



AUSTRALIAN
PHYSIOTHERAPY
COUNCIL

ACCREDITATION STANDARD

FOR ENTRY-LEVEL PHYSIOTHERAPY PRACTITIONER
PROGRAMS
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The Council acknowledges the Australian Dental Council for permission to harmonise its Accreditation Standard to Physiotherapy Practice

The Australian Physiotherapy Council Limited (the Council) is the accreditation authority for Physiotherapy Practitioner Programs in Australia. All programs accredited by the Council are assessed against the Accreditation Standard for Physiotherapy Practitioner Programs (2016), (the Accreditation Standard).

An accreditation authority for a health profession may accredit a program of study if, after assessing the program, the authority is reasonably satisfied—

(a) the program of study, and the education provider that provides the program of study, meet an approved accreditation standard for the profession;

or

(b) the program of study, and the education provider that provides the program of study, substantially meet an approved accreditation standard for the profession and the imposition of conditions on the approval will ensure the program meets the standard within a reasonable time.

Source: Health Practitioner Regulation National Law Act 2009 [s48 (1)]

The standards set out the minimum requirements to be met in order to deliver physiotherapy programs that provide persons who complete the program with the knowledge, clinical skills and professional attributes for practise of physiotherapy in Australia. A standard is met when each and every criterion within that domain is met.

DOMAIN	STANDARD STATEMENT	CRITERIA
1. Public Safety	Public safety is assured.	<ul style="list-style-type: none"> 1.1 Protection of the public and the care of patients are prominent amongst the guiding principles of the educational program, clinical training and student learning outcomes. 1.2 Student impairment screening and management processes are effective. 1.3 Students achieve the relevant competencies before providing supervised patient care as part of the program. 1.4 Students are supervised by suitably qualified and registered physiotherapy and health practitioners during clinical education. 1.5 Health services and physiotherapy practices providing clinical placements have robust quality and safety policies and processes and meet all relevant regulations and standards. 1.6 Patients consent to care by students. 1.7 Where required, all students are registered with the relevant regulatory authority/ies. 1.8 The education provider holds students and staff to high levels of ethical and professional conduct. 1.9 The education provider complies with its obligations under the Health Practitioner Regulation National Law Act 2009, or equivalent national framework.
2. Academic Governance and Quality Assurance	Academic governance and quality assurance processes are effective.	<ul style="list-style-type: none"> 2.1 The provider has robust academic governance arrangements in place for the program of study that includes systematic monitoring, review and improvement. 2.2 Quality improvement processes use student, health consumer, and other evaluations, internal and external academic and professional peer review to improve the program. 2.3 There is relevant external input to the design and management of the program, including from representatives of the physiotherapy profession. 2.4 Mechanisms exist for responding within the curriculum to contemporary developments in health professional education. 2.5 The organisation offering the program of study holds current registration with the relevant higher education authority.

DOMAIN	STANDARD STATEMENT	CRITERIA
3. Program of Study	Program design, delivery and resourcing enable students to achieve the required professional attributes and competencies.	<p>3.1 A coherent educational philosophy informs the program of study design and delivery.</p> <p>3.2 Program learning outcomes address all the relevant attributes and competencies.¹</p> <p>3.3 The quality and quantity of clinical education is sufficient to produce a graduate competent to practise across the lifespan in a range of environments and settings.</p> <p>3.4 Learning and teaching methods are intentionally designed and used to ensure students achieve the required learning outcomes.</p> <p>3.5 Graduates are competent in research literacy for the level and type of the program.</p> <p>3.6 Principles of inter-professional learning and practice are embedded in the curriculum.</p> <p>3.7 Teaching staff are suitably qualified and experienced to deliver the units that they teach.</p> <p>3.8 Appropriately qualified technical and laboratory staff support classes.</p> <p>3.9 Learning environments support the achievement of the required learning outcomes.</p> <p>3.10 Facilities and equipment are accessible, well-maintained, fit for purpose and support the achievement of learning outcomes.</p> <p>3.11 Cultural competence is integrated within the program and clearly articulated as required disciplinary learning outcomes, this includes Aboriginal and Torres Strait Islander peoples.</p> <p>3.12 The physiotherapy program has the resources to sustain the quality of education that is required to ensure the achievement of the necessary attributes and competencies.</p> <p>3.13 The physiotherapy program design complies with the Australian Qualifications Framework or equivalent national framework.</p>

¹ For entry-level programs refer to the current Bi-national Physiotherapy Practice Thresholds (2015) and the Code of Conduct for registered health professionals.

DOMAIN	STANDARD STATEMENT	CRITERIA
4. The student experience	Students are provided with equitable and timely access to information and support.	<p>4.1 Program information is clear and accessible.</p> <p>4.2 Admission and progression requirements and processes are fair and transparent.</p> <p>4.3 Students have access to effective grievance and appeals processes.</p> <p>4.4 The provider identifies and provides support to meet the academic learning needs of students.</p> <p>4.5 Students are informed of and have access to personal support services provided by qualified personnel.</p> <p>4.6 Students are represented within the deliberative and decision making processes for the program.</p> <p>4.7 Equity and diversity principles are observed and promoted in the student experience.</p> <p>4.8 There is specific consideration given to the recruitment, admission, participation and the completion of program of study by Aboriginal and Torres Strait Islander peoples.</p>
5. Assessment	Assessment is fair, valid and reliable.	<p>5.1 There is a clear relationship between learning outcomes and assessment strategies.</p> <p>5.2 Scope of assessment covers all learning outcomes relevant to attributes and competencies.</p> <p>5.3 Multiple assessment tools, modes and sampling are used including direct observation in the clinical setting.</p> <p>5.4 Program management and co-ordination, including moderation procedures ensure consistent and appropriate assessment and feedback to students.</p> <p>5.5 Suitably qualified and experienced physiotherapists undertake the assessment of physiotherapy specific competence.</p> <p>5.6 All learning outcomes are mapped to the required attributes and competencies, and assessed.</p>