

Standard evaluation process for accreditation/ recognition of physical therapist professional entry level education programmes

Guideline

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WCPT guidelines are produced to assist member organisations and others to raise the quality of physical therapy. They may provide guidance on standards criteria or courses of action in areas relevant to physical therapy education research practice or policy. They are not mandatory but designed to assist the implementation of WCPT's policies.

[This guideline is currently under review. A revised version is due to be published August 2020.](#)

Standard evaluation process for accreditation/recognition of physical therapist professional entry level education programmes

1 Background

1.1 Introduction

The World Confederation for Physical Therapy (WCPT) has produced this guideline to support its member organisations in developing a process for accrediting/recognising physical therapist professional entry level education programmes.

This guideline is intended for the following uses:

- for member organisations and their members who do not currently have a process of accreditation/recognition for their physical therapist professional entry level education programmes
- for member organisations and their members who may be making a change in their model of accreditation/recognition
- for member organisations and their members who may require information to review their current process of accreditation/recognition

The document may also support countries not yet eligible for WCPT membership, but where physical therapy entry level education programmes are being developed to meet WCPT's guidelines. ¹ WCPT recommends that education for entry level physical therapists should be based on university or university-level (ie higher education institution*) studies of a minimum of four years, independently validated and accredited as being at a standard that affords graduates full statutory and professional recognition. ¹⁻²

In its policy statement on education WCPT states that it will assist national physical therapy associations with the development of appropriate educational standards and with the development of accreditation/recognition processes. ² WCPT is also interested in supporting physical therapy education programmes running in countries without an established professional association or one not yet belonging to WCPT.

Physical therapy education is a continuum of learning beginning with admission to an accredited physical therapy school and ending with retirement from active practice. The term accredited is used in relation to physical therapy education to describe a programme which is regularly evaluated according to established educational standards. ¹⁻²

A variety of educational, professional, statutory, legislative and cultural drivers affect the extent to which accreditation/recognition of physical therapy professional entry level education programmes exists within member organisations.

The document is part of a collection of resources designed to help physical therapist education. Other WCPT sources of information with which these guidelines can be considered are:

* Throughout this document, "higher education" is used to embrace what is also known as "tertiary education".

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- Policy statement: Education. ²
 - Policy statement: Reciprocity. ³
 - Policy statement: Regulation of the physical therapy profession. ⁴
 - WCPT guideline for physical therapist professional entry level education. ¹
 - WCPT guideline for qualifications of faculty for physical therapist professional entry level programmes. ⁵
 - WCPT guideline for the clinical education component of physical therapist professional entry level education. ⁶
 - WCPT guideline for the development of a system of legislation/regulation/recognition. ⁷

2 Concept of accreditation/recognition

2.1 What do we mean by accreditation/recognition?

Accreditation/recognition of physical therapist professional entry level education programmes is a process of engagement, reflection, report and review. ⁸ The satisfactory outcome of this process results in the accreditation/recognition of the programme, which then must be reviewed again at a specified future time. The reviewer of the programme, in the context of accreditation/recognition, is ideally an external, independent organisation.

As described above, the terms accreditation/recognition or accredited/recognised programme are used in relation to physical therapy education to describe a programme that is regularly evaluated according to established educational standards. These terms are understood, in many member organisations, to involve a formal quality assurance process that is evaluated by an independent authority. This authority may be governmental or non-governmental and may have a statutory regulatory function. For the purposes of this paper, both terms are considered to represent an independent formal quality assurance review of the physical therapist professional entry level education programme.

2.2 Why is accreditation/recognition important?

Independent peer-review is important to maintain educational and professional standards in physical therapist professional entry level programmes. Accreditation/recognition is a quality assurance measure that considers the components of the programme, how it is delivered and by whom, and relates the findings to professional expectations and benchmarks. External accreditation/recognition may take place alongside internal institutional quality assurance activities, such as academic departmental and programme reviews, faculty evaluations and research assessment exercises.

Evaluating and maintaining the quality of programmes is important for:

- students who want to be sure they are selecting a high-quality programme
- health service providers who later become employers of graduates
- the users of health services

In addition, it may help the education institution promote its programme to the external audience. The process of establishing acceptable criteria for programmes provides an opportunity for the profession to contribute to the development of such programmes and to ensure that the programmes reflect the needs and requirements of current and future physical therapist service provision.

2.3 Who drives accreditation/recognition?

Ideally, evaluating physical therapy professional entry level education programmes is developed by the physical therapy professional body/organisation. The requirement for accreditation/recognition of these programmes is commonly part of a statutory or legislative framework, and part of the work of a regulatory authority. If there is no regulatory obligation for accreditation/recognition, then eligibility for membership of the professional organisation may be a condition for qualification from an accredited programme. The organisation driving the need for accreditation/recognition may, therefore, be the physical therapy professional body/organisation.

In countries where a physical therapy professional body/organisation is not yet established, the higher education institutions (HEIs) developing entry level education programmes may seek support from WCPT for a pathway for accreditation/recognition.

2.4 When does accreditation/recognition occur?

For new physical therapist professional entry level programmes, which have been approved by a government ministry or HEI (or where there is provisional approval, or approval awaiting an external review), accreditation/recognition of the programme may take place:

- on an ongoing basis for the first cohort of students entering the programme
- for the first and second cohorts of students entering the programme, thereby making sure that (some of) the conditions identified in the first cohort that warranted change have been addressed in the second cohort
- before the programme commences

For existing programmes, the process of accreditation/recognition may be relatively straight forward, if no substantial changes have occurred in the delivery of the previously accredited programme.

2.5 What processes need to be in place for accreditation/recognition?

Initially, the process of accreditation/recognition requires the applicant, ie the HEI, to review its programme and, following a period of reflection, prepare an application for accreditation/recognition. The components of such an application are decided, in advance, by the reviewing body. The requirements of application may be quite prescriptive in parts and less so in other areas. The purpose of the application is to enable the reviewers to decide if the physical therapist professional entry level programme meets the standards expected of the reviewing body. The application may be followed up by a visit to the higher/tertiary education institution by the reviewing body.

The generic responsibilities of the higher education institution may include:

- understanding the reviewing body's requirements and expectations of an acceptable physical therapist professional entry level education programme
- seeking accreditation/recognition from reviewing body or accepting notification of the need for accreditation/recognition or re-accreditation/re-recognition from reviewing body
- completing a self-evaluation of the programme and other relevant documentation.
- facilitating visit from reviewing body
- responding to initial report from reviewing body; corrects inaccuracies and makes changes as requested
- if accreditation/recognition is received, notifying reviewing body of any substantial changes in the programme

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- seeking re-accreditation/re-recognition from reviewing body or accepting notification of the need for re-accreditation/re-recognition from reviewing body

The generic responsibilities of the reviewing body may include:

- establishing policy for accreditation/recognition
- describing the process and notifies relevant higher/tertiary education institutions
- establishing committee to review the application (including appropriately qualified physical therapists)
- setting timeframes between review periods
- establishing standards required of physical therapist professional entry level education programmes
- accepting application and undertaking review
- reporting back to higher education institution with requirement and/or recommendations
- reviewing feedback and decision of accreditation/recognition committee
- notifying relevant executive board of reviewing body
- notifying higher education institution
- reviewing information on substantial changes and/or declaration of no such changes in interim period between accreditation/recognition processes
- accepting application and undertaking re-accreditation/re-recognition review
- recommending outcome of the process of accreditation/recognition

3 Models of accreditation/recognition

A review of practice in WCPT member organisations identified three models of accreditation/recognition:

- accreditation/recognition carried out by the professional body/organisation – this may be in the absence of a regulatory authority
- accreditation/recognition carried out by a regulatory authority or external agency qualified to accredit/recognise programmes in close collaboration with, but independent of, the professional body/organisation
- accreditation/recognition carried out by a regulatory authority or external agency qualified to accredit/recognise programmes completely independently of the physical therapy professional body/organisation

In countries where there is no physical therapy organisation belonging to WCPT, there may be the need for an additional model: accreditation/recognition carried out by an external agency endorsed by WCPT, qualified to undertake the necessary review in other jurisdictions and recognised by the appropriate authorities. Appendix A provides illustrative details of models in various WCPT member organisations.

4 Implementation and review of the accreditation/recognition of professional entry level physical therapy education programmes

The following guidance needs to be considered by:

- a regulation authority responsible for accrediting a professional entry level physical therapy education programme
- a member organisation assuming responsibility for the implementation of accreditation of a professional entry level physical therapy education programme in the absence of a regulation authority

Appendix A outlines the operational procedures undertaken by both parties involved in the accreditation/recognition process.

In the absence of a legal requirement to accredit professional entry level physical therapy education programmes, both the member organisation and HEIs need to agree that accreditation/recognition should take place. The member organisation may need to negotiate and discuss the issue with HEIs in the first instance.

Successful implementation of accreditation/recognition of physical therapist professional entry level education programmes by regulation authorities/member organisations suggests that there is:

- a shared understanding of the purpose of accreditation/recognition and its value in protecting the welfare and safety of the public by ensuring the maintenance of professional standards
- a recognition that the process undertaken and the review of the programmes will provide programmes with assistance and guidance for future developments
- an awareness that accreditation/recognition of the programmes assists in the development of the profession in the country and ensures its continuing development
- a recognition from both the accrediting body and the HEI that facilitating graduates of the programmes to become members of the member organisation is valuable
- an assurance that the course content and the clinical element of qualifying education are acceptable and fulfil the requirements for licensure/registration/recognition and/or potential membership of the member organisation

A collaborative approach between the accrediting body and the HEIs is beneficial, creates a clear understanding of the expectations of the accrediting body and the HEIs and assists in communication of the roles and responsibilities of all participants. Such collaboration requires clear statements defining:

- the contextual drivers for establishing accreditation/recognition
- the role of the accrediting body in accreditation/recognition
- how committees involved in the accreditation/recognition process will be established and populated
- to whom committees will report
- the procedures to be undertaken during the accreditation/recognition procedure

The statement should include details on the review of new and existing courses, the sequence of events and visits for the review and the nature of the documentation to be submitted by the HEI. The standards expected by the accrediting body of the physical therapist professional entry level education programmes should also be clearly stated. ¹

5 Criteria for accreditation/recognition of physical therapist professional entry level education programmes

Criteria for physical therapist professional entry level education programmes include expectations about the academic environment, the clinical education of students, the academic and clinical educators and the academic standards required of the HEI by the accrediting authority. ⁵⁻⁶

Note: Examples of standards of proficiency/competencies used in the accreditation/ recognition process are listed in the resources section.

5.1 Introduction

The profession has a critical role in defining the nature of contemporary practice, determining practice expectations and identifying demands placed on graduates, whatever accreditation model is used in a country. Documents that may guide the profession and influence this process of accreditation/recognition include the

regulation authority's Code of Ethics, the member organisation's Code of Ethics and/or guide for Professional Conduct, the Standards of Practice and any curriculum guide. In addition, WCPT has a number of relevant policies/guidelines that include:

- Ethical principles.⁹
- Policy statement: Ethical responsibilities of physical therapists and WCPT members.¹⁰
- Policy statement: Standards of physical therapy practice.¹¹
- WCPT guideline for physical therapist professional entry level education.¹
- WCPT guideline for standards of physical therapy practice.¹²

5.2 The profession and the practice environment

The role of the physical therapist, the nature of physical therapy, and the environments in which they practise are set out in WCPT's description of physical therapy.¹³ Where health service settings are mentioned in this document, the World Health Organization definition of health should be considered (ie "health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity")¹⁴) because it is recognised by WCPT that physical therapists practise in a variety of settings including the community and workplaces.

5.3 The nature of physical therapist education

WCPT recommends that education for entry level physical therapists be based on university or university level studies of a minimum of four years, independently validated and accredited as being at a standard that affords graduates full statutory and professional recognition.¹

WCPT's policy statement on education states "Physical therapist education is a continuum of learning beginning with admission to an accredited physical therapy programme and ending with retirement from active practice".²

The physical therapist professional entry level education curriculum has two components: the taught or university-based components and the clinical education components. The taught components are designed to provide students with the knowledge, skills, attitudes and behaviours that are needed for entry into the practice of physical therapy. The clinical education components typically involve experiences in sites away from the HEI. The clinical education learning experiences should account for no less than one third of the curriculum. The clinical education experiences should maximise student learning.

5.4 The academic environment

WCPT recognises that there is considerable diversity in the social, economic and political environments in which physical therapy education is conducted throughout the world.¹ However, there are basic requirements of the academic environment. It should:

- be intellectually challenging and foster the acquisition of academic skills and a spirit of scholarship and inquiry
- support students in both their personal and academic development
- involve those who demonstrate a commitment to meeting the expectations of the higher/tertiary education institution, the students and the profession
- help students become aware of multiple styles of thinking, diverse social concepts, values and ethical behaviours
- manifest compatible and mutually supportive missions and values from the higher education institution and the physical therapy programme

5.5 The standards required of a quality physical therapist professional entry level programme

The organisation responsible for the accreditation/recognition of entry level physical therapy programmes should:

- establish and apply standards that ensure quality and continuous improvement in the professional preparation of physical therapists and reflect the evolving nature of education, research and practice
- clearly articulate the criteria used to accredit the physical therapy programme
- describe the process and timing of the review of the criteria
- provide the evaluative criteria for accreditation/recognition of programmes including expectations for the content of the programme

The HEI providing the physical therapist professional entry level programme seeking accreditation/recognition will provide:

- the programme content
- resources available to support the programme and curriculum
- a mission and philosophy that are aligned with and supportive of the institutional mission
- details of the faculty, including qualifications, commitment to education, scholarship and service

5.6 Curriculum plan, evaluation, content and outcomes

The organisation responsible for the accreditation/recognition of physical therapist professional entry level programmes should review the curriculum in its entirety, including the curriculum plan and content and methods for the ongoing evaluation of the curriculum.

5.6.1 Curriculum plan and content

A curriculum plan will be provided that is based on:

- information about the contemporary practice of physical therapy
- standards of practice
- current and contemporary literature, documents, publications, and other resources related to the profession, to physical therapy professional education and to educational theory

The curriculum plan should include:

- a statement of the philosophy, principles and values of the physical therapist professional entry level programme
- statements of expected student outcomes at the completion of the programme
- a description of the curriculum model and the educational principles on which the curriculum is built
- a description of courses/modules, with timelines, which should be designed to facilitate achievement of expected student outcomes
- course content/syllabi/programme with learning objectives, stated in behavioural terms that reflect the breadth and depth of the course and the level of student performance expected
- a variety of instructional methods selected to maximise learning and based on the curriculum philosophy and content, the needs of learners and the expected student outcomes
- a variety of evaluation processes used by faculty to determine whether students have achieved the educational objectives

-
- a description of the methods used by the programme to assign students to clinical education experiences and assess their performance, ensuring that the type and amount of clinical supervision and feedback provided are appropriate for students' experience, ability and point of progression in the programme ⁶

5.6.2 Curricular evaluation

The organisation responsible for the accreditation/recognition will:

- require evidence of ongoing and formal evaluation of the physical therapy curriculum
- require a written curriculum evaluation plan, including individual courses/modules and the curriculum plan as a whole
- collect data from stakeholders, including, at a minimum, programme faculty, current students, graduates of the programme and at least one other stakeholder group (eg employers of graduates, consumers of physical therapy services, peers or other health professionals)
- determine strengths and weaknesses of the curriculum
- determine if the practice expectations and specific mission, goals and expected student outcomes of the curriculum are being met

5.7 Institution and programme resources

5.7.1 Institution

A prerequisite for a physical therapist professional entry level programme in a HEI to receive accreditation/recognition should be evidence that it has been approved to provide a programme by an appropriate national authority (eg ministry of health, higher education authority, department of education). In addition, the higher education institution should demonstrate that it has academic standards and descriptions of faculty roles, workloads and expectations in place that recognise that physical therapist education is made up of both professional and academic disciplines.⁵

5.7.2 Physical therapist professional entry level programme

The physical therapist programme must have statements of mission, goals and expected outcomes in place. It should also demonstrate that it has policies and procedures in each of the following areas:

- rights, responsibilities, safety, privacy and dignity of:
 - programme faculty and staff
 - programme students
 - patients/clients and other individuals who may be involved with the programme
- student recruitment and admission
- student retention and progression through the physical therapy programme
- protection of clinical education sites

5.7.3 Human resources

The delivery of the programme is the responsibility of a variety of different staff/faculty (described below). The documentation will:

- demonstrate the mix of academic qualifications, research competencies, clinical and professional expertise and specialisation

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- provide evidence to indicate how members of the academic faculty of the physical therapy programme are responsible for the development of the admissions criteria, curriculum content, nature and content of clinical education, grading and evaluation processes, and expectations of acceptable professional and ethical behaviours by students
 - describe how the HEI demonstrates that its recruitment policies and procedures ensure that there are adequate numbers of physical therapy faculty to achieve the programme outcomes

Note: A variety of individuals may be involved in the delivery of the entry level physical therapy programme. Titles and descriptions may vary from country to country and the titles given below are examples for descriptive purposes. Further guidance is provided in WCPT's guideline for qualifications of faculty for physical therapist professional entry level programmes.⁵

5.7.3.1 Core academic faculty

The core academic faculty is comprised of members of the academic staff of the HEI's physical therapy programme. Individual academic faculty shall demonstrate that they have contemporary expertise in their assigned teaching areas, effective teaching and student evaluation skills, a well-defined scholarly agenda and a record of service consistent with the expectations of the physical therapy programme and the higher education institution. (For further description of the qualifications appropriate for physical therapy faculty see WCPT's guideline for qualifications of faculty for physical therapist professional entry level programmes.⁵)

5.7.3.2 Programme head/administrator (also referred to as director/dean/head of discipline/school)

The programme head/administrator is a physical therapist with evidence of an appropriate academic qualification and contemporary expertise in management, communication and leadership. He/she should demonstrate that he/she has the authority and responsibility for:

- ensuring the regular evaluation of all physical therapy academic faculty, and afterwards setting out plans for individual faculty members' ongoing professional and academic development
- planning and administering the programme's financial resources, including short-term and long-term financial planning
- ensuring the evaluation of those faculty associated with the programme who are not full-time academic faculty
- ensuring the equitable application of rights and privileges to all individuals involved in the delivery of the physical therapy programme

5.7.3.3 Clinical education director/coordinator

The clinical education director/coordinator is a physical therapist and an academic faculty member, who demonstrates an understanding of contemporary practice, quality clinical education, the clinical community and the health delivery system.⁶ The clinical education director/coordinator shall:

- conduct, develop, co-ordinate, manage and evaluate on an ongoing basis the clinical education programme that is normally delivered by physical therapists in the clinical environment
- communicate all appropriate information about the clinical education programme to all faculty, students and clinical sites in a timely manner

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- ensure, when required, that there are written agreements between the higher education institution and the clinical placement
 - demonstrate evidence of responsibility for ensuring that relevant regulations, policies and procedures relating to clinical education are upheld
 - coordinate the assessment of the student learning experiences in the clinical environment

5.7.3.4 Clinical education site instructors

The clinical education site instructors (ie physical therapists practising in clinical placement sites) should be composed of physical therapists with a minimum of one year's relevant clinical experience and competence in their area of practice.⁶ Evidence should be provided that the clinical education site instructors:

- demonstrates effective clinical planning, teaching and performance assessment techniques
- participates in physical therapist entry level curriculum development

5.7.3.5 Associate faculty

Responsibility for delivering some aspects of the programme (eg physiology, psychology, statistics) may lie with associate faculty, individuals who are not members of the physical therapy programme faculty or the clinical education faculty. Evidence should be provided that the associate faculty:

- demonstrates contemporary expertise in their area of programme responsibility
- participates in physical therapist entry level curriculum development

5.7.4 Other resources

5.7.4.1 Student services

The higher education institution should demonstrate the equitable availability of the following services:

- student counselling services
- student health services
- academic support services
- student disability services
- financial aid services
- information systems support services

5.7.4.2 Support staff

The physical therapist professional entry level programme should provide evidence that it has, or has access to, administrative, secretarial and technical support staff to meet its professional education, scholarship and service goals and expected programme outcomes.

5.7.4.3 Financial support

Evidence should be provided that the programme financial resources are adequate to achieve the programme's stated mission, goals and expected outcomes and to support the academic integrity and continuing viability of the programme.

5.7.4.4 Library

Evidence should be provided that the resources of the library system and associated learning resources are adequate to support the educational and scholarship goals of the programme, including both programme faculty and student activities. Access to online learning resources should be available.

5.7.4.5 Facilities

Evidence should be supplied that clearly demonstrates that the physical environment is supportive of effective teaching and learning processes. The programme should also demonstrate that it has, or has ensured, access to the following:

- classroom and laboratory space of sufficient quality and quantity to carry out programme goals
- a wide range of clinical education sites/experiences
- offices and other space of sufficient quantity and quality for core and associated faculty to carry out their teaching, advisement and service activities efficiently and effectively
- space for core faculty to fulfil their role as scholars
- adequate administrative and secretarial space, including storage

5.7.4.6 Equipment, technology and material

Documentation provided should:

- demonstrate that the programme has, or has ensured use of, equipment, technology and materials necessary to meet the curricular goals and expected student outcomes
- demonstrate how the programme is responsible for ensuring that equipment and materials are typical of those used in contemporary physical therapist practice, are sufficient in number and are available when needed
- demonstrate that the programme has, or has ensured, use of equipment, technology, and materials necessary for core faculty to pursue research and scholarly activities and for administrative, secretarial, and technical support of the programme

Glossary (www.world.physio/resources/glossary)

Academic quality

Accreditation

Faculty

Recognition

Regulation of the profession

Standards of practice

WCPT member organisation (MO)

Acknowledgement

WCPT gratefully acknowledges the Commission on Accreditation in Physical Therapy Education (CAPTE) for permission to use its resources in preparing this briefing paper. www.apta.org/AM/Template.cfm?section=CAPTE1

Resources

American Physical Therapy Association (2007) Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists

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| Publication, review and related policy information | |
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| Date published: | 2011 |
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| Related WCPT Policies: | <p>WCPT policy statements:</p> <ul style="list-style-type: none"> • Education • Regulation of the physical therapy profession <p>WCPT guidelines:</p> <ul style="list-style-type: none"> • WCPT guideline for the clinical education component of physical therapist professional entry level education • WCPT guideline for delivering quality continuing professional development for physical therapists • WCPT guideline for qualifications of faculty for physical therapist professional entry level programmes • WCPT guideline for the development of a system of legislation/regulation/recognition |

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Appendix A: Models of accreditation/recognition from WCPT member organisations

| | |
|------------------------------------|---|
| Country/member organisation | Canada Canadian Physiotherapy Association |
| Model | Accreditation Council for Canadian Physiotherapy Academic Programs (ACCPAP) is an independent federally incorporated body. The Council is the decision-making body and includes physical therapists, regulators, educators, students, external accreditors and the public as members. www.accpap.ca/ |
| Information | Funding from annual fees from the education programmes and funding support from the national professional and regulatory organisations |
| Components of programme | Five components: 1. programme self-study report 2. on-site review 3. peer review team report 4. decision-making re: status 5. ongoing review, update and reporting |
| Documentation | Accreditation Standards Policies, procedures and guidelines Self-study report |
| Frequency | 6 year cycle |

| | |
|------------------------------------|--|
| Country/member organisation | Colombia Asociacion Colombiana de Fisioterapia |
| Model | Process of accreditation/recognition carried out by the National Council of Accreditation (NCA) – a governmental regulatory authority qualified to accredit/recognise programmes independently of the physical therapy professional body/organisation. Accreditation/recognition is voluntary www.cna.gov.co |
| Information | National Council of Accreditation (NCA), appoint the academic peer review team which is always made up of physical therapy professors The professional body/organisation participates in defining the standards required of a quality physical therapist professional entry level programme. It also takes part in the appointment of academic peer review teams. The process is funded nationally |
| Components of programme | Five components: 1. programme self-study report 2. on-site review 3. peer review team report 4. decision-making re: status 5. ongoing review, update and reporting |
| Documentation | Standards of proficiency used. Programme needs to provide evidence from course documents and reviews that standards are being met by the course. |
| Frequency | 4-6 years |

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| Country/member organisation | New Zealand The New Zealand Society of Physiotherapists |
| Model | Responsibility is with the Physiotherapy Board of New Zealand through their Competency Review Committee. www.physioboard.org.nz/ |
| Information | |
| Components of programme | University submits documentation identifying how agreed competencies are taught and evaluated in the universities. |
| Documentation | |
| Frequency | Annual review – may include selected competencies only on some cycles. |

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| Country/member organisation | South Africa The South African Society of Physiotherapy |
| Model | Regulatory authority is the Health Professions Council, which has a Professional Board for Physiotherapy. The Education Committee of the Board reviews the programmes. www.hpcsa.co.za/ |
| Information | Funding is from subscriptions from individual physical therapists who are licensed to practise by the regulatory authority. |
| Components of programme | Documentation submitted followed by on-site visit and review. |
| Documentation | |
| Frequency | Every 2-3 years |

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| Country/member organisation | United Kingdom Chartered Society of Physiotherapy |
| Model | Regulatory authority is the Health Professions Council (HPC) and the HPC panel completes the review. The panel is composed of three individuals to include one physical therapist. www.hpc-uk.org/ |
| Information | |
| Components of programme | Documentation submitted followed by on-site visit and review. |
| Documentation | Standards of Proficiency used. Programme needs to provide evidence from course documents and reviews that standards are being met by the course. |
| Frequency | Entry level programmes are divided into two groups, A and B. Each year a group completes declaration or audit. |

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| Country/member organisation | United States of America American Physical Therapy Association |
| Model | Responsibility is with the Commission on Accreditation in Physical Therapy Education (CAPTE) which is comprised of broad representation from the educational community, the physical therapy profession, and the public. www.apta.org/AM/Template.cfm?section=CAPTE1 |
| Information | |
| Components of programme | Five components: <ol style="list-style-type: none"> 1. programme self-study report 2. on-site review 3. peer review team report 4. decision-making re: status 5. ongoing review, update and reporting |
| Documentation | Requirements set by CAPTE and programmes must do self-study. |
| Frequency | Every 10 years with annual declaration. |