies associated with the practice of Physiotherapy, and there is a near perfect match between these roles and competencies and the Standards of Proficiency for Physiotherapists in the United Kingdom.

The Australian Physiotherapy Council produces detailed and specific documentation such as 'Accreditation of entry-level physiotherapy programs, Guide for education providers 2016', and the 'Guide for accreditation panel members', which demonstrate that clear procedures are in place which ensure that the physiotherapy education programmes provided will consistently deliver a curriculum which leads to achievement of the required Physiotherapy practice thresholds.

Consequently, it is expected that every physiotherapy education course in Australia that falls under the aegis of the Australian Physiotherapy Council will consistently achieve the standard of

professional equivalence which will exactly match the required standard of proficiency for physiotherapists in the United Kingdom.

This expectation is corroborated by the historical research evidence, which demonstrates that 895 of 896 applications were accepted on the qualification alone, which is an almost 100% acceptance.

This is also reflected in personal registration assessment experience, where following independent review there has never been a need to engage in discussion about the registration decision for any applicant from Australia.

The resulting recommendations are therefore as follows:

- 1. The anticipation is that all courses will be considered as very ‘Low risk’, and professionally equivalent to approved physiotherapy courses in the United Kingdom, and that they be identified as suitable for inclusion on the list of qualifications which are of a comparable standard’ as identified within Article (12)(2)(a) of the Health and Social Work Professions Order 2001.**
- 2. The nature of the second part of the review be changed, so that is course is mapped against the HCPC Standards of Proficiency for Physiotherapists**

It would be sensible to make the assessment of these courses a light touch one, due to the close match of the ‘Australian Physiotherapy Thresholds in Australia and Aotearoa New Zealand, 1 May 2015’, and the ‘HCPC Standards of Proficiency for Physiotherapists, May 2013’, coupled with the strength of evidence around the Australian procedures for regulation which will ensure that all courses deliver the Physiotherapy Threshold standards so described. Mapping directly against the Physiotherapist Standards of Proficiency for all Australian courses should therefore be a straightforward process, as we know that courses should all meet the required standards.

There is one further recommendation, which is that the historical evidence related to courses in New Zealand be ascertained, and if this shows a similar profile to that of Australia, then a similar process be undertaken here. As described, the courses use a Physiotherapy Threshold standards document which has been developed jointly with the Physiotherapy Board of Australia, which means these courses also should be suitable for inclusion on the ‘list of comparable standard’ identified within the Order above.

Conclusion of the Review

The existing first component of the review process; consideration of governance, and process of regulation of a profession is an essential one, as this provides assurance that structures determining the content and delivery of a professional curriculum in an individual country will be maintained. This has been undertaken with great thoroughness and in a comprehensive manner.

An important adjustment is required to the second phase of the methodology: To change from a process of mapping against a single named existing physiotherapy course to a mapping of professional courses against the current Standards of Proficiency. This would also replicate the first phase of the current process of registration assessment, which enhances the validity of the proposed process

This would enhance standardisation of the process across HCPC regulated professions, and is more true to the original intent of The Order.

It is recommended that only programmes within countries where a very high (approximately 98% minimum) acceptance rate is evidenced on a historical research review of applications, should be considered appropriate for initial inclusion in future reviews.

This would be easy to progress, by first undertaking the historical research review for any country and any profession where it was considered that a high threshold level might be expected from applications had been previously reviewed. For the physiotherapist profession this might include countries such as New Zealand or South Africa for instance. This provides a key indication that Standards of Proficiency are always, or almost always met for those professional courses delivered in that country.

Where it was judged that the historical research criteria were met, then a formal and detailed review of those programmes would be initiated. Using this as a 'gating' criteria, would mean that courses with a profile such as that seen in Greece would not be reviewed. (This has only become apparent of course with hind-sight, and would not have become known before this review was undertaken.)

Once a list of courses has been created, then processes would also need to be defined to accommodate both changes made to the courses on the list, plus any future changes or updating to Standards of Proficiency for individual professions, so that the 'match' between these elements can be appropriately maintained.

There needs to be a recording of which specific curriculum had been reviewed when the mapping process was undertaken, as sometimes courses may vary considerably following revalidation or re-approval over time. (There is always a considerable lag between initial design of a course and the delivery and graduation of students from that programme. For instance, a four year course which may have been designed in 2009, approved in 2010 and taking in a first intake in 2010, would not produce graduates from the programme of studies until 2015. As the approval would probably last for a four or five year period, students entering the same programme in 2014 would not graduate until 2019. This fact also explains why it is necessary to map against the Standards of Proficiency, rather than against an existing programme UK approved programme of study.)

Proper consideration would also need to be given to the time-frame for inclusion on the list, (possibly the previous ten years).

This would provide an efficient and low risk process, which would greatly facilitate the process of initial registration assessment by removing the need for initial review of a curriculum, as evidenced in this initial review in Physiotherapy courses in Ireland and Australia.

Professor Karen Harrison

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9th February 2017

Comparable Qualifications

The Education and Training Committee (ETC) has assessed the qualifications included in this list as being of a comparable standard to an equivalent HCPC-approved qualification awarded in the UK.

The assessment of a qualification's comparability is based primarily upon the outcome of applications for admission to the HCPC register made by holders of that qualification. The comparability process does not involve the detailed approval or monitoring of an educational programme, but the ETC does keep the comparability of qualifications under review. The publication of this list is discretionary and the ETC reserves the right to remove a qualification from this list at any time.

This list was published on [date] and supersedes all previous lists.

Physiotherapists

Australia

1. Australian Catholic University
Bachelor of Physiotherapy
Bachelor of Physiotherapy (Honours)
2. Bond University, Gold Coast
Doctor of Physiotherapy
3. University of Canberra
Master of Physiotherapy
4. Charles Sturt University
Bachelor of Physiotherapy
5. Curtin University
Bachelor of Science (Physiotherapy)
Master of Physiotherapy
6. Flinders University
Master of Physiotherapy
7. Griffith University
Master of Physiotherapy
8. James Cook University
Bachelor of Physiotherapy
9. La Trobe University
Bachelor of Applied Science and Master of Physiotherapy Practice
Master of Physiotherapy Practice
10. University of Melbourne
Doctor of Physiotherapy
11. Monash University
Bachelor of Physiotherapy (Honours)
12. University of Newcastle
Bachelor of Physiotherapy (Honours)

13. University of Notre Dame
 - Bachelor of Physiotherapy
 - Bachelor of Physiotherapy (Honours)
14. University of Queensland
 - Bachelor of Physiotherapy (Honours)
 - Master of Physiotherapy Studies
15. University of South Australia
 - Bachelor of Physiotherapy
 - Bachelor of Physiotherapy (Honours)
 - Master of Physiotherapy (Graduate Entry)
16. University of Sydney
 - Bachelor of Applied Science (Physiotherapy)
 - Bachelor of Applied Science (Physiotherapy) (Honours)
 - Master of Physiotherapy (Graduate Entry)

Ireland

17. Royal College of Surgeons
 - Bachelor of Science in Physiotherapy
18. University College Dublin
 - Bachelor of Science in Physiotherapy
19. University of Limerick
 - Bachelor of Science in Physiotherapy
20. Trinity College Dublin
 - Bachelor of Science in Physiotherapy

New Zealand

21. The Auckland University of Technology
 - Bachelor of Health Science in Physiotherapy
22. The University of Otago
 - Bachelor of Physiotherapy
 - Bachelor of Physiotherapy (Honours)