



**Meeting practice demands: Master's level
programmes in qualifying and post-
qualifying physiotherapy education**

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The issues explored

- Context and drivers
- Commonalities and differences
- The CSP's expectations

Terminology



- Qualifying education – at undergraduate or postgraduate level
- Post-qualifying education – undertaken after qualification as part of CPD
- M level learning – shorthand for Master's level learning of whatever volume, indicative of intellectual demands

Context



- Expansion of M level learning within qualifying and post-qualifying education
- Developing the CSP's quality assurance / enhancement role
- National documents and frameworks across academic disciplines
- Addressing queries about the appropriateness of M level qualifying programmes

Drivers – qualifying education



- Graduate market for physiotherapy education
- Appropriateness of physiotherapy education being at M level
- Creating more diverse provision
- Meeting workforce needs in terms of speed, volume and quality

Drivers – post-qualifying education



- Extension of career opportunities
- Changing patterns of practice, including the need for greater flexibility
- Increasing importance of evidence-based practice
- Seizing the opportunity for initiating and leading change

Developing the guidance



Resources

- *CSP Curriculum Framework* (CSP, 2002)
- Existing guidance on post-qualifying expectations (CSP, 1998)
- National frameworks (CQFW, 2001; QAA, 2001; ScExec.,2001)

Process

- Input from quality assurance committees
- Developing consensus

Expectations of qualifying programmes



On entry,

- Able to engage in independent learning
- Strongly motivated
- Understand principles of investigation
- Able to cope with intensive delivery

On graduation,

- Able to engage with profession's evidence base
- Strong aptitude for identifying/ addressing learning needs
- Capacity to lead/ initiate change

Expectations of post-qualifying programmes



Programmes

- Necessarily varied in terms of focus, style and size
- Student-centred
- Evidence-based
- Multi-professional, where appropriate

Students

- Able to construct theoretical frameworks about practice
- Capacity for leadership
- Innovative and able to initiate change
- Able to facilitate others' learning
- Capacity for collaboration

Comparing qualifying / post-qualifying programmes



Students'

- Expectations on entry
- Knowledge base and experience on entry
- Attributes and aptitude on entry
- Attributes and aptitude on graduation

Common attributes



- Synthesis and integration of the evidence base
- Clinical reasoning and problem-solving skills
- Innovation within autonomous practice

Demonstrate a critical understanding of the profession's knowledge base, including its gaps, uncertainties, context & evolution

Plan, complete & disseminate a piece of independent research or equivalent assignment

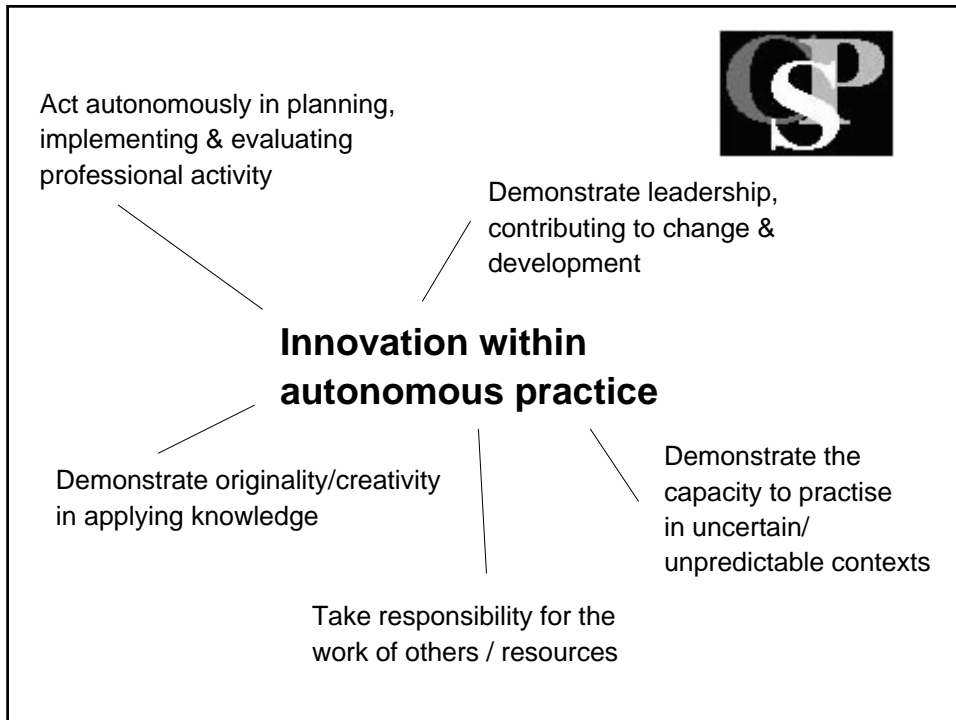
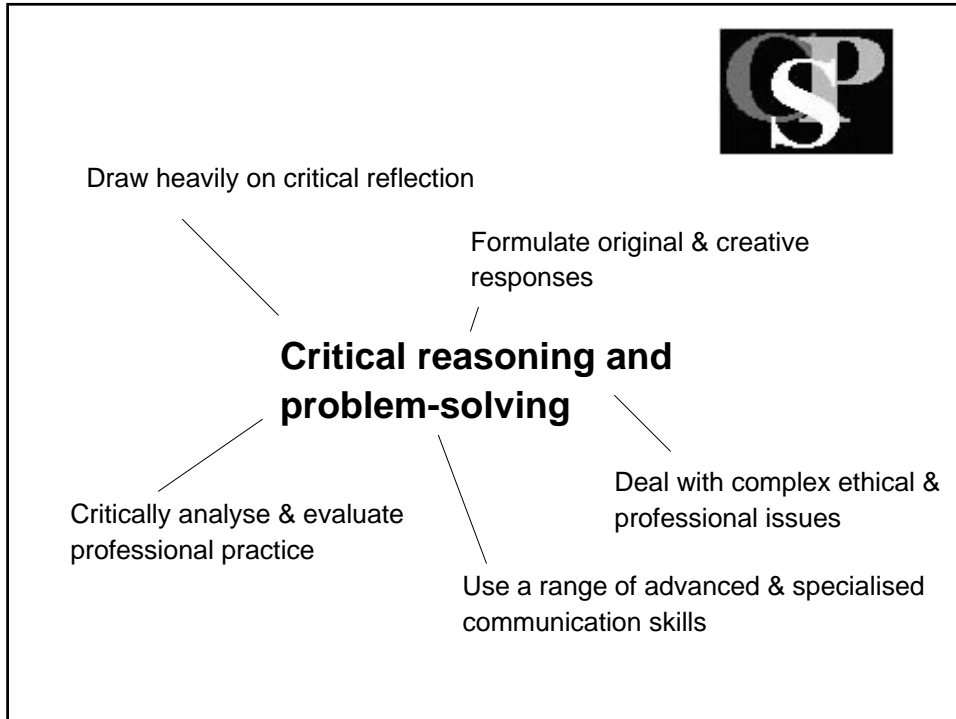
Synthesis & integration of the evidence base

Review, consolidate & extend knowledge, skills, practice & thinking

Demonstrate a detailed understanding of a specialism, informed by current research, scholarship or other innovative activity

Apply a range of research methods appropriate to different research questions





The product



- Two complementary guidance papers – a resource for HEIs, education commissioners, prospective and existing CSP members
- Assertion of the CSP's quality assurance/enhancement role
- Basis for work on professional/taught doctorates

www.csp.org.uk