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# Annual Quality Review 2022/2023

## UK Pre-registration Physiotherapy Education

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**THE CHARTERED SOCIETY OF PHYSIOTHERAPY**

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# Annual Quality Review of UK Pre-registration Physiotherapy Education, 2022/23

## Contents

Foreword.....	3
Pre-registration Physiotherapy Education.....	4
1.0 HEIs offering CSP-accredited Pre-registration Physiotherapy programmes.....	4
2.0 Intake Figures.....	6
3.0 Retention/Attrition.....	7
4.0 Resources.....	8
Staff: Student Ratios.....	8
Practical Class Staff: Student Ratios.....	9
5.0 Pre-registration Outcomes.....	11
Degree Classification.....	11
Graduating Student Numbers.....	12
Postgraduate Programmes.....	13
6.0 Equity, Diversity and Belonging.....	14
Gender.....	14
Age.....	16
Ethnicity.....	19
Disability.....	26
Sexual Orientation.....	32

# Annual Quality Review of UK Pre-Registration Physiotherapy Education, 2022/23

## FOREWORD

Welcome to the sixteenth composite Annual Quality Review report. This report forms a central component of the Society's quality assurance and enhancement arrangements, utilising data acquired through programme providers' submission of the annual quality review process to provide a national profile of CSP-accredited programmes.

Again, we were pleased to hear from so many of you after the last report. Thank you for your positive and valuable feedback. We are glad that you continue to find the information useful in helping to put your provision in a national context.

The Annual Quality Review continues to reflect on quality enhancement, and the theme for 2022/23 was innovations, including (i) Programme innovation; (ii) Health inequities; (iii) Equality, Diversity and Belonging (EDB) and (iv) Health and Wellbeing.

**Please note that the analyses carried out in this report are based on data provided by HEIs who replied to the AQR survey (which is a majority of them, but not all of them).**

Your feedback on this report is of value. Please forward any comments to [education@csp.org.uk](mailto:education@csp.org.uk).

We want to thank the programme teams for providing the information that has enabled the preparation of this report. May we also take this opportunity to say how much we appreciate the hard work and commitment of all academic, support, and practice colleagues.

CSP Education Team

## Pre-registration Physiotherapy Education

### 1.0 HEIs OFFERING CSP-ACCREDITED PRE-REGISTRATION PHYSIOTHERAPY PROGRAMMES

During the academic year 2022/2023, sixty-three higher education institutions (HEIs) in the UK offered one hundred and twelve pre-registration education programmes and apprenticeships in physiotherapy. All are CSP accredited, as well as approved by the Health & Care Professions Council (HCPC), providing eligibility for HCPC registration on successful completion as well as chartered status and full membership of the CSP.

Physiotherapy pre-registration education is diversifying with an increasing number of entry routes into the profession. Pre-registration routes include:

- BSc direct route (3-year full-time programme with 4-year full-time in Scotland)
- BSc degree apprenticeship (3-year full-time programme)
- Integrated Masters (4-year programme)
- MSc/PGDip direct route (2-year programme)
- MSc degree apprenticeship (2-year programme)
- Professional Doctorate (3 to 4-year programme)

Figure 1a below shows the breakdown of the routes currently available throughout the UK.

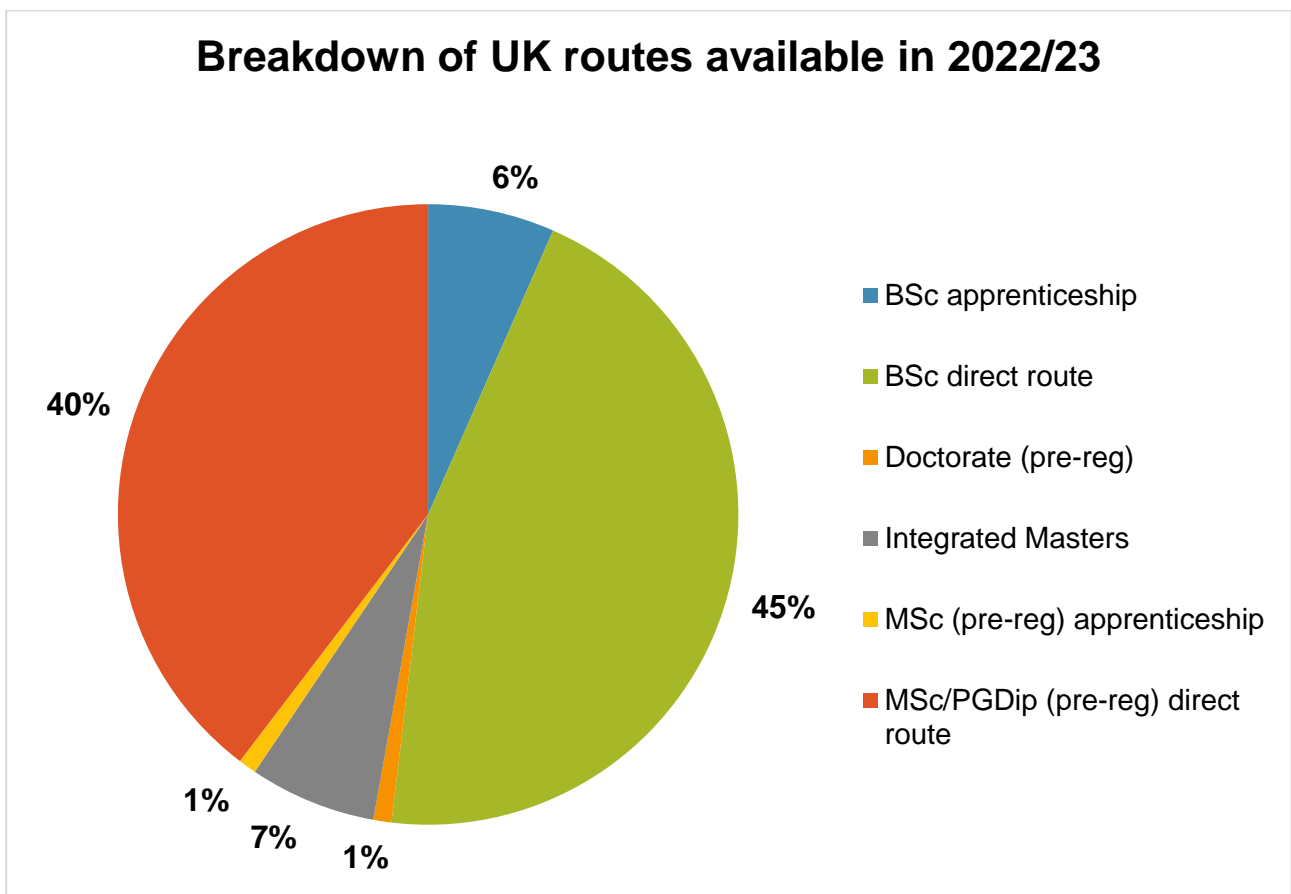
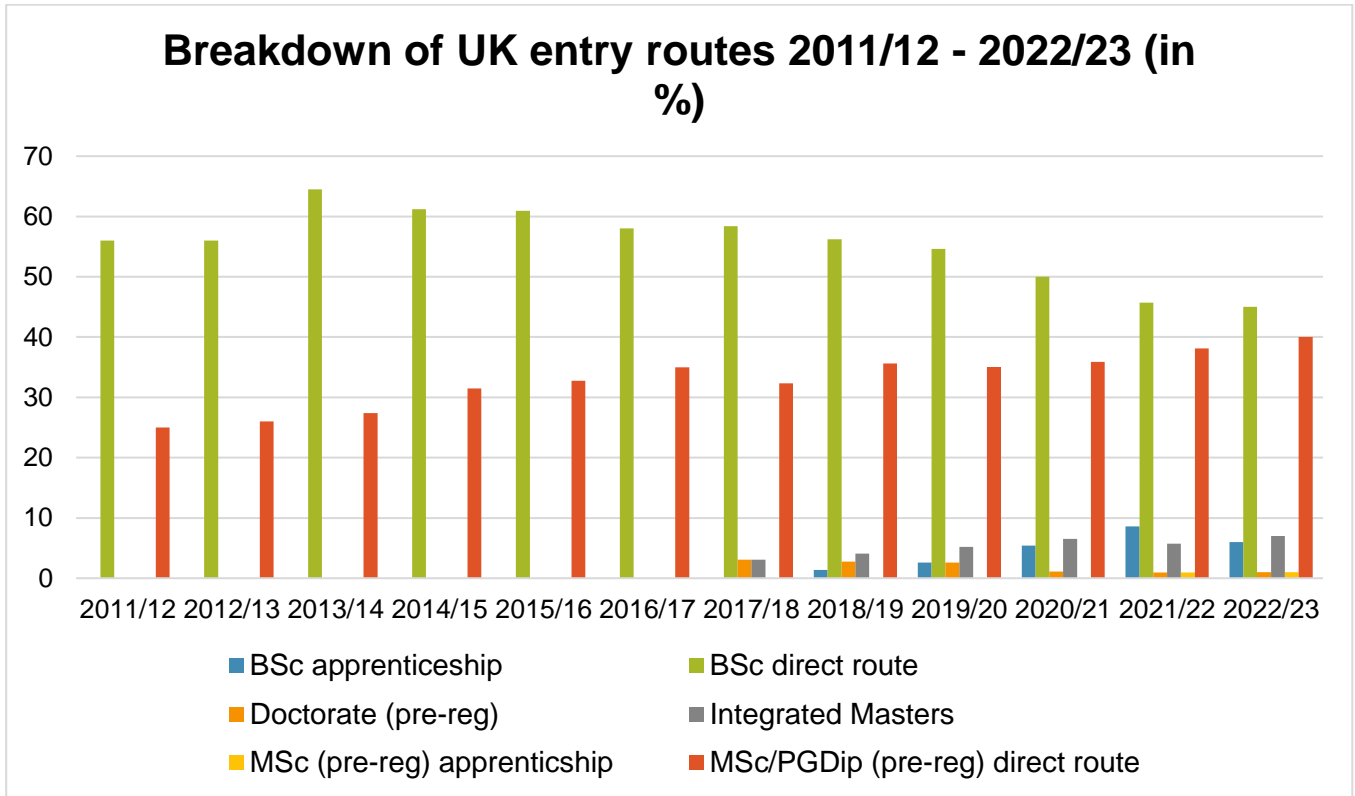


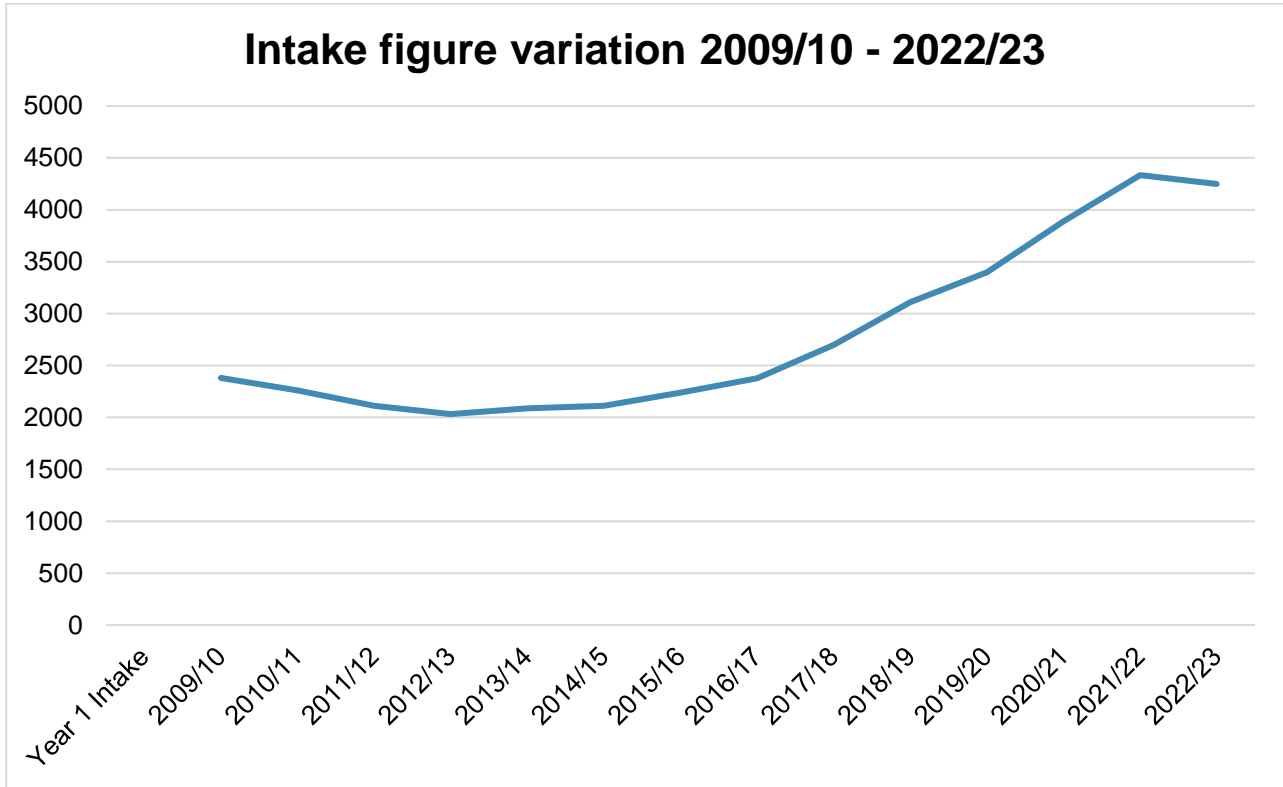
Figure 1b below shows the breakdown of UK entry routes from 2011/12 to 2022/23.



The offering in BSc direct route programmes has steadily decreased since 2013/14 (64.5%) to reach an all-time low in 2022/23 (45%). The offering in MSc/PGDip (pre-reg) direct route programmes has followed the opposite trend and has increased slowly from 2011/12 (25%) to 2022/23 (40%). Integrated Masters are also very slowly expanding, while MSc apprenticeships and Doctorates are stagnating. BSc apprenticeships are also slightly decreasing.

## 2.0 INTAKE FIGURES

**Figure 2** below shows the total number of students entering pre-registration physiotherapy programmes in the UK per year from 2009/2010 - 2022/2023.



For the year 2022/23, student intake slightly decreased from 4334 to 4248. This is due to the number of undergraduate students (BSc direct route and BSc apprenticeship) significantly decreasing from 3159 to 2717 (-14%), while postgraduate students in fact significantly increased from 1175 to 1531 (+ 30%).

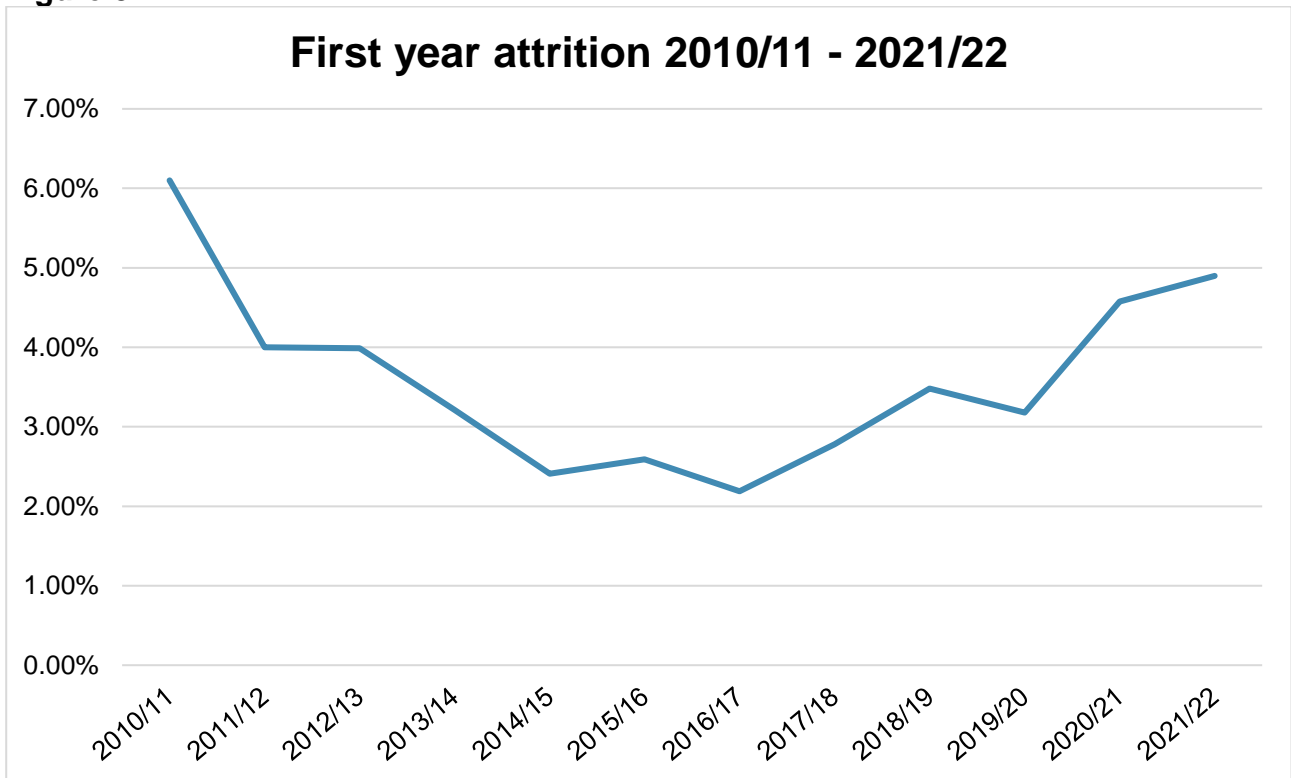
### 3.0 RETENTION/ATTRITION

Please note that the following section is a retrospective review of trends up until 2021/22. Data for 2022/23 will be available in the next report.

The number of students permanently withdrawing from all programmes in their first year was 4.9% in 2021/22 as shown in **Figure 3**. which is a 7% increase on the previous year (4.58%) and is the largest peak since 2010/11. As this peak occurred during the Covid-19 pandemic, it could be speculated that many first-year students may have left their programme due to personal circumstances. Attrition numbers will continue to be reviewed in the next report and teams are requested to monitor these numbers on their programmes and also monitor numbers in relation to those students requiring extra support. Programme teams are encouraged to explore and implement processes to identify failing students earlier and proactively offer additional support where required.

In 2021/22, the majority of permanent withdrawals in year 1 occurred on undergraduate programmes – 6% (5.19% for the previous year) compared with 3% (2.54% for the previous year) on post-graduate pre-registration programmes.

**Figure 3**



## 4.0 RESOURCES

### Staff: Student Ratios

The CSP takes a flexible approach to staff: student ratios (SSRs), recognising that each HEI has varying configurations of staff (including lecturer-practitioners and visiting lecturers) who contribute to a programme’s delivery. We also recognise that the precise mix of the staff profile affects the SSR for a programme, as does the number of other programmes and research activity to which members of staff contribute. Furthermore, SSR figures directly relate to other issues, such as students’ experience of physical resources (such as classroom size and layout, staff workloads, student contact time).

**Figures 4a** and **4b** below show the 2022/23 SSRs across physiotherapy pre-registration programme provision. Data was compiled from information received from HEIs and has been distilled anonymously. It therefore does not necessarily follow that institutions with particularly high SSRs in **Figure 4a** will have high SSRs for their practical classes.

**Figure 4b** shows the average ratios over the last decade. The UK-wide average has decreased since last year, with a ratio of 1:16.9 per programme compared to 1:17.24 in 2021/22. The CSP continues to recommend ratios are maintained around **1:15**, to ensure sufficient resourcing to support the programme and good student experience.

**Figure 4a**

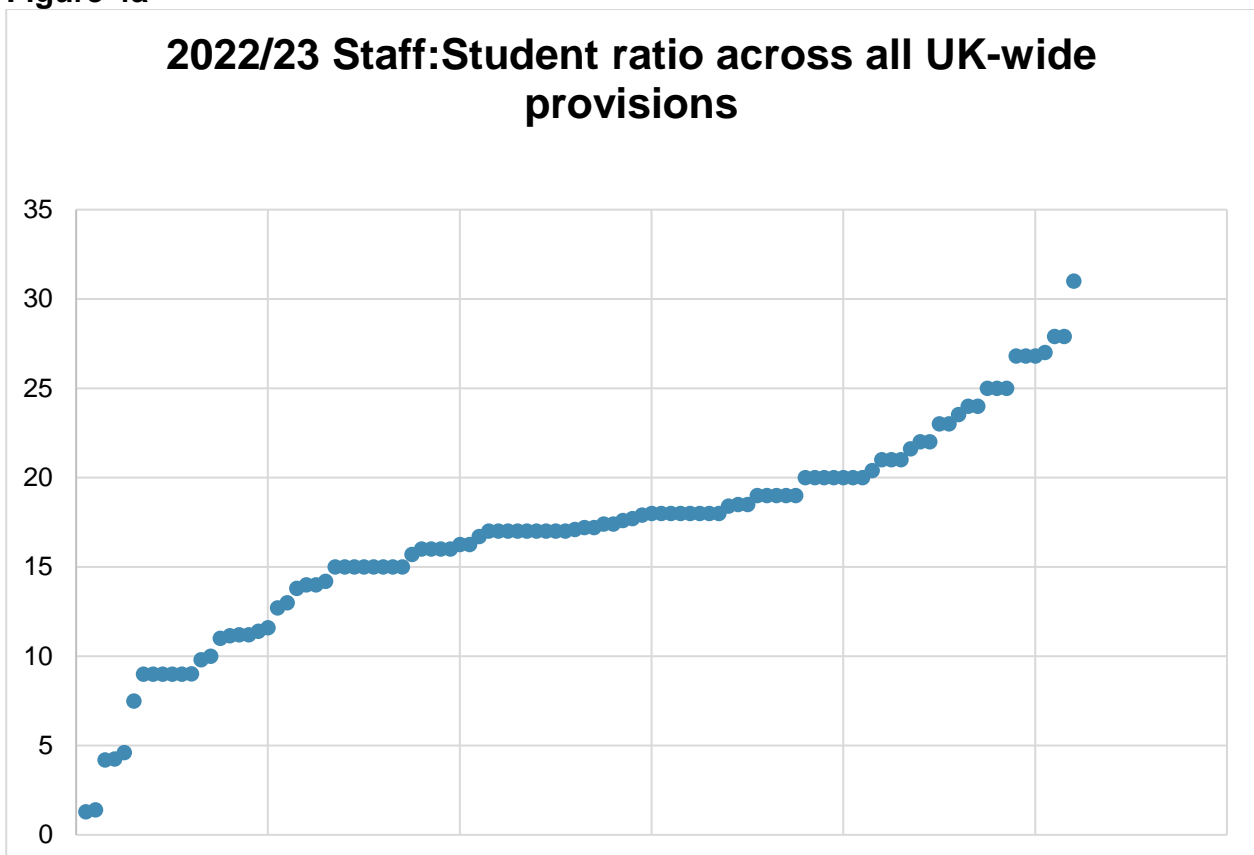
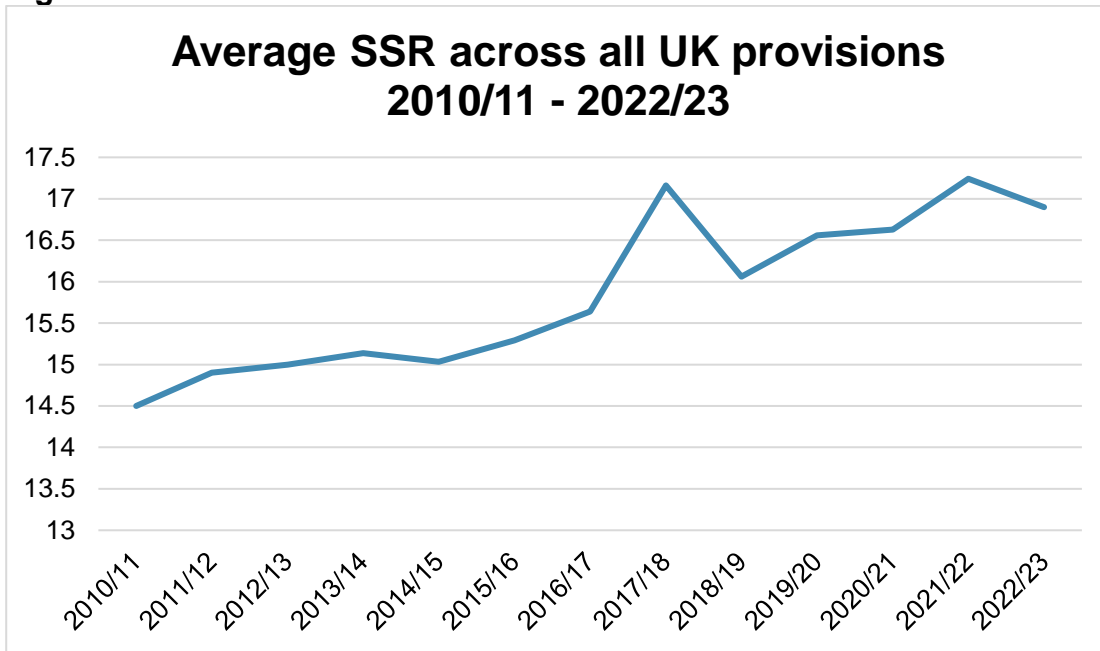






Figure 4b



**Practical Class Staff: Student Ratios**

The average practical class SSR across the UK was 1:17.6. This compares to a ratio of 1:17.71 in 2021/22. **Figure 4c** shows the SSR in practical teaching groups across UK-wide provision. **Figure 4d** shows the SSR over the last decade.

Again, the CSP recommends ratios are maintained around 1:15 to ensure sufficient resourcing to support the programme and good student experience.

Figure 4c

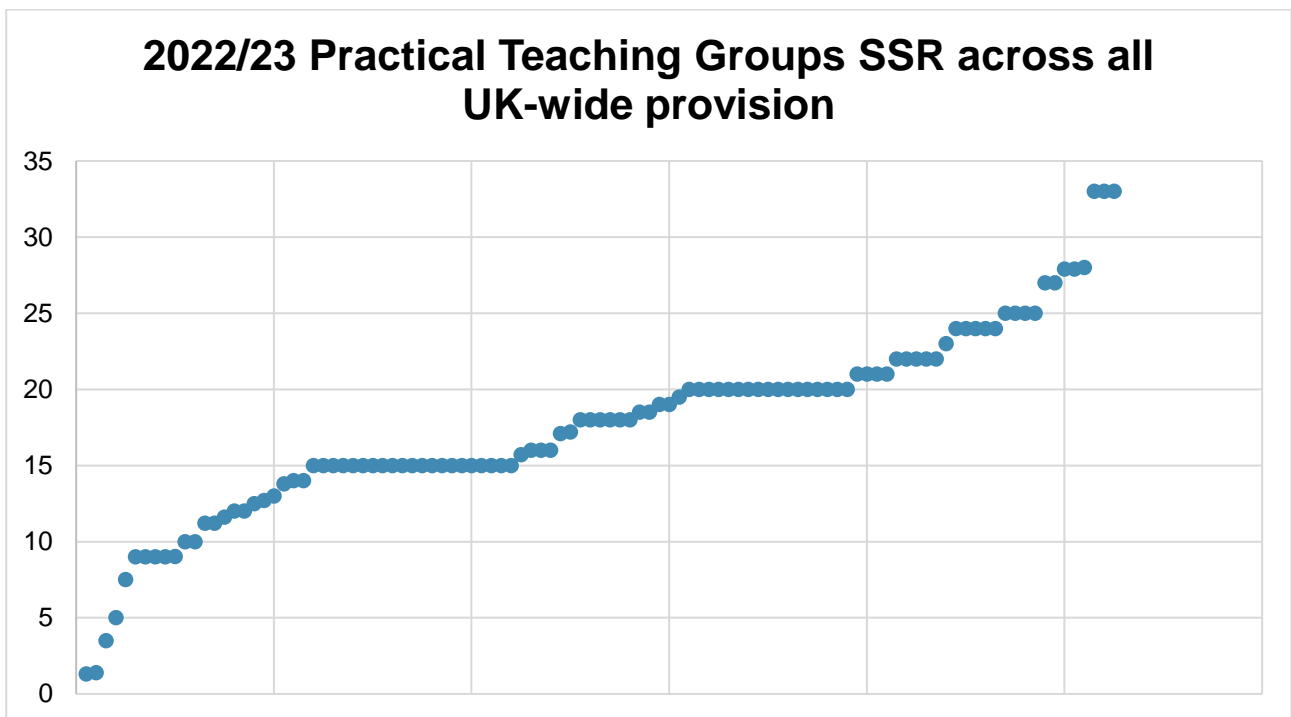
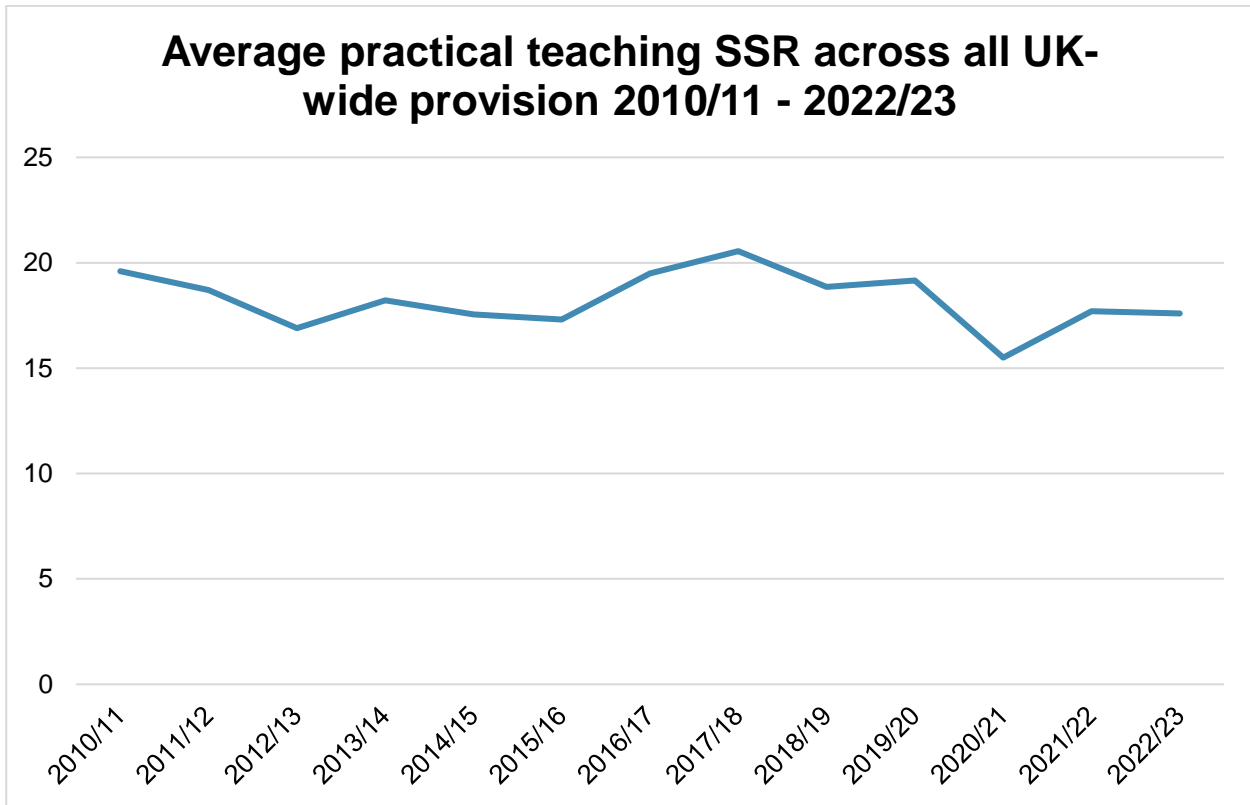


Figure 4d



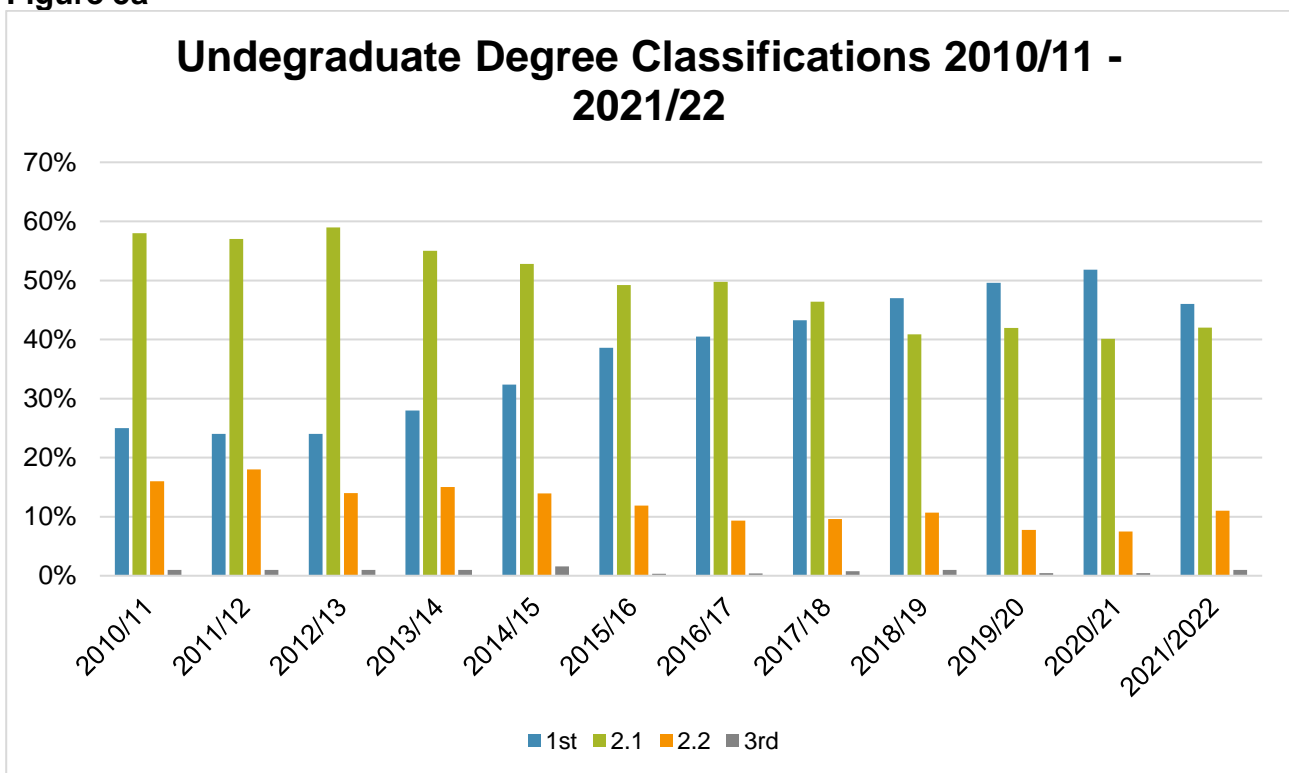
## 5.0 PRE-REGISTRATION OUTCOMES

### Degree Classification

**Figure 5a** shows the proportion of degree classifications awarded on undergraduate physiotherapy programmes since 2010/11 to 2021/22, the latest year for which information could be provided at the time of data acquisition. For 2021/22, 46% of graduates from undergraduate programmes were awarded first-class and 42% upper-second degrees compared to 52% in 2020/21 and 40% respectively.

In comparison, the national average of 1<sup>st</sup> class awards for UK programmes (as reported by (HESA) is 32% : [Data and analysis 2021/22 - Students and graduates](#).

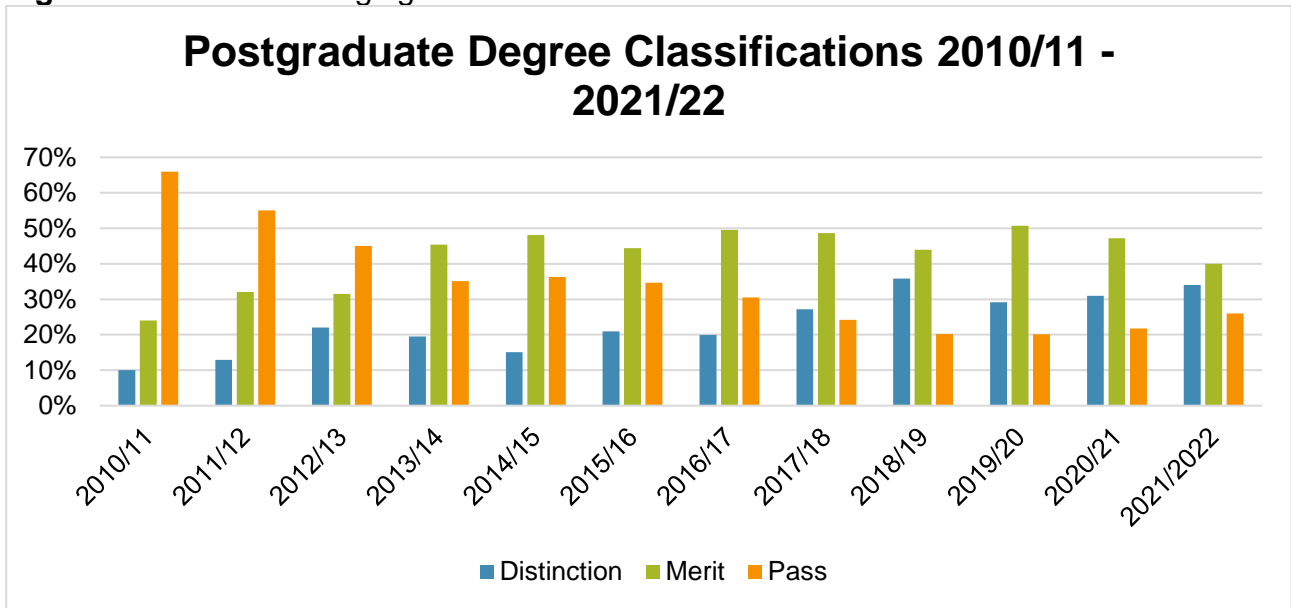
**Figure 5a**



For pre-registration postgraduate qualifications, the percentage of students achieving a distinction increased to 34% compared to 31% in 2020/21. 40% graduated with a merit degree classification compared to 47% in 2020/21. 26% achieved a pass degree classification compared to 22% in 2020/21.



Figure 5b shows a changing trend of award classifications since 2010/11.

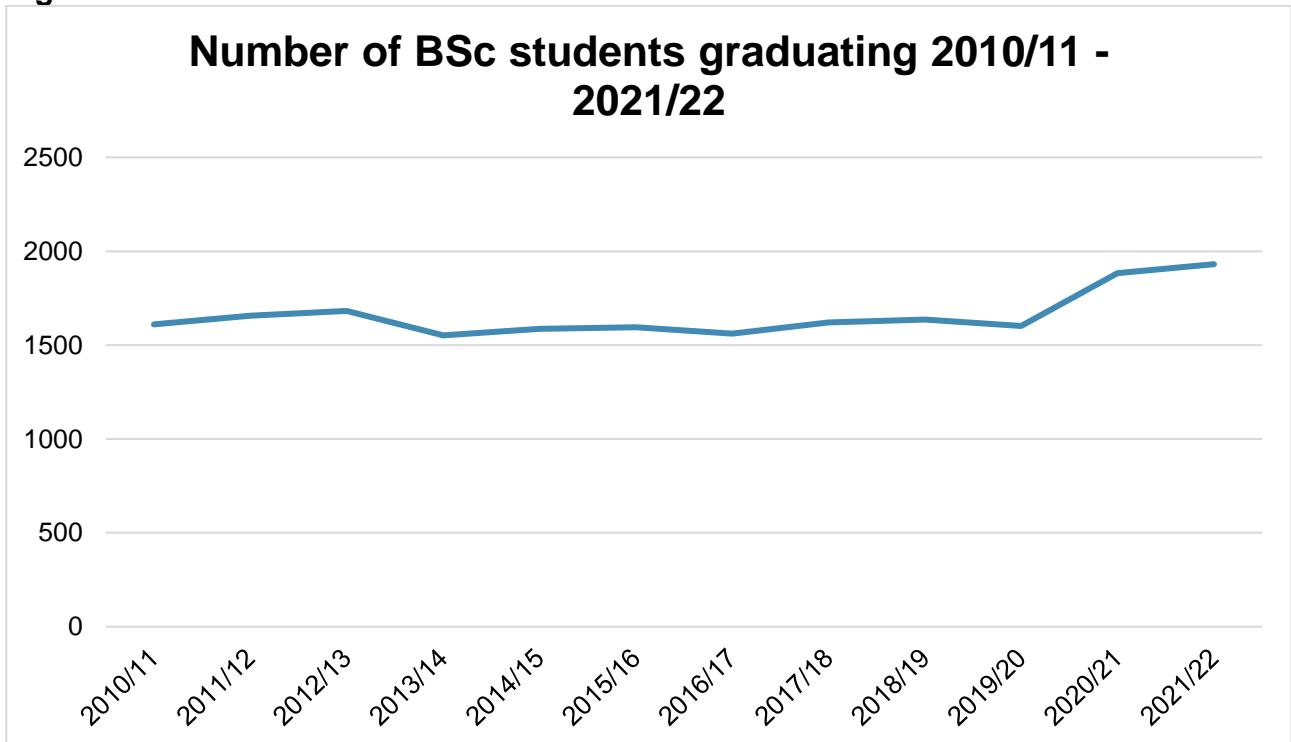


### Graduating Student Numbers

#### BSc (Hons) Programmes

Figure 5c shows an increase in the number of students graduating from pre-registration undergraduate programmes to 1931 in 2021/22 from 1884 in 2020/21.

Figure 5c

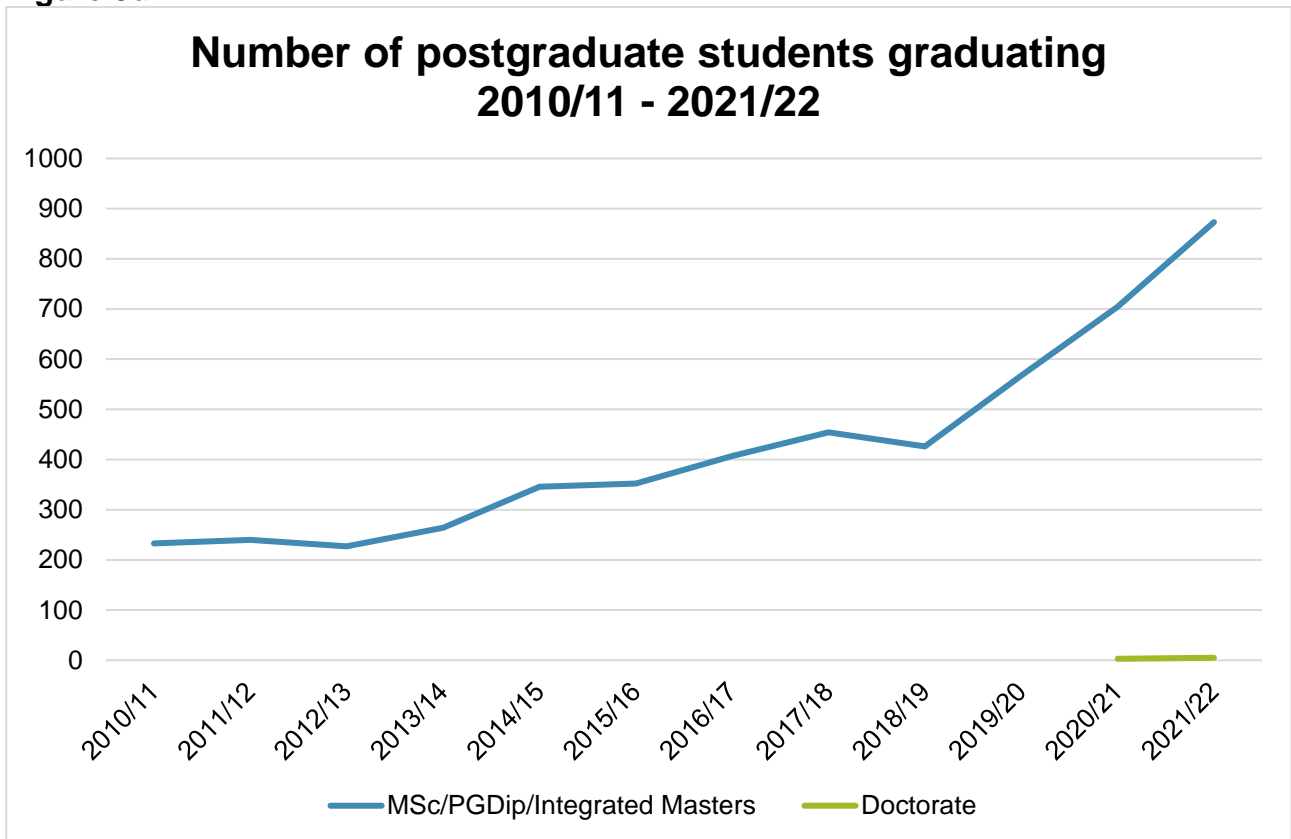


**Postgraduate Programmes**

**Figure 5d** shows a significant increase in the number of students graduating from postgraduate pre-registration programmes. In 2020/21 691 graduated with an MSc, PGDip or Integrated Masters. This increase can be partly explained by the inclusion of Integrated Masters in calculations. However, they only account of 64 graduates, and MSc/PGDip graduates still accounted increased from 704 in 2020/21 to 809 in 2021/22 (so, excluding Integrated Masters).

5 students graduated with a pre-reg Doctorate, compared to 3 in 2020/21.

**Figure 5d**



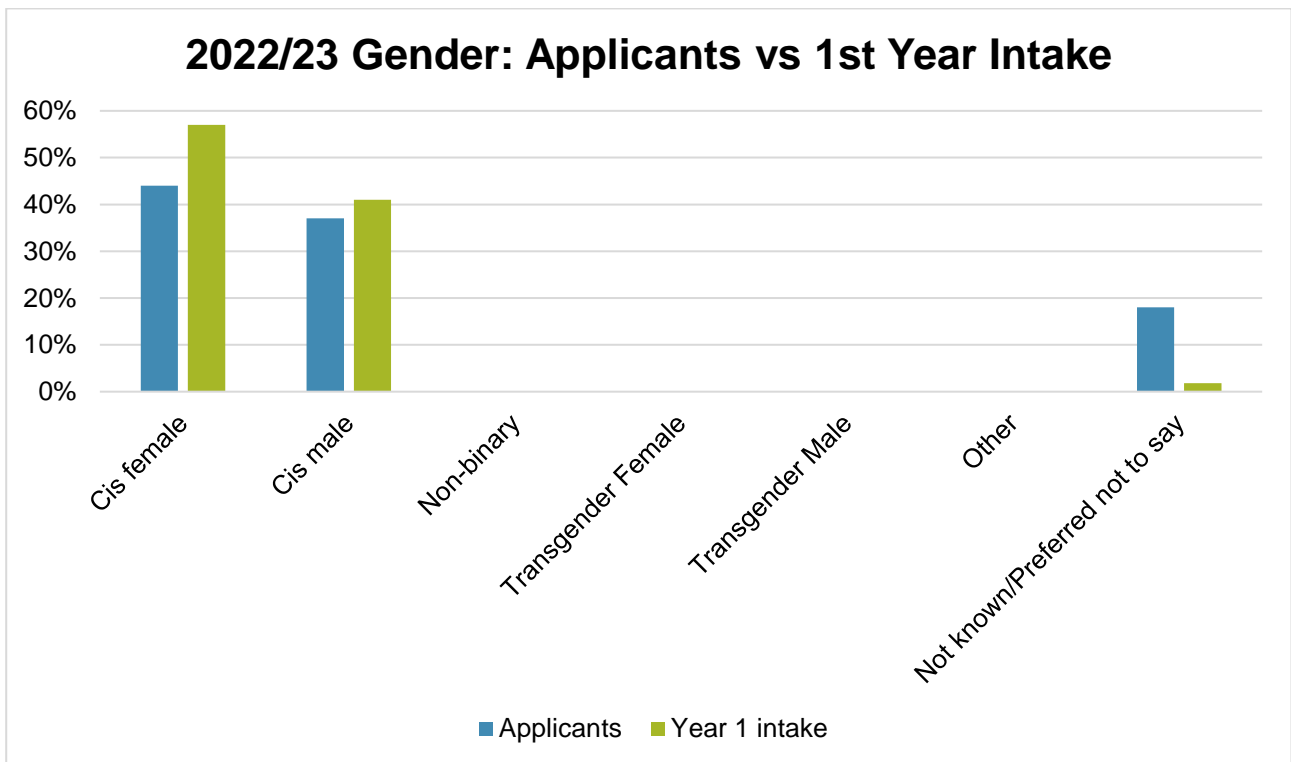
## 6.0 EQUITY, DIVERSITY AND BELONGING

The following section provides insight into the gender, age, ethnicity, disability and sexual orientation profile of year one physiotherapy learners in 2022/23 and applicants for the same intake year. We also look at the profile of year one attrition and graduates for 2021/22. Please note that some programmes could not provide information on various groupings due to the reporting mechanisms at their institution. Therefore, the percentages are for information received rather than the whole student population.

### Gender

**Figure 6a** shows the gender breakdown of year one learners for 2022/23 against applicants for that year. 41% of year one learners are cis male, whereas 57% are cis female. 37% of applicants were cis male while 44% were cis female.

**Figure 6a**



**Key for Figure 6a**

	<b>Applicants</b>	<b>Year 1 intake</b>
Cis female	44%	57%
Cis male	37%	41%
Non-binary	0.10%	0.02%
Transgender Female	0%	0%
Transgender Male	0%	0.02%
Other	0.05%	0.07%
Not known/Preferred not to say	18%	1.80%

**Figure 6b** shows the gender breakdown for learners who left their programme in 2020/21, of which 45% were cis male and 53% cis female.

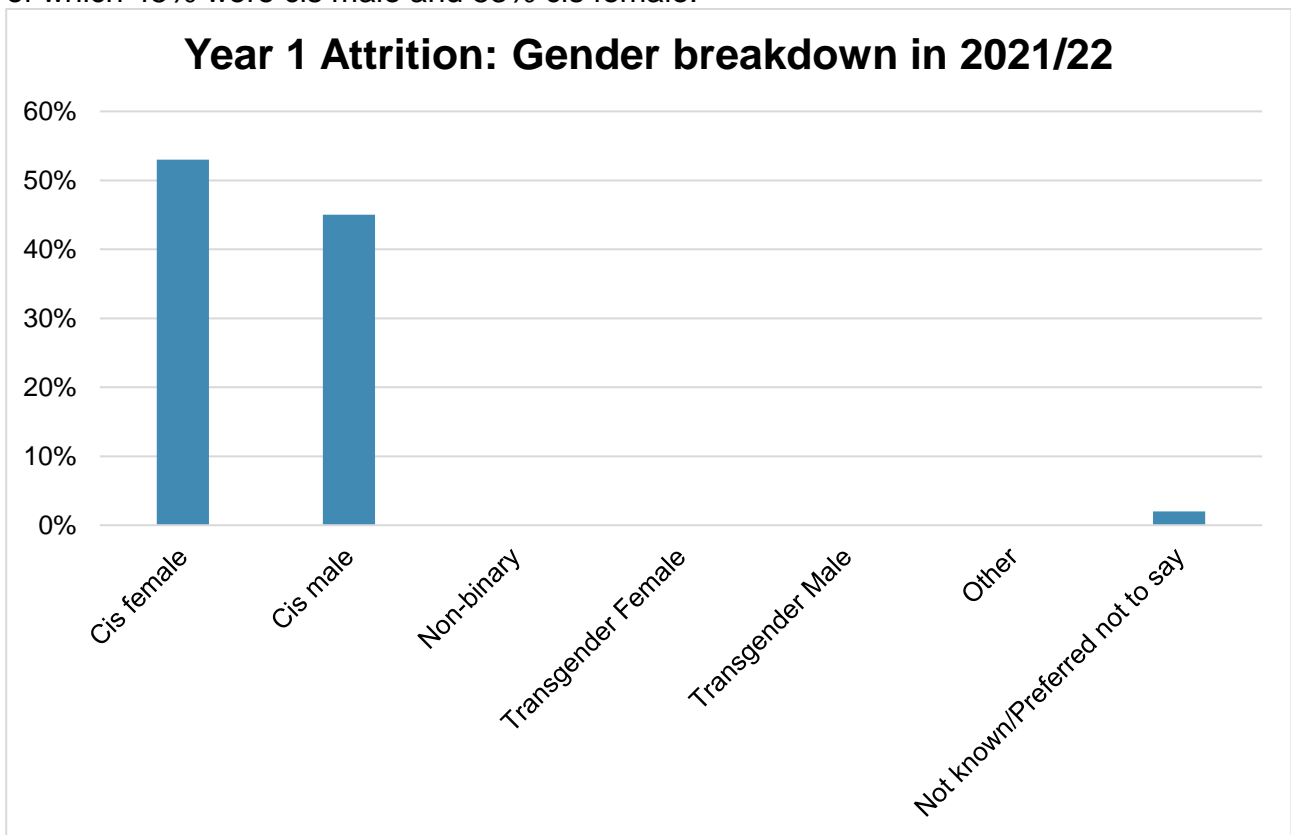
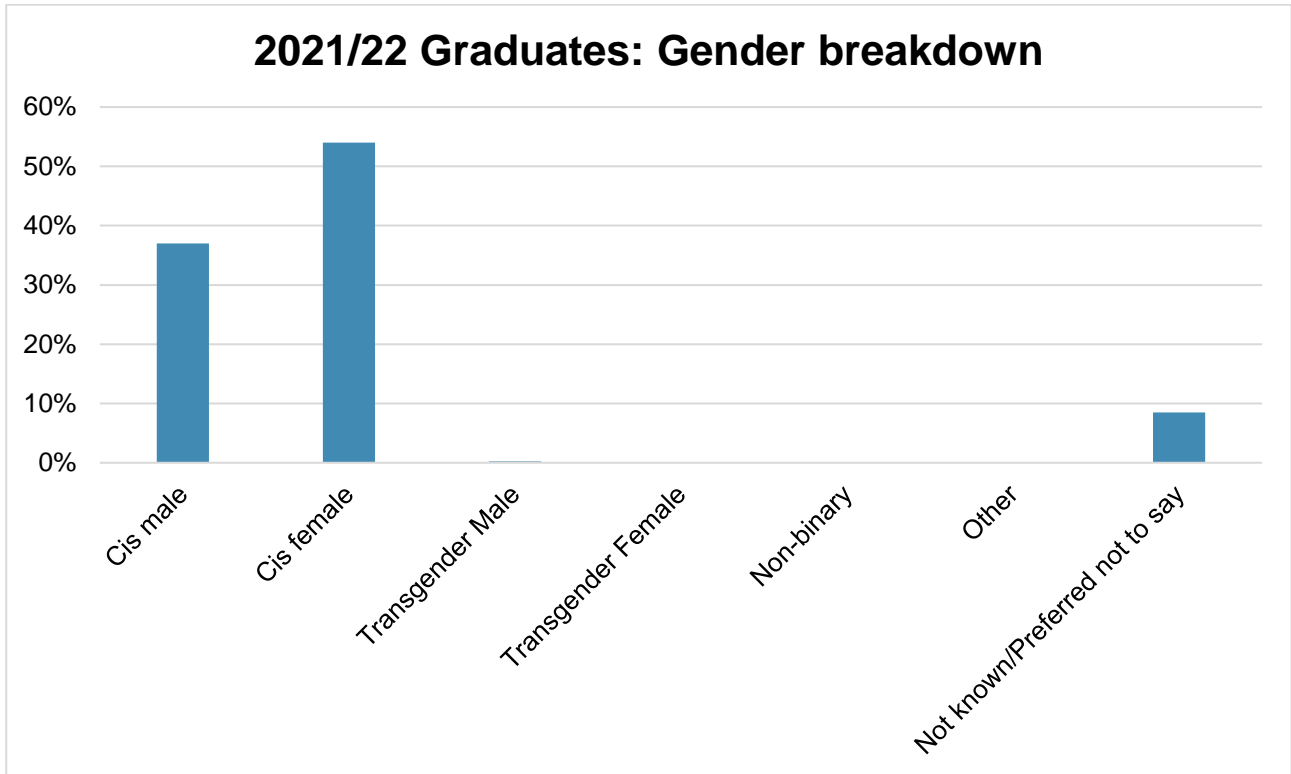




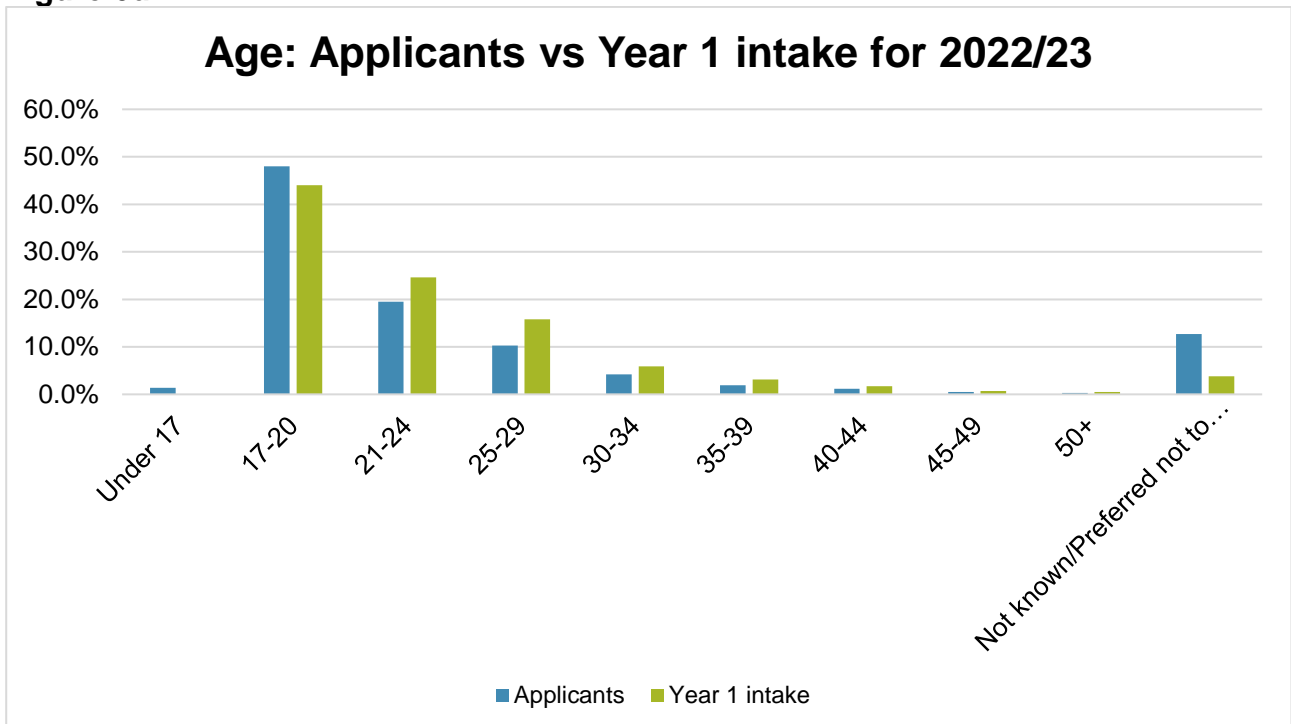
Figure 6c shows the gender profile for 2020/21 graduates, of which 37% were cis male and 54% cis female.



### Age

Figure 6d shows the age breakdown of year one intake for 2022/23 against applicants for that year. 44% of year one learners were aged 17-20, compared to 40% of applicants for the same age group.

Figure 6d





**Key for Figure 6d**

	Applicants	Year 1 intake
Under 17	1.4%	N/A
17-20	48.0%	44.0%
21-24	19.5%	24.6%
25-29	10.3%	15.8%
30-34	4.2%	5.9%
35-39	1.9%	3.1%
40-44	1.2%	1.7%
45-49	0.5%	0.7%
50+	0.3%	0.5%
Not known/Preferred not to say	12.7%	3.8%

**Figure 6e** shows the percentage of year 1 learners aged 21 and above from 2010/11 to 2022/23.

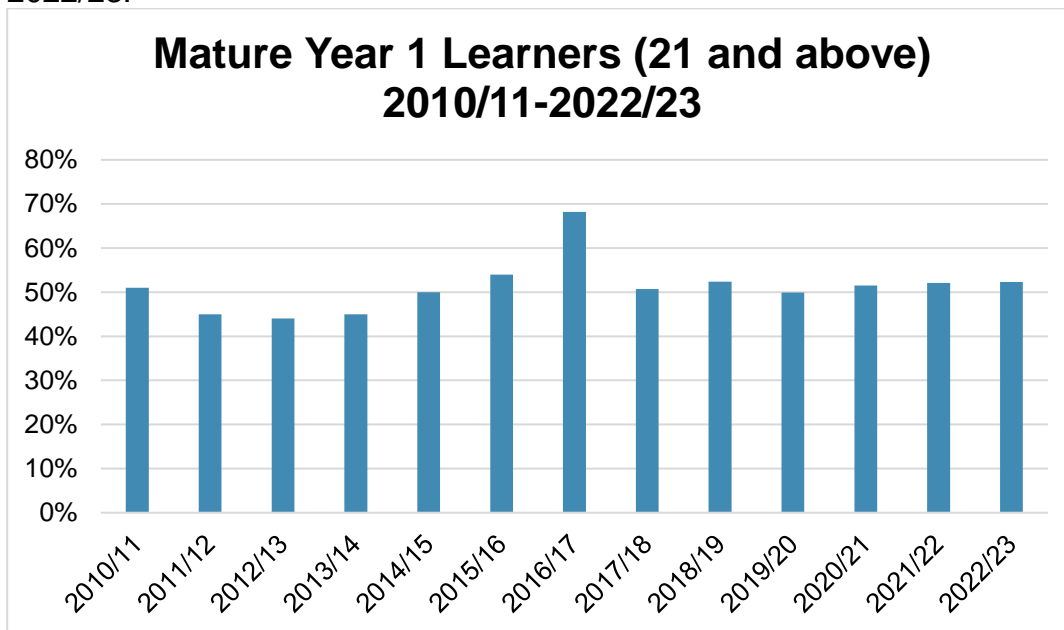


Figure 6f shows the highest group of the learners who left their programmes in 2021/22 were aged 17-20.

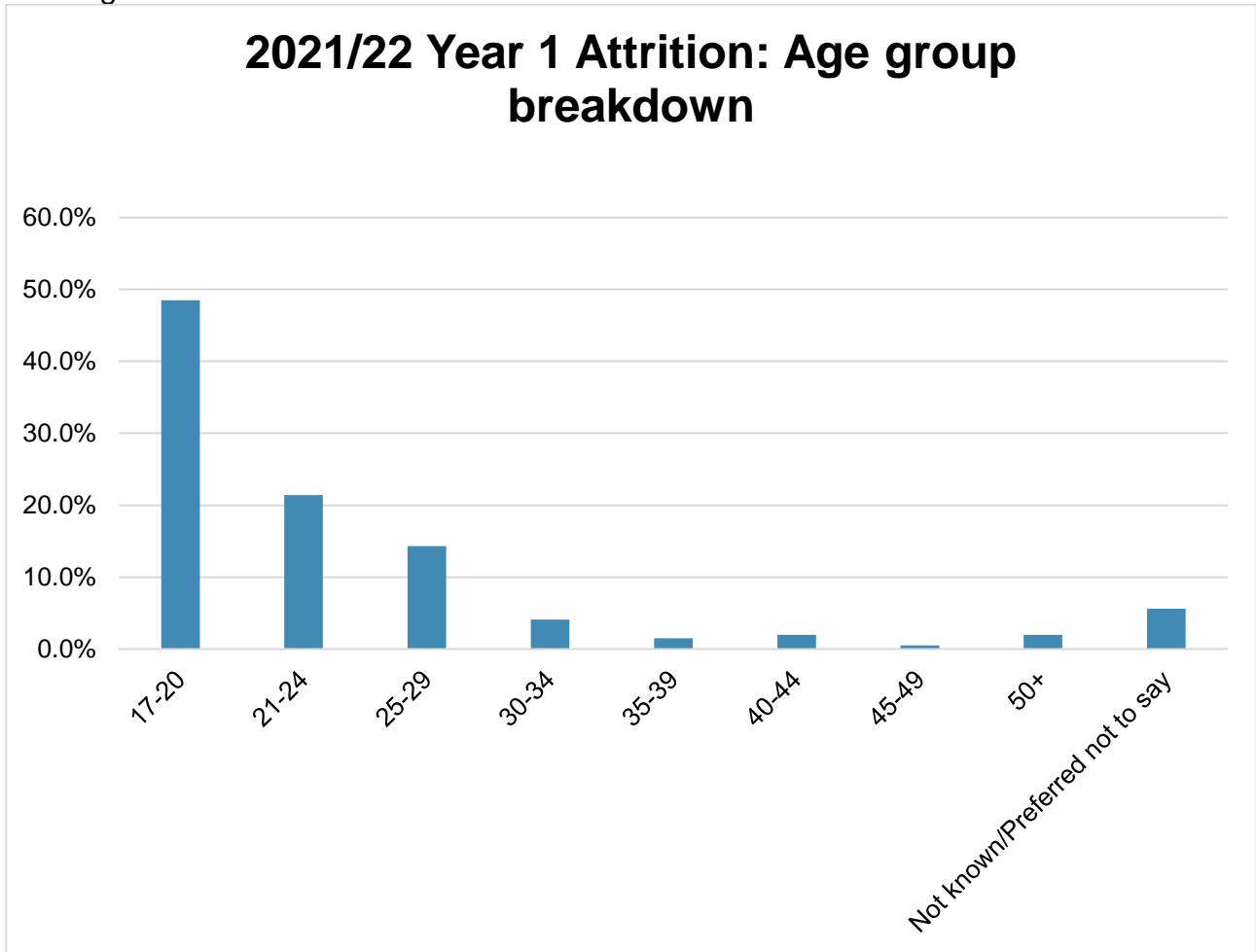
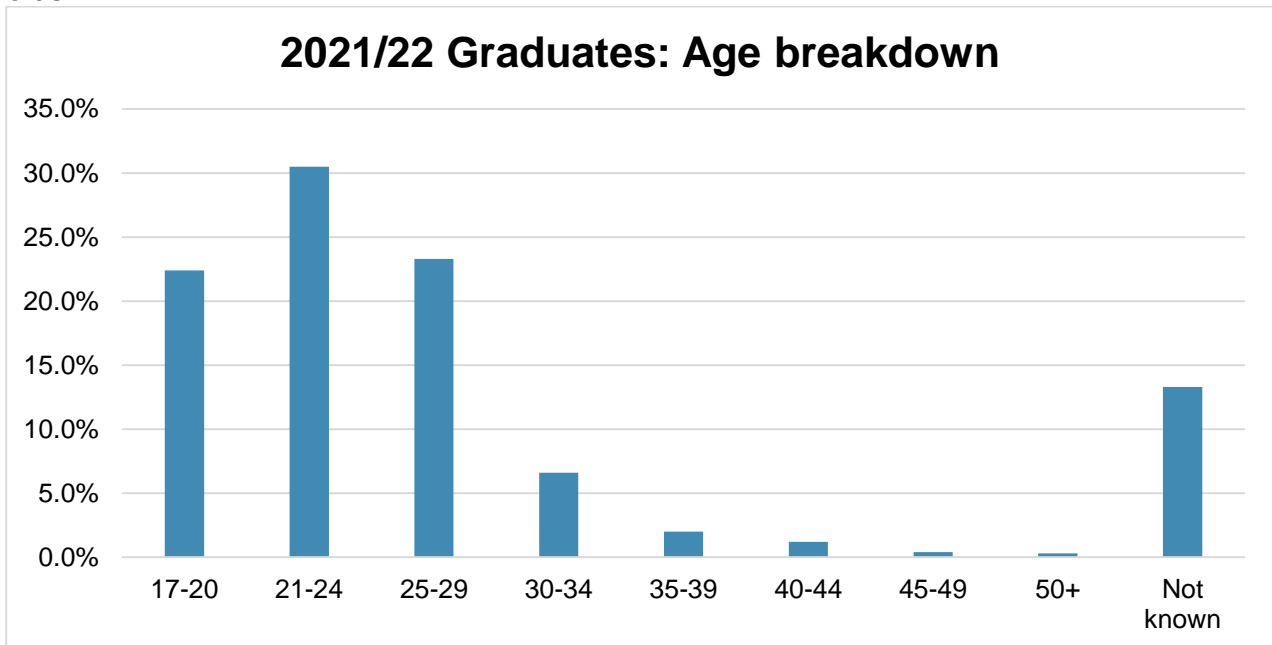


Figure 6g shows that for 2021/22 the largest age group of graduates was 21–24-year-olds.



### Ethnicity

UCAS ethnicity codes have been used and these reflect the classifications used in the 2021 census.

**Figure 6h** shows the proportion of year 1 students coming from the UK versus year 1 students coming from outside the UK (international) in 2022/23. 86% were 'UK Home enrolled' and 14% were 'International enrolled'.

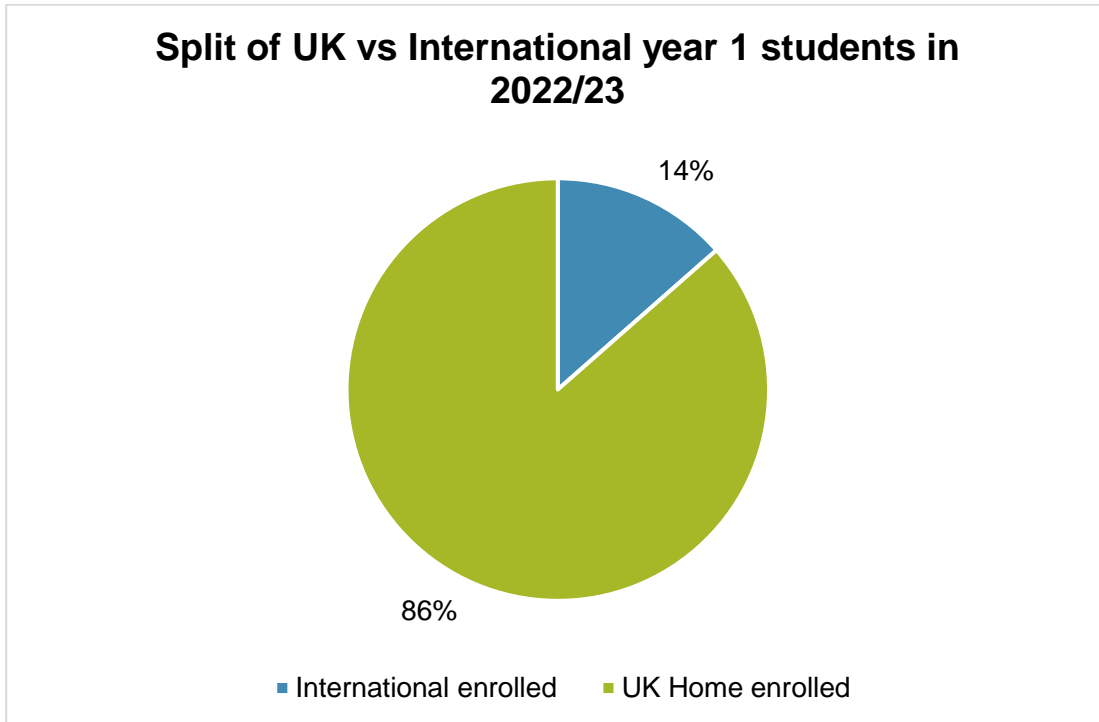
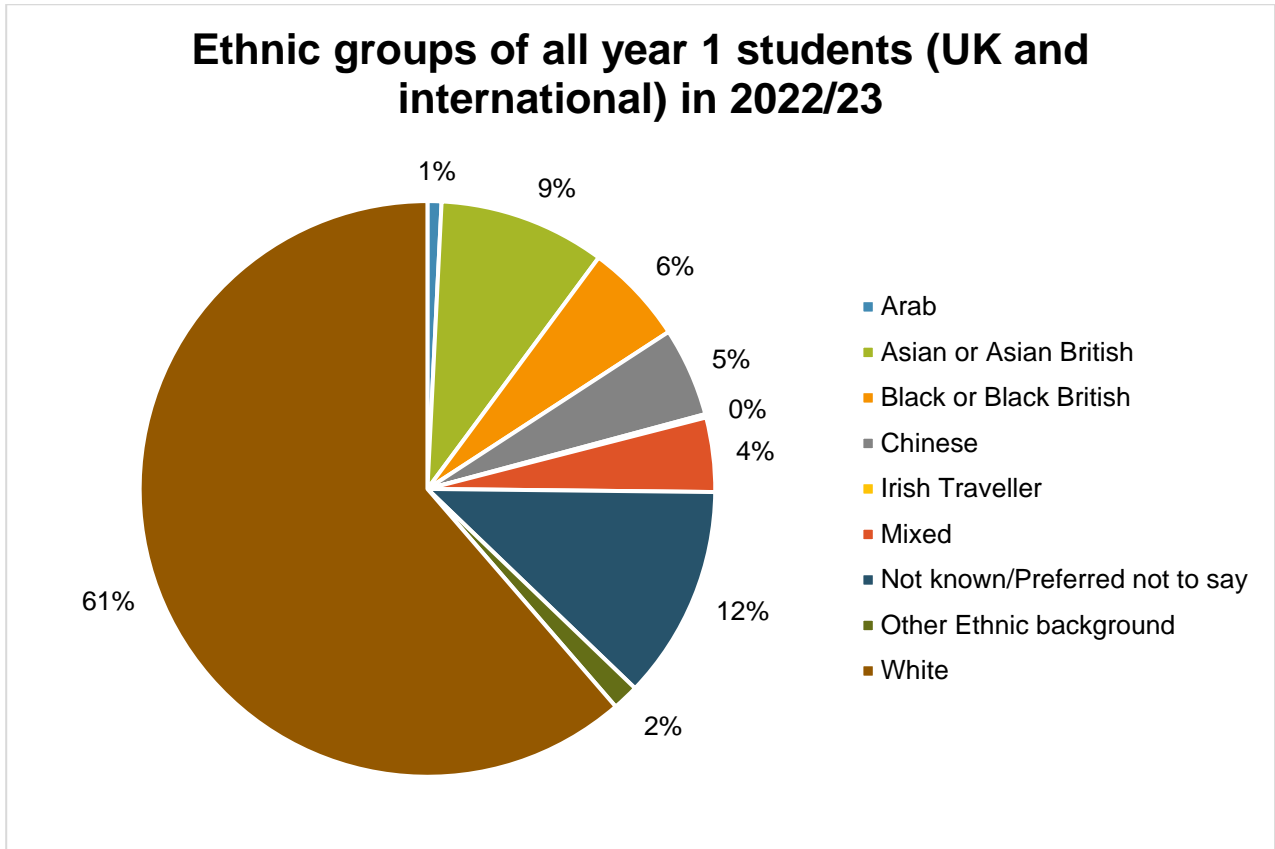


Figure 6i shows the proportion of each ethnic groups for all year 1 students, whether they are from the UK or outside the UK. The biggest ethnic group in terms of representation is 'White' with 61%, while 'Asian or Asian British' comes second with 9% and 'Black or Black British' comes third with 6%.



The two tables below provide a more detailed breakdown of ethnic groups representation broken down by UK year 1 students and international year 1 students.

**Detailed ethnic groups of UK year 1 students in 2022/23**

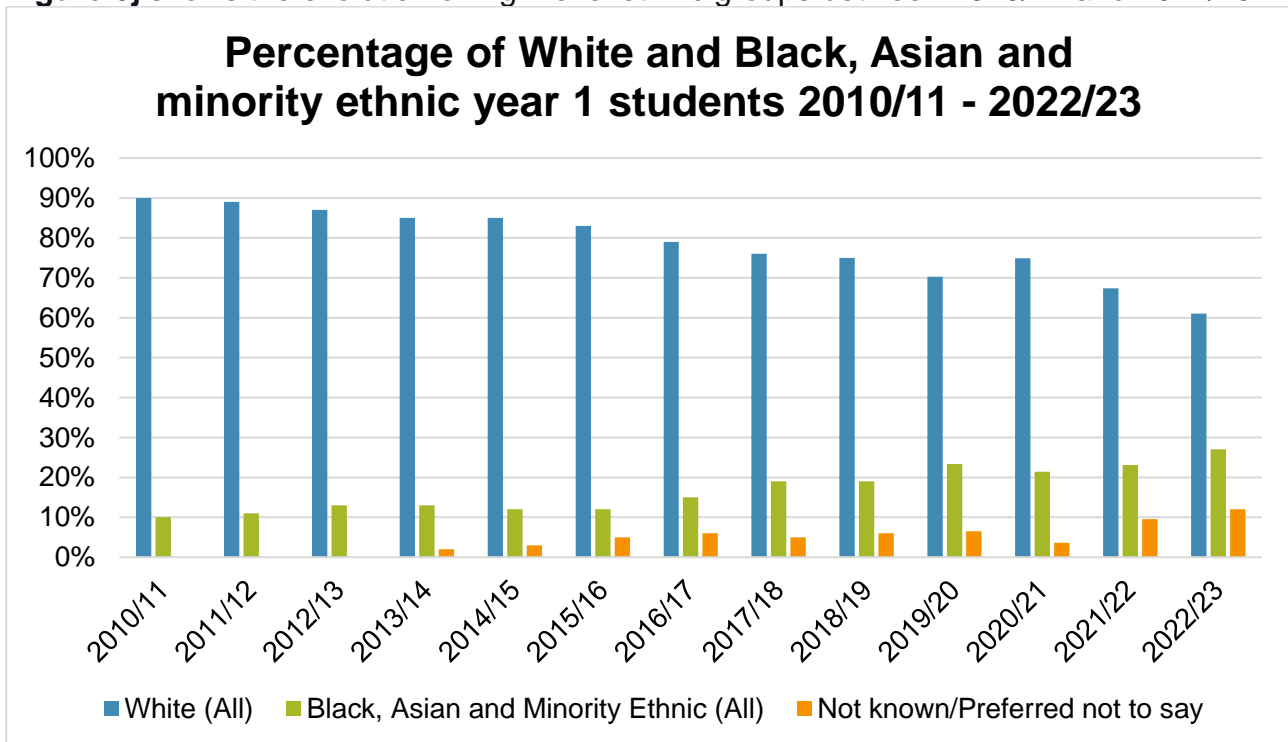
African	3.19%
Arab	0.33%
Bangladeshi	0.61%
Caribbean	1.82%
Chinese	0.63%
Indian	2.86%
Irish Traveller	0.14%
Not known/Preferred not to say	11.13%
Other Asian background	2.12%
Other Black background	0.74%
Other Ethnic background	1.32%
Other Mixed background	1.74%
Pakistani	2.78%
White	68.05%

White and Asian	0.96%
White and Black African	0.47%
White and Black Caribbean	1.10%

**Detailed ethnic groups of international year 1 students in 2022/23**

African	3.17%
Arab	3.70%
Bangladeshi	0.18%
Caribbean	1.23%
Chinese	32.92%
Indian	5.63%
Irish Traveller	0.53%
Not known/Preferred not to say	17.61%
Other Asian background	5.99%
Other Black background	0.70%
Other Ethnic background	2.46%
Other Mixed background	2.29%
Pakistani	3.87%
White	18.49%
White and Asian	0.88%
White and Black African	0.18%
White and Black Caribbean	0.18%

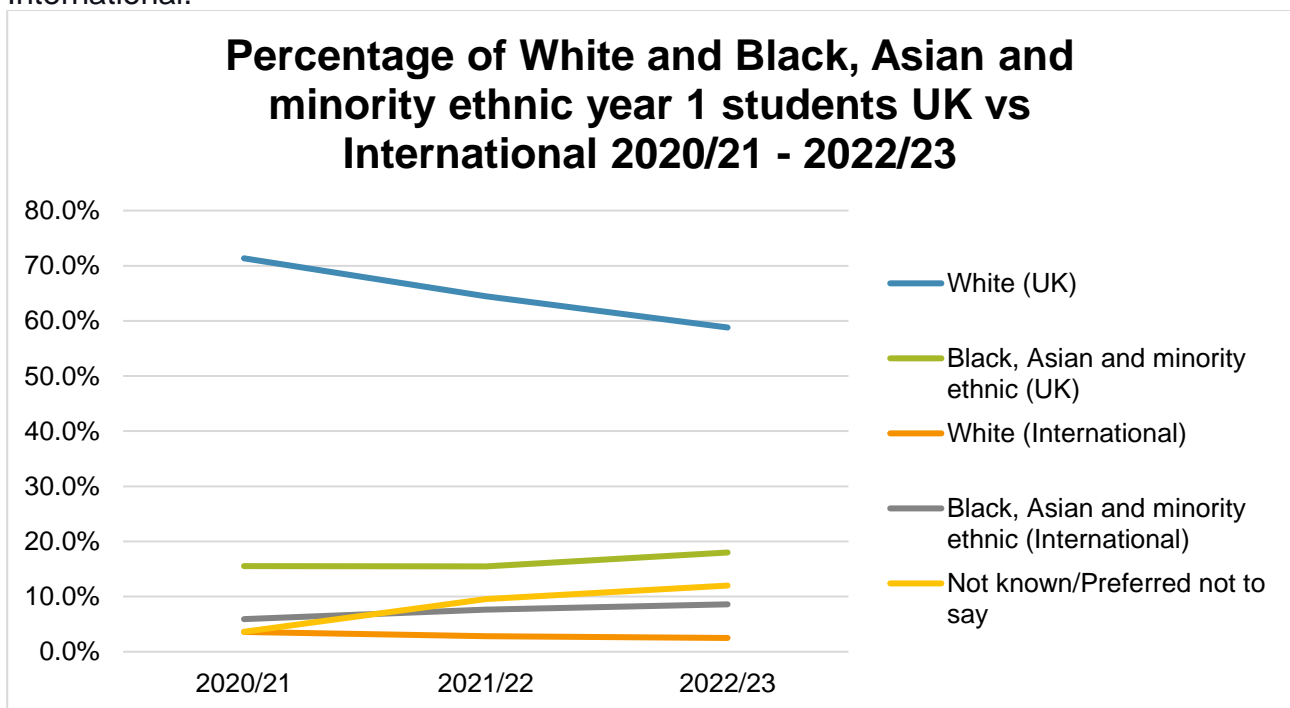
**Figure 6j** shows the evolution of high-level ethnic groups between 2010/11 and 2022/23.



**Key to Figure 6j**

Year	White (All)	Black, Asian and Minority Ethnic (All)	Not known/Preferred not to say
2010/11	90%	10%	
2011/12	89%	11%	
2012/13	87%	13%	
2013/14	85%	13%	2%
2014/15	85%	12%	3%
2015/16	83%	12%	5%
2016/17	79%	15%	6%
2017/18	76%	19%	5%
2018/19	75%	19%	6%
2019/20	70%	23%	7%
2020/21	75%	21%	3.6%
2021/22	67.32%	23%	9.57%
2022/23	61%	27%	12%

**Figure 6k** provides a breakdown of the data above broken down by UK versus International.



**Key to Figure 6k**

Year	White (UK)	Black, Asian and minority ethnic (UK)	White (International)	Black, Asian and minority ethnic (International)	Not known/Preferred not to say
2020/21	71.3%	15.5%	3.6%	5.9%	3.6%
2021/22	64.5%	15.5%	2.8%	7.6%	9.6%
2022/23	58.8%	18.0%	2.5%	8.6%	12.0%

It is encouraging to note that the physiotherapy student population has an increase in ethnic diversity since the academic year 2010/11. It is essential for programme teams to continue their efforts towards achieving even greater diversity within their cohorts. This is vital for enhancing the learning experience of all students, as stated in the Universities UK publication "Student Experience: Measuring Expectations and Outcomes". Additionally, it is crucial to ensure that the physiotherapy profession is reflective of the national demographic and the communities it serves, thereby maintaining its diversity.

It is worth noting the Higher Education Statistics Agency (HESA): **Data and analysis - Students and graduates** reports 28% of all first year student in the UK are from Black, Asian and minority ethnic backgrounds.

**Figure 6l** shows that for applicants, 41% were unknown, however White was the highest group at 44% followed by Black, Asian and minority ethnic at 15%.

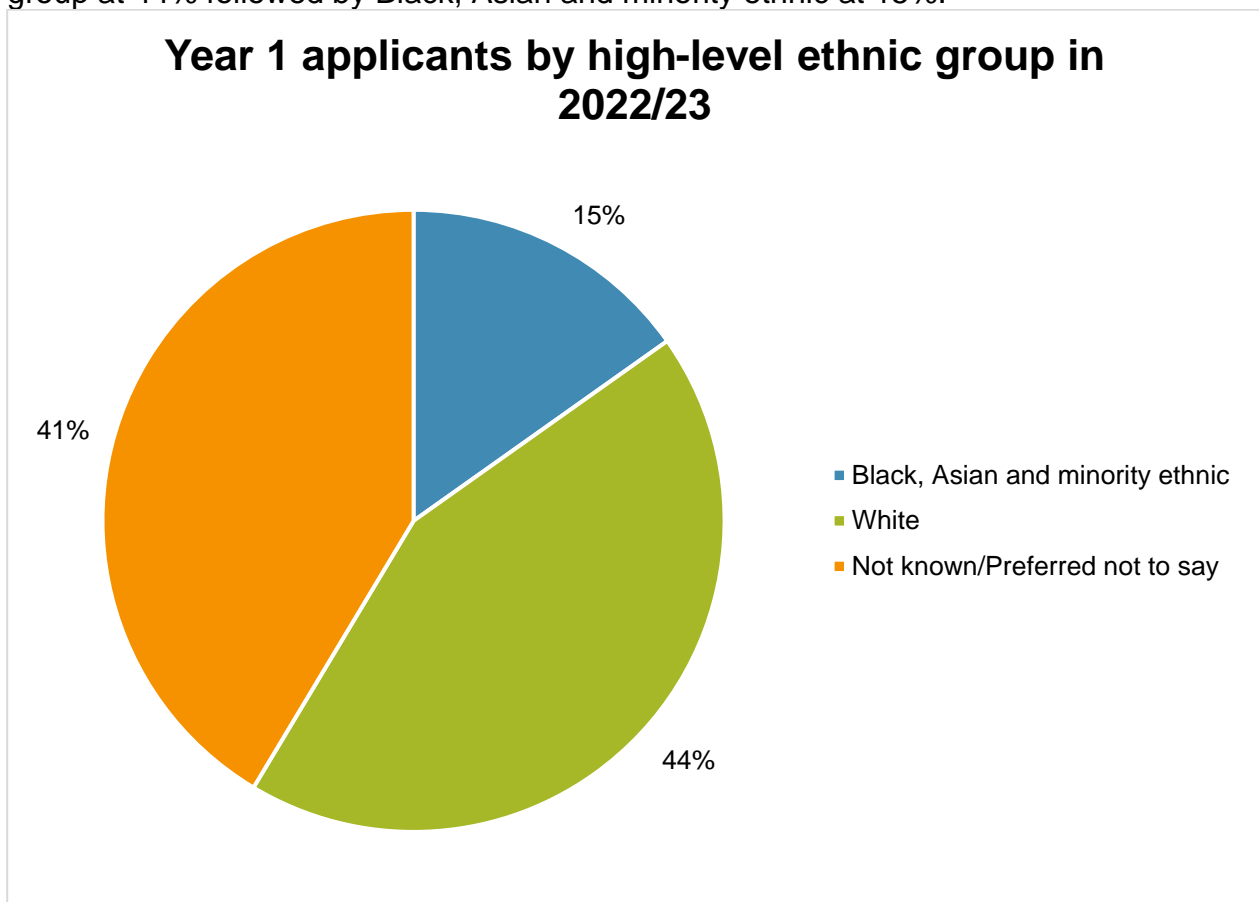
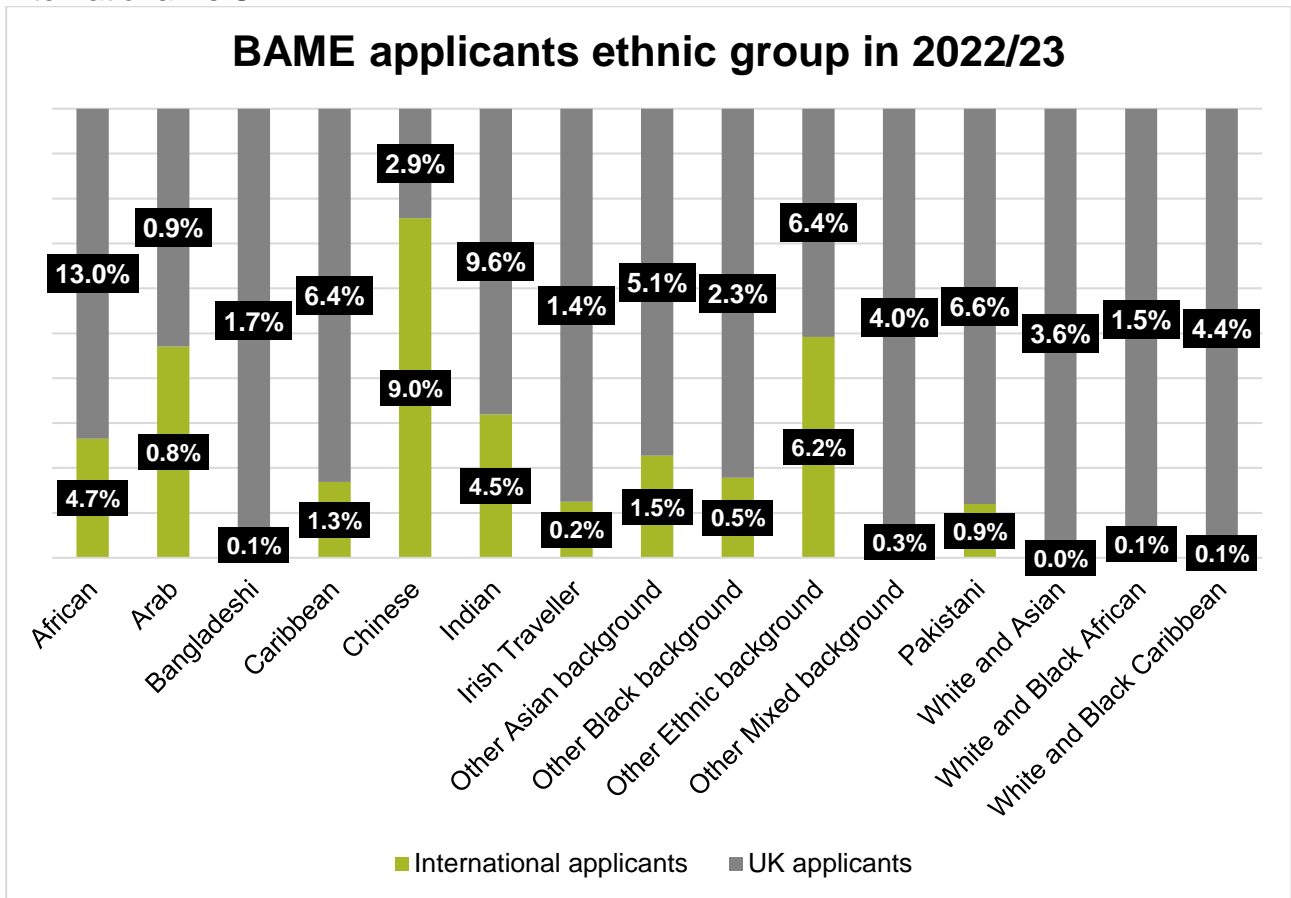
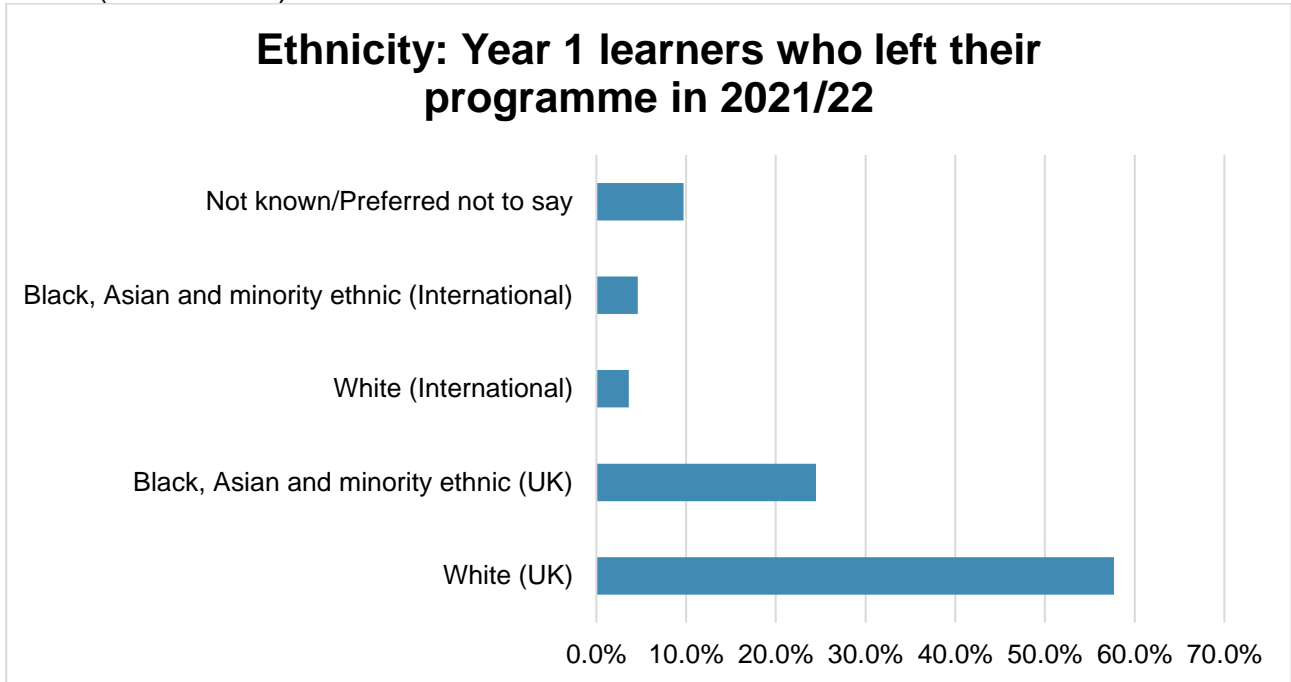


Figure 6m shows the detail of BAME applicants' ethnic groups broken down by international vs UK.



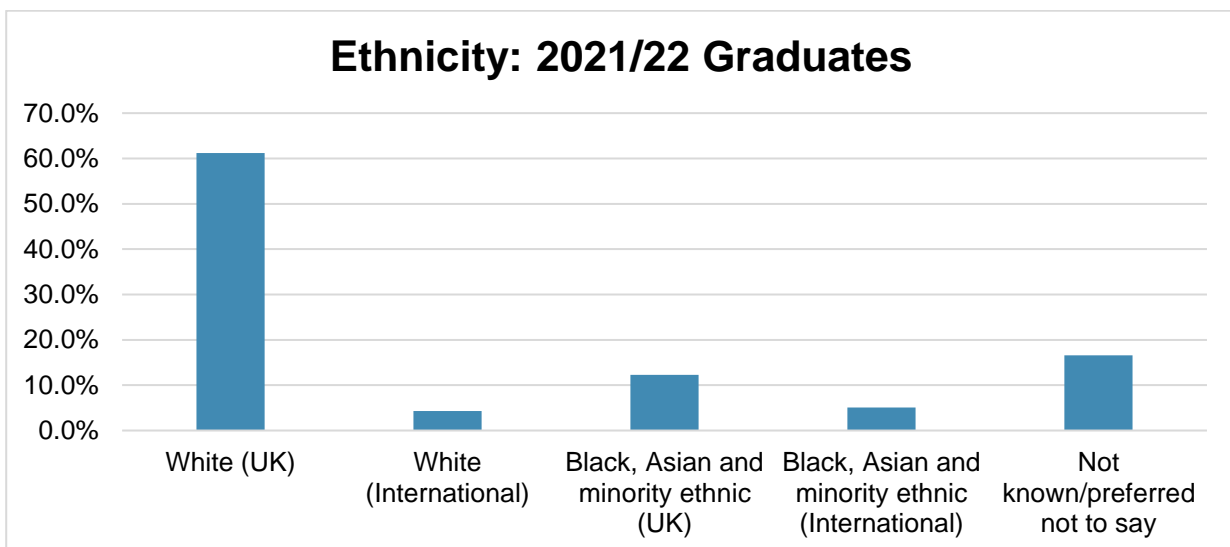


**Figure 6n** shows the ethnicity breakdown for the learners who left their programme in 2021/22. 24.5% were Black, Asian and minority ethnic (UK domicile) compared to 57.7% White (UK domicile). 9.7% were unknown.



When comparing the percentage difference between intake versus attrition, the figures suggest more UK domicile Black, Asian, and minority ethnic learners leave their programme within the first year of study. In instances where this is the case, programme teams are encouraged to proactively explore the reasons behind this and design & implement measures to help mitigate for this disparity.

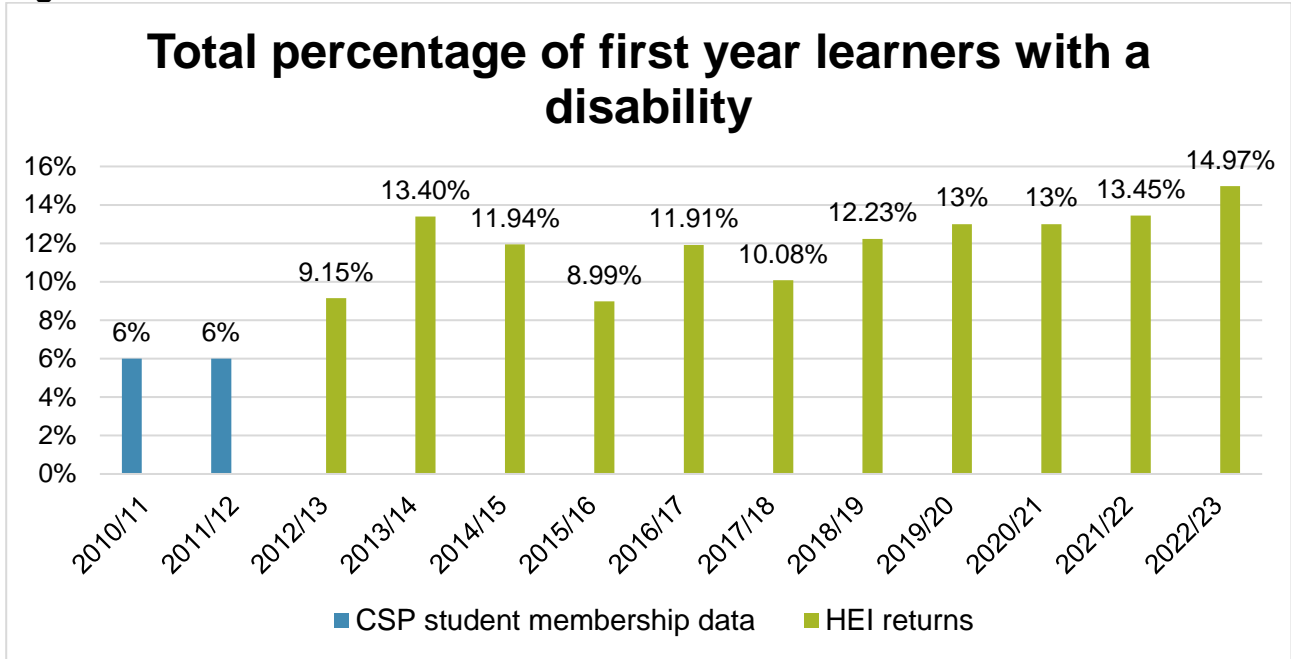
**Figure 6m** shows the ethnicity breakdown for 2021/22 graduates, showing White (UK domicile) students at 61.2%, followed by Black, Asian and minority ethnic (UK domicile) at 12.3%, Black, Asian and minority ethnic (International domicile) at 5.1% and White (international domicile) at 4.3%. 16.6% were unknown.



**Disability**

The criteria used for identifying disability trends among physiotherapy student cohorts are those used by UCAS. **Figure 6n** shows that the percentage of first-year students disclosing a disability has increased compared to last year and is now of almost 15%. Before 2012/13, CSP membership data was used, and figures stood at a consistent 6%.

**Figure 6n**



As shown in **Figure 6o**, 48% of students who disclosed a disability were reported as having a learning difficulty in 2022/23. As demonstrated by **Figure 6p** there has been no significant change in the overall profile of disabilities reported by students since 2013/14.

**Figure 6o**

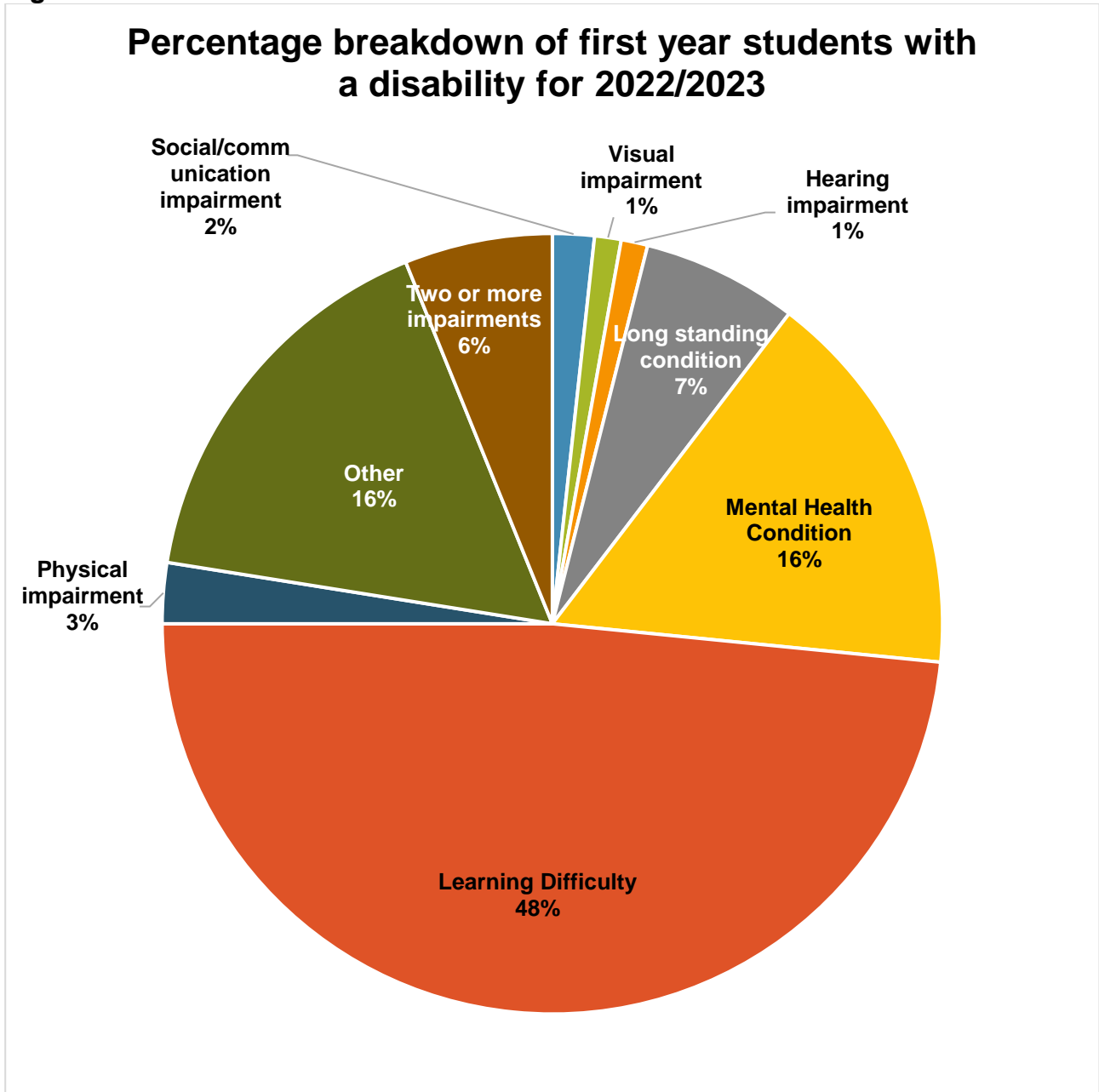
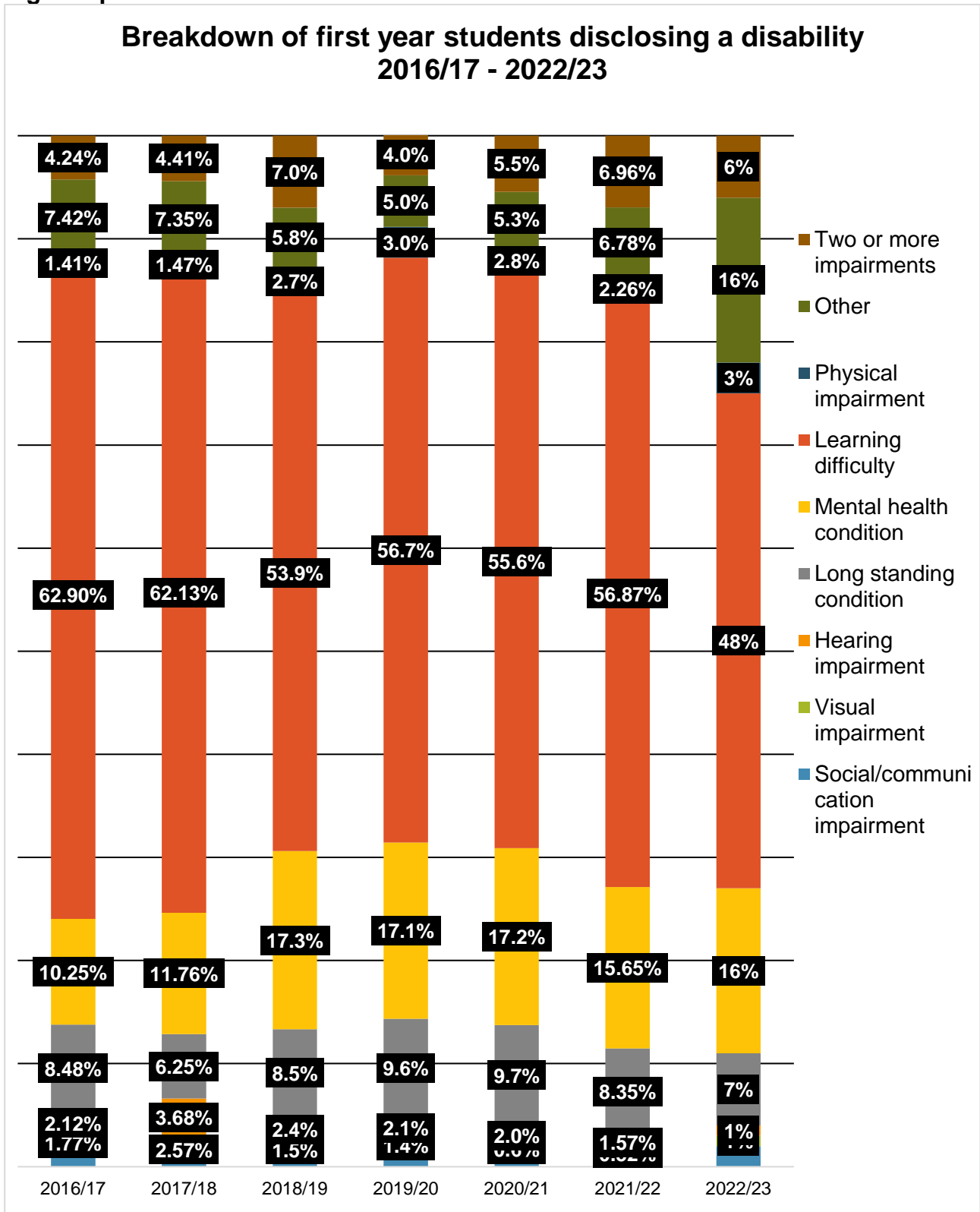


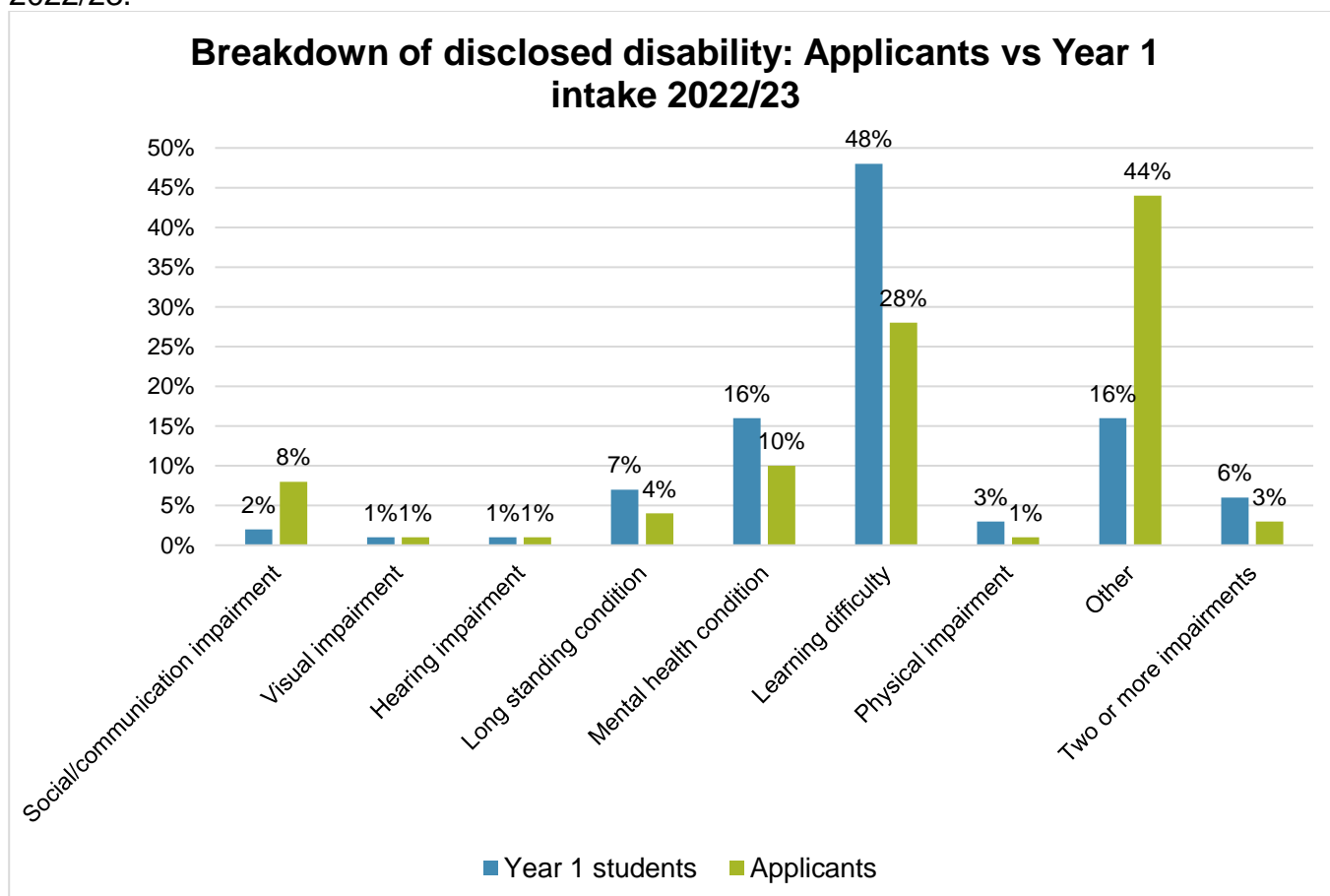
Figure 6p



**Key to Figure 6p**

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Social/communication impairment	1.41%	0.37%	0.9%	1.4%	1.4%	1.04%	2%
Visual impairment	1.77%	2.57%	1.5%	1.4%	0.6%	0.52%	1%
Hearing impairment	2.12%	3.68%	2.4%	2.1%	2.0%	1.57%	1%
Long standing condition	8.48%	6.25%	8.5%	9.6%	9.7%	8.35%	7%
Mental health condition	10.25%	11.76%	17.3%	17.1%	17.2%	15.65%	16%
Learning difficulty	62.90%	62.13%	53.9%	56.7%	55.6%	56.87%	48%
Physical impairment	1.41%	1.47%	2.7%	3.0%	2.8%	2.26%	3%
Other	7.42%	7.35%	5.8%	5.0%	5.3%	6.78%	16%
Two or more impairments	4.24%	4.41%	7.0%	4.0%	5.5%	6.96%	6%

**Figure 6q** details the disabilities disclosed for applicants against year 1 learners for 2022/23.



Key for **Figure 6q**

Disability	Year 1 students	Applicants
Social/communication impairment	2%	8%
Visual impairment	1%	1%
Hearing impairment	1%	1%
Long standing condition	7%	4%
Mental health condition	16%	10%
Learning difficulty	48%	28%
Physical impairment	3%	1%
Other	16%	44%
Two or more impairments	6%	3%

**Figure 6r** shows the disclosed disabilities for year 1 learners who left their programme in 2021/22. 53% a learning difficulty, 20% had a mental health condition, 10% were other disabilities or conditions.

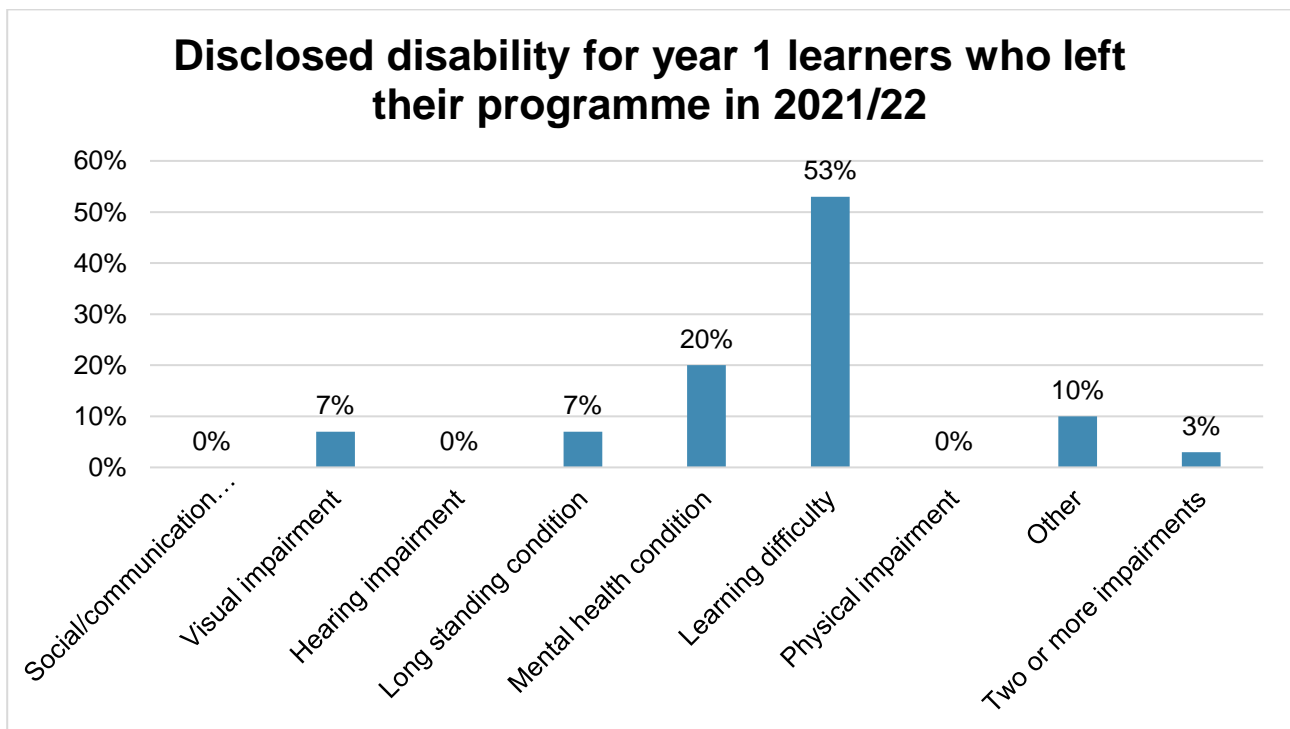
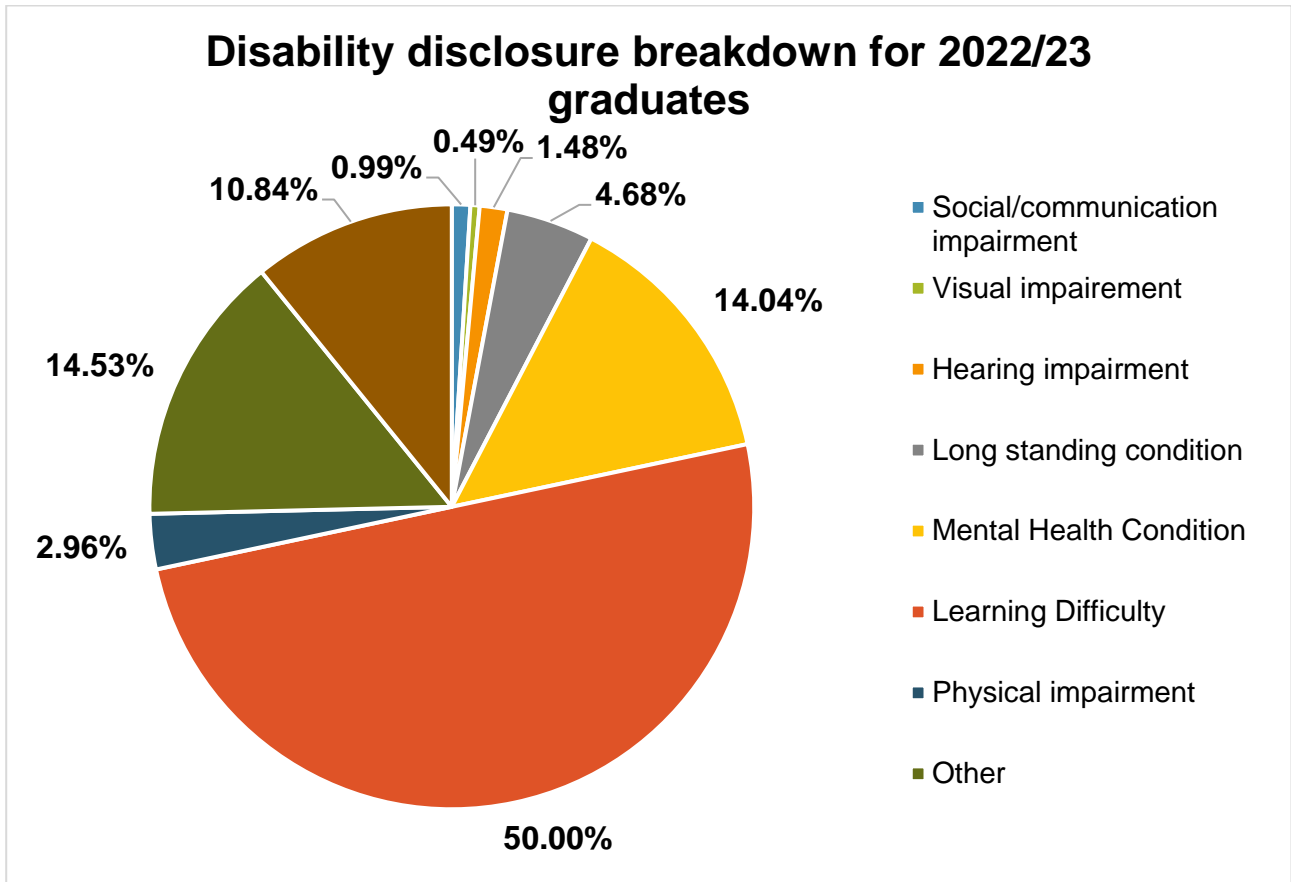
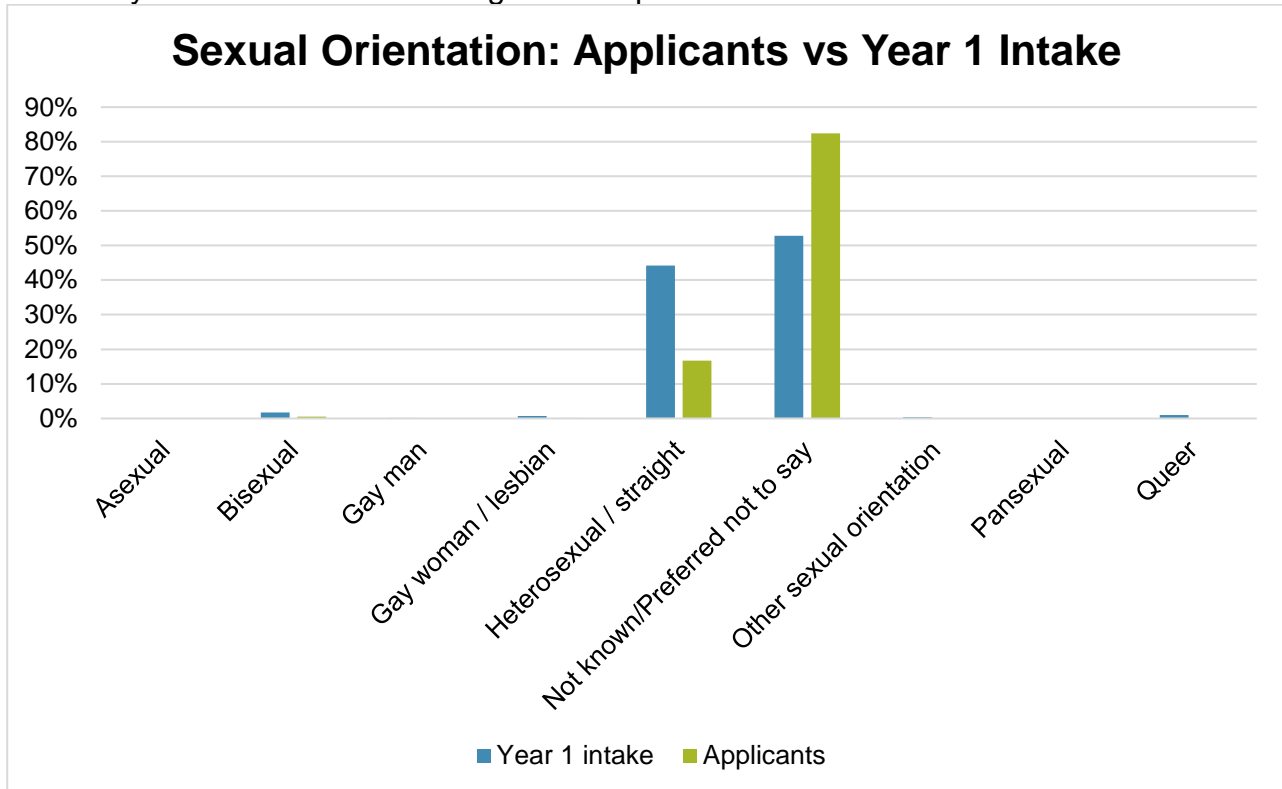


Figure 6s shows disability disclosure for 2022/23 graduates. The largest group of declared disabilities was learning difficulties (50%) followed by mental health conditions (14%).



## Sexual Orientation

**Figure 6t** shows the sexual orientation of applicants for 2022/23 versus the year 1 learners' intake for the same year. 52.8% of the reported returns were unknown/preferred not to say and heterosexual / straight was reported at 44.2%.

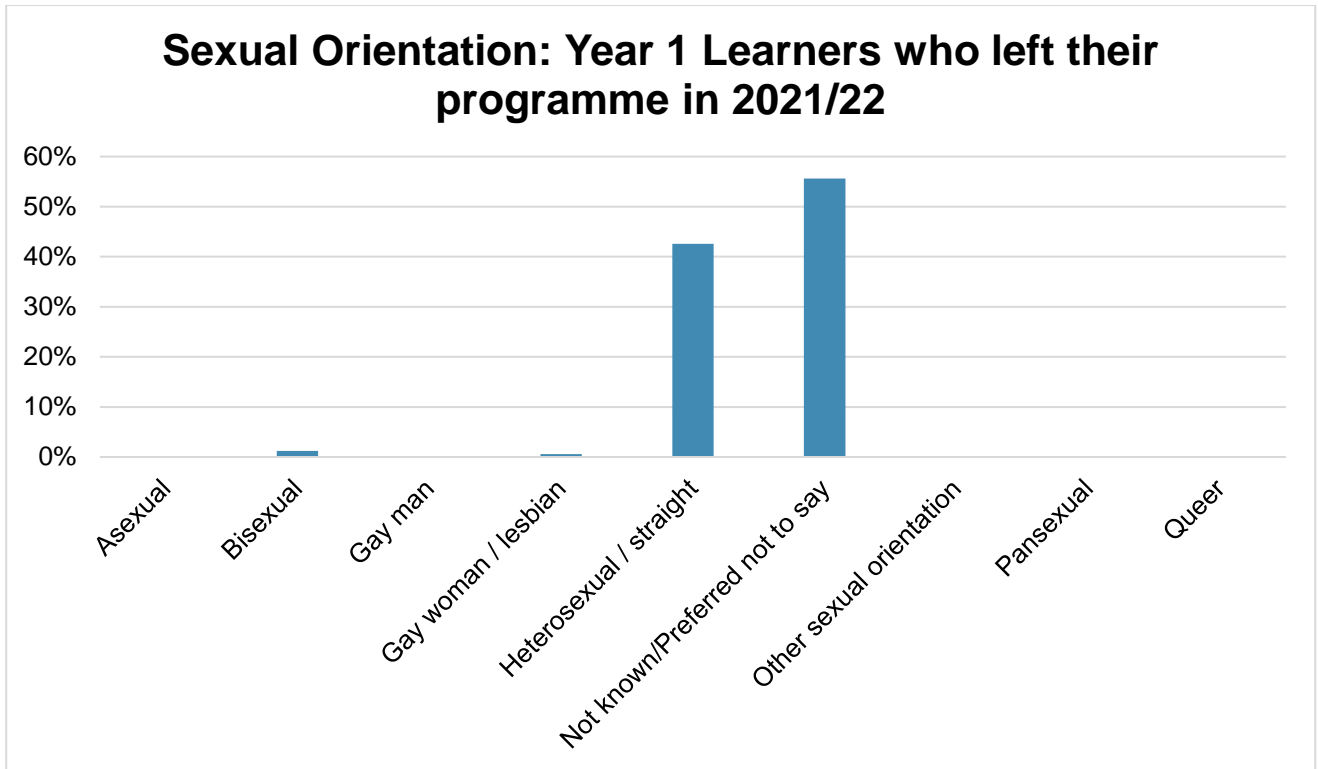


### Key for Figure 6t

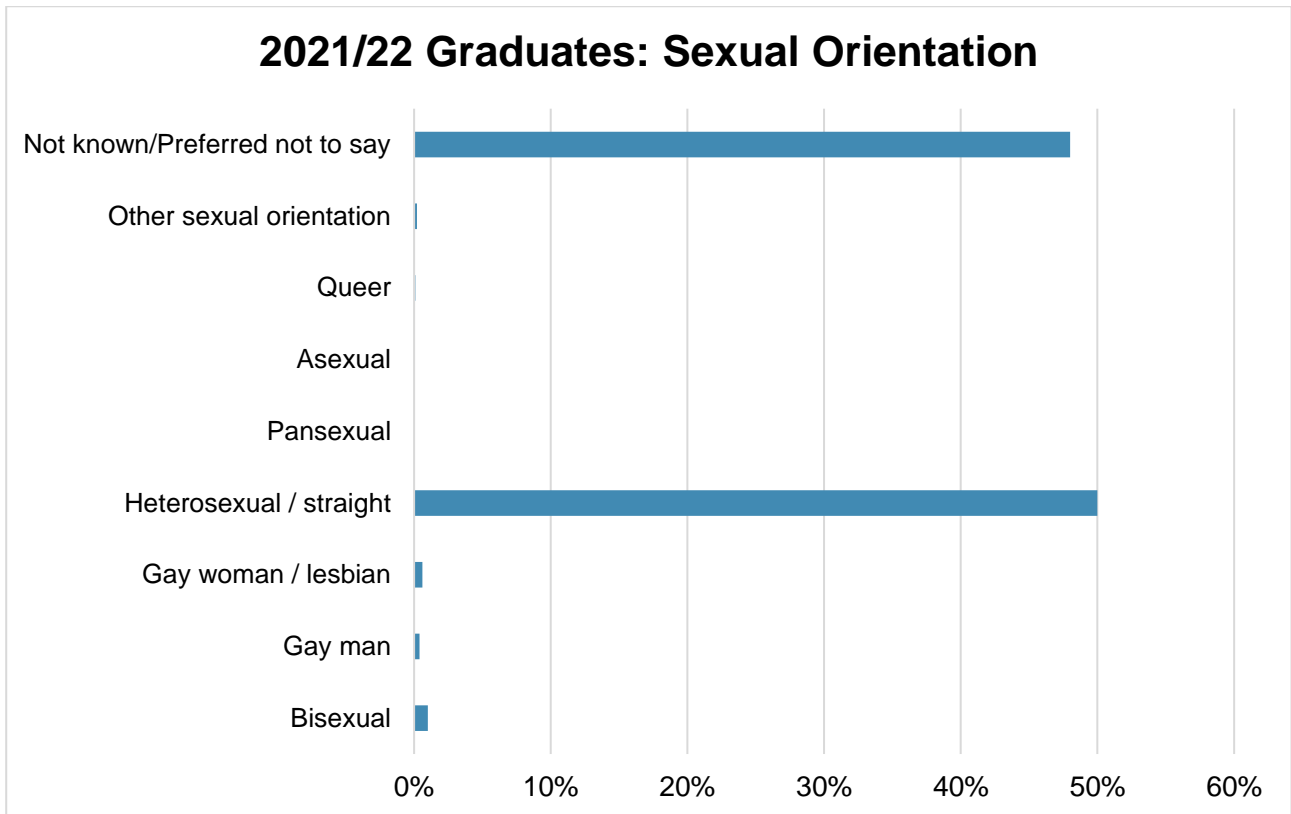
Sexual orientation	Year 1 intake	Applicants
Asexual	0%	0%
Bisexual	1.7%	0.5%
Gay man	0.2%	0.1%
Gay woman / lesbian	0.7%	0.2%
Heterosexual / straight	44.2%	16.7%
Not known/Preferred not to say	52.8%	82.4%
Other sexual orientation	0.3%	0.1%
Pansexual	0%	0%
Queer	1%	0%

**Figure 6u** sexual orientation breakdown for the learners who left their programme in 2021/22. 42.651% of learners who left were heterosexual / straight, 55.6% were unknown/preferred not to say.





**Figure 6v** shows the sexual orientation for 2021/22 graduates. 50% of graduates were heterosexual and 48% were not known.





## FINAL COMMENTS

We are keen to have your feedback on this resource, particularly areas that would be useful to you as education providers or suggestions for how it could be strengthened. Please send all comments to [education@csp.org.uk](mailto:education@csp.org.uk).