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# Annual Quality Review 2021/2022

## 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, 2021/22

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# Annual Quality Review of UK Pre-Registration Physiotherapy Education, 2021/22

## FOREWORD

Welcome to the fifteenth 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 2021/22 was support workers. The aim was to explore how programmes facilitate students understanding of the role of support workers; practice working with and delegating to support workers; appreciate their role in helping the students learn on placement; engage with support worker colleagues as part of the teaching, learning and assessment on your programmes. This section of the report will be available later this year.

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

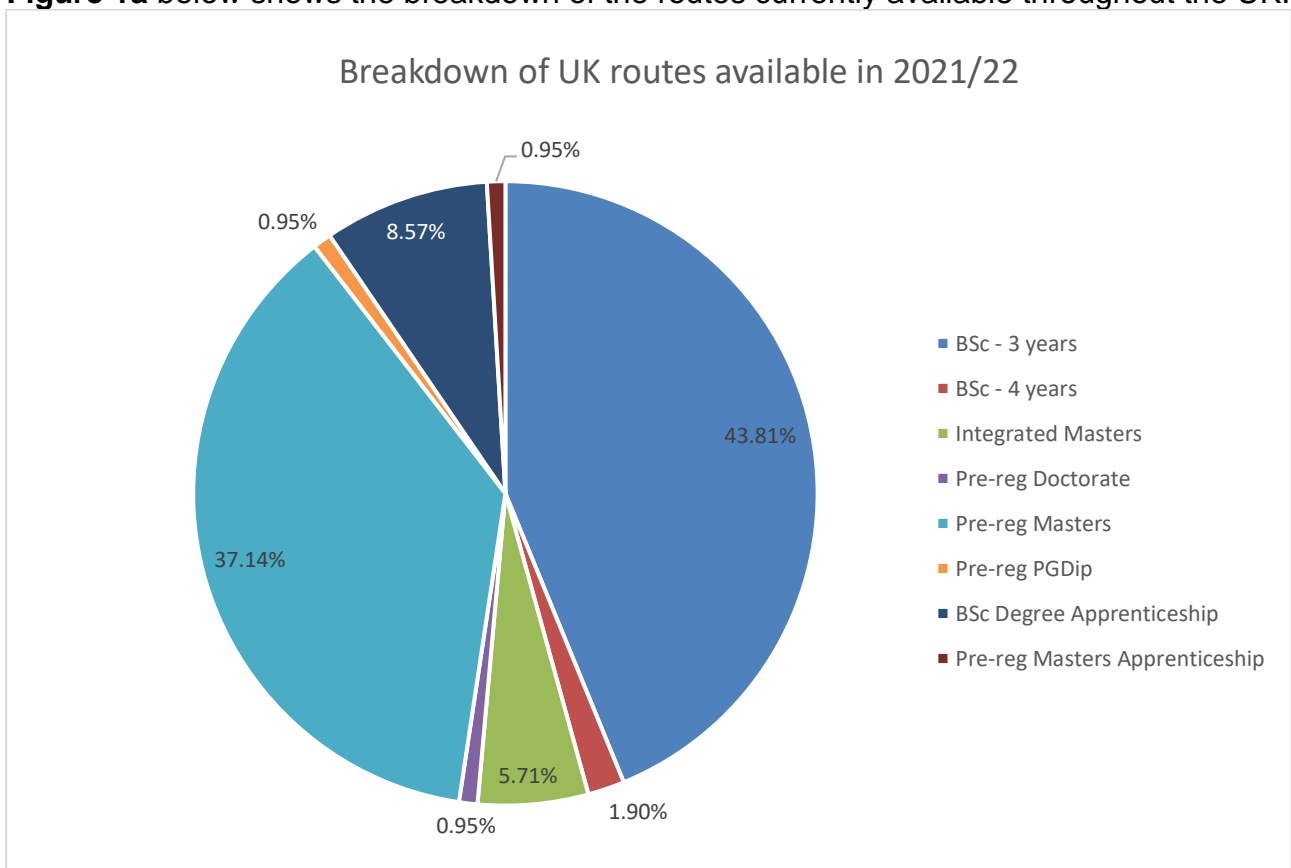
### 1.0 HEIs OFFERING CSP-ACCREDITED PRE-REGISTRATION PHYSIOTHERAPY PROGRAMMES

During the academic year 2021/2022, fifty-eight higher education institutions (HEIs) in the UK offered one hundred and five 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.

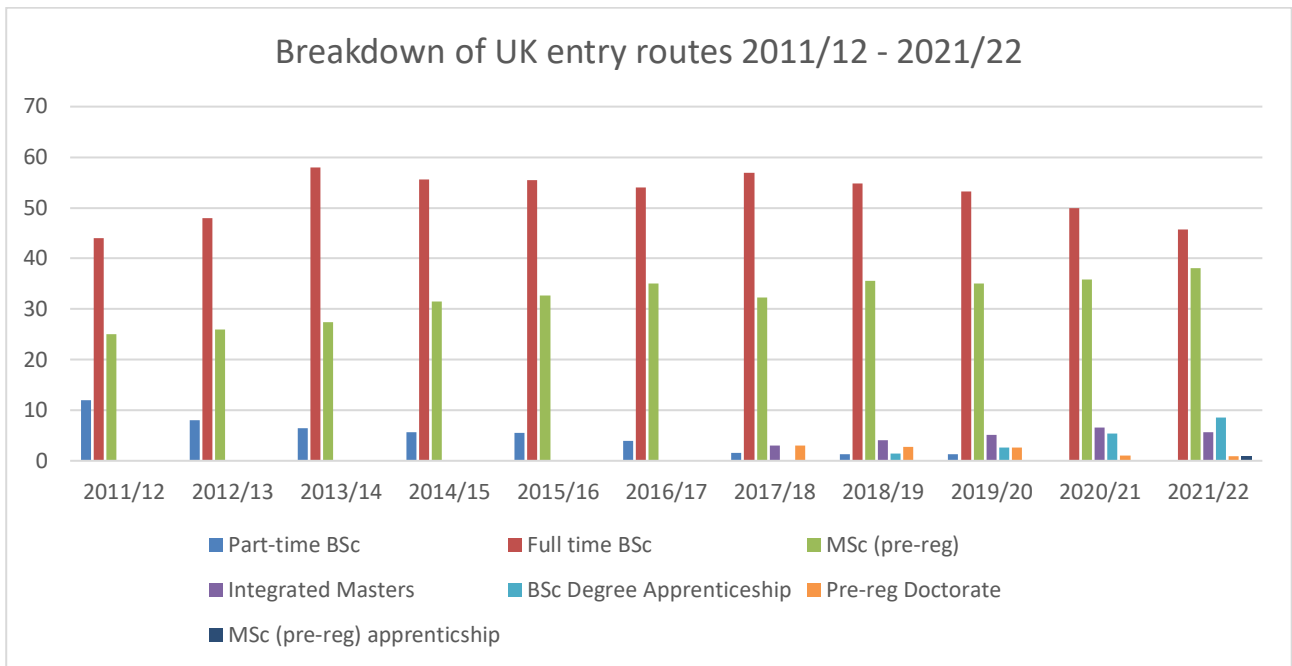
Physiotherapy pre-registration education is diversifying with an increasing number of entry routes into the profession. Pre-registration routes include:

- 3-year full-time programmes with 4-year full-time in Scotland
- 4-year integrated master’s programmes
- 2-year pre-registration MSc programmes
- BSc degree apprenticeship
- MSc (pre-reg) degree apprenticeship (pre-registration)
- 2-year pre-registration PGDip
- 3 - 4-year professional doctorate programmes

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



**Figure 1b**



**Figure 1b** shows the breakdown of UK entry routes from 2011/12 to 2021/22.

During this period, postgraduate pre-registration programmes have increased from 25% in 2011/12 to 40% in 2021/22. This is due to HEIs focusing on programmes at masters’ and doctorate level, and to the workforce needing to meet the increasingly complex service and population/patient needs.

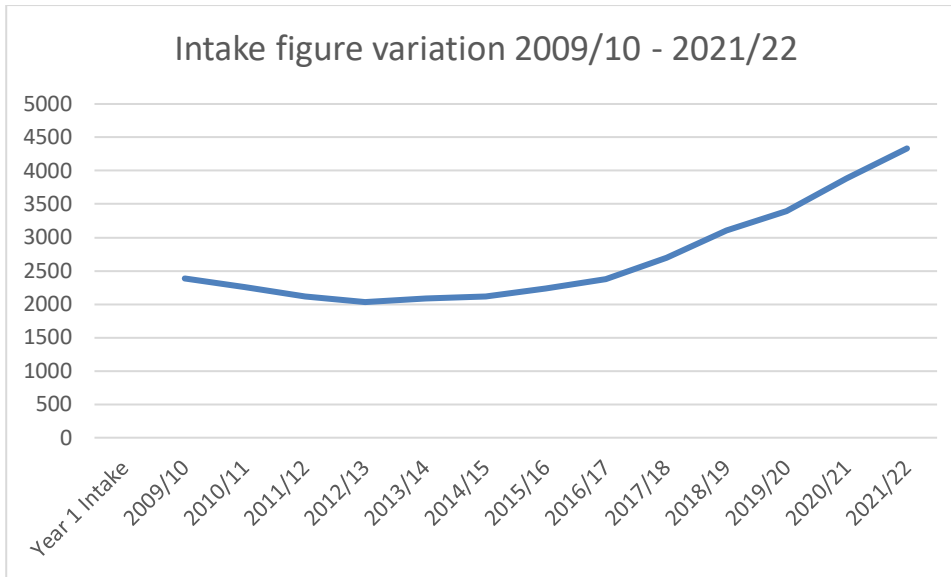
Full-time BSc routes have also increased from 44% in 2011/12 to 50% in 2020/21 and has slightly decreased to 46% in 2021/22.

Flexible and part-time routes were 12% in 2011/12 and have since been replaced by degree apprenticeships, which account for 9.5% in 2021/22. Apprenticeships offered are expected to rise in the coming years.

## 2.0 INTAKE FIGURES

**Figure 2** shows the total number of students entering pre-registration physiotherapy programmes in the UK per year from 2009/2010 - 2021/2022.

**Figure 2**



For the year 2021/22, student intake rose from 3889 to 4334 and is the highest for the period shown.

In 2021/22, the majority of student intake increases were from postgraduate pre-registration programmes and apprenticeship places. 1175 enrolled compared to 905 in 2020/21, an increase of 29.8%.

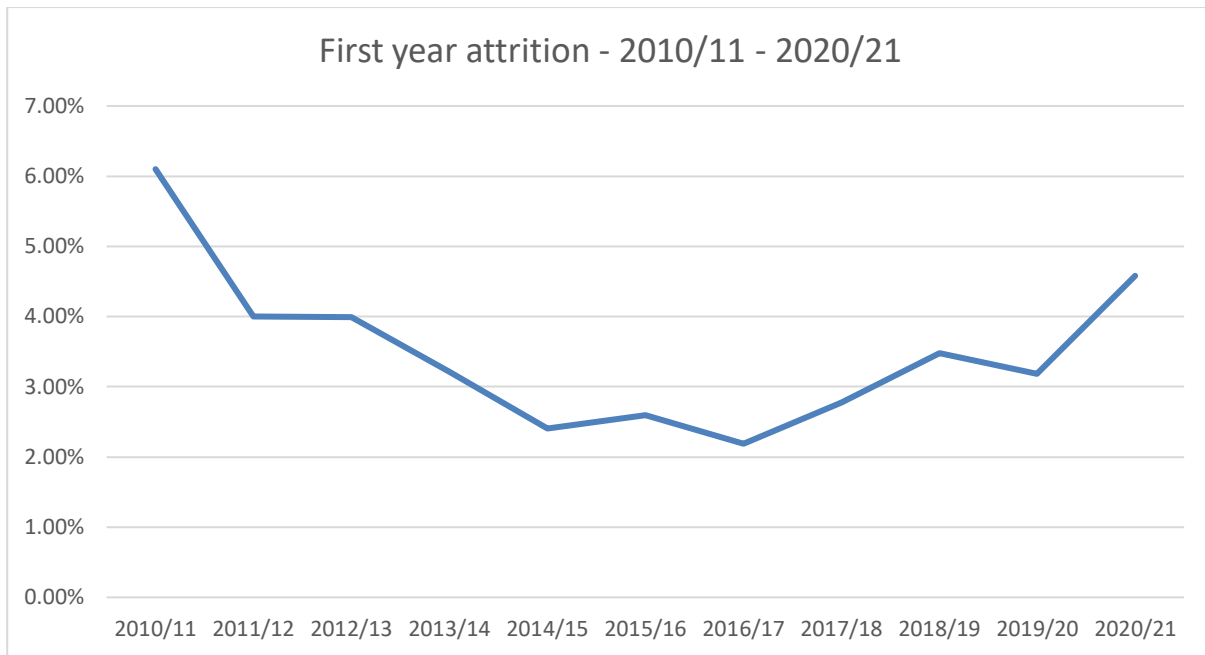
### 3.0 RETENTION/ATTRITION

Please note that the following section is a retrospective review of trends up until 2020/21. Data for 2021/22 will be available in the next report.

The number of students permanently withdrawing from all programmes in their first year was 4.9% in 2020/21 as shown in **Figure 3**. which is a 1.4% increase on the previous year 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 2020/21, the majority of permanent withdrawals in year 1 occurred on undergraduate programmes – 5.19% compared with 2.54% 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).

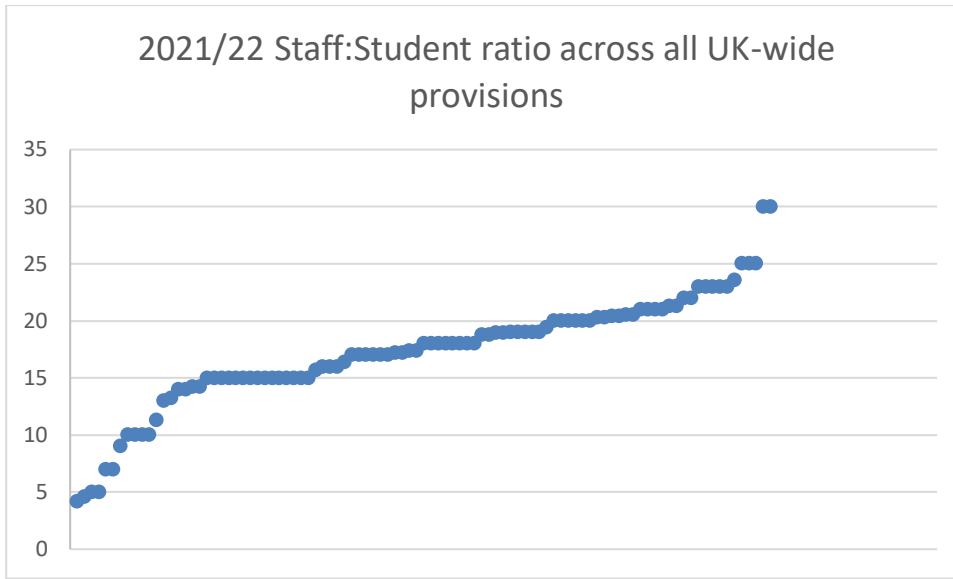
**Figures 4a** and **4b** below show the 2019/20 SSRs across physiotherapy pre-registration programme provision. Data was compiled from information received from HEIs and has been distilled anonymously. It therefore does not necessarily follow that institutions with particularly high SSRs in **Figure 4a** will have high SSRs for their practical classes.

**Figure 4b** shows the average ratios over the last seven years.

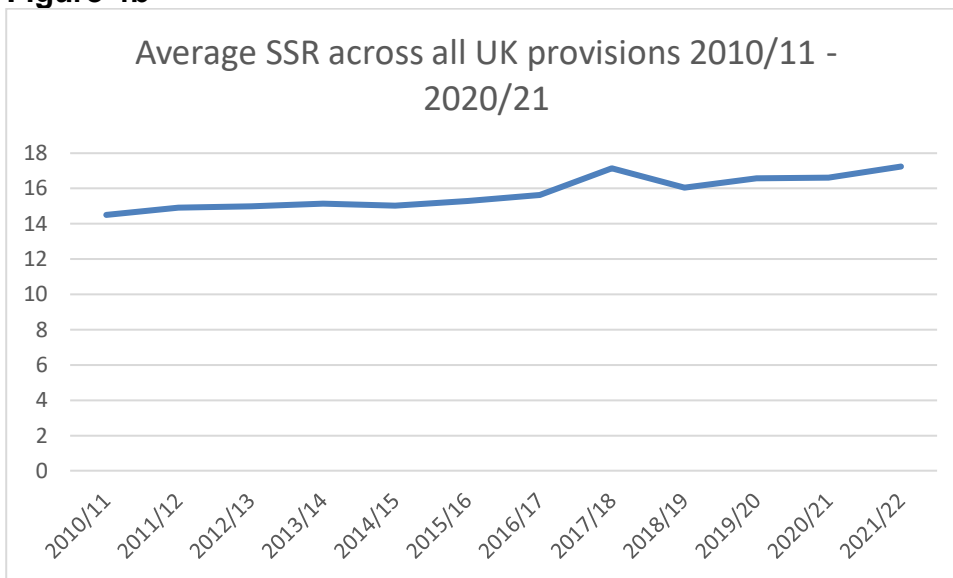
The UK-wide average has increased since last year, with a ratio of 1:17.24 per programme compared to 1:16.62 in 2020/21. The CSP continues to recommend ratios are maintained around **15:1**, to ensure sufficient resourcing to support the programme and good student experience.

This is particularly important during the COVID-19 pandemic. While we usually take a pragmatic approach, it is crucial HEIs keep this under close review, in light of national advice/guidelines relating to teaching size, use of PPE, social bubbles and social distancing.

### Figure 4a



**Figure 4b**



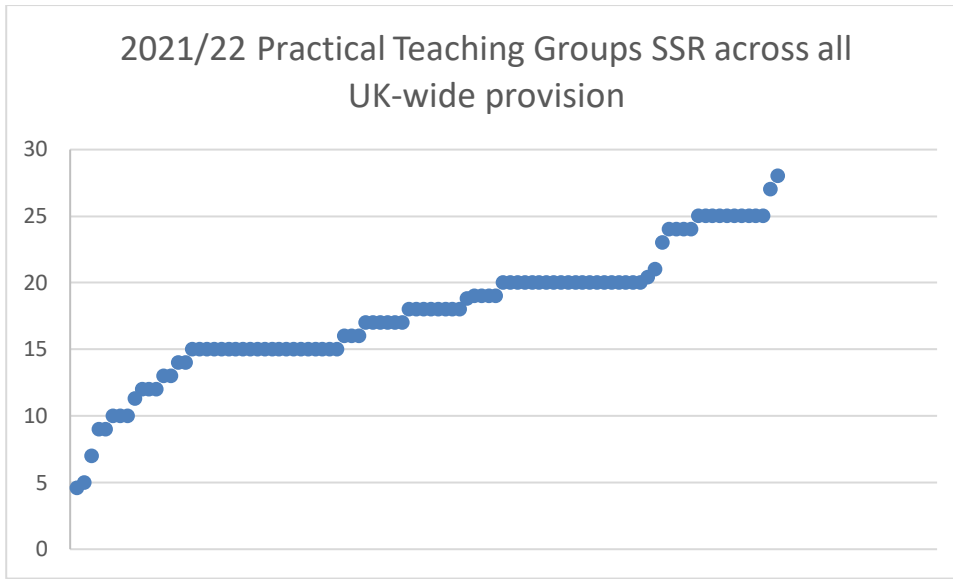
**Practical Class Staff:Student Ratios**

The average practical class SSR across the UK was 1:17.71. This compares to a ratio of 1:15.49 in 2020/21. **Figure 4c** shows the SSR in practical teaching groups across UK-wide provision. **Figure 4d** shows the SSR over the last ten years.

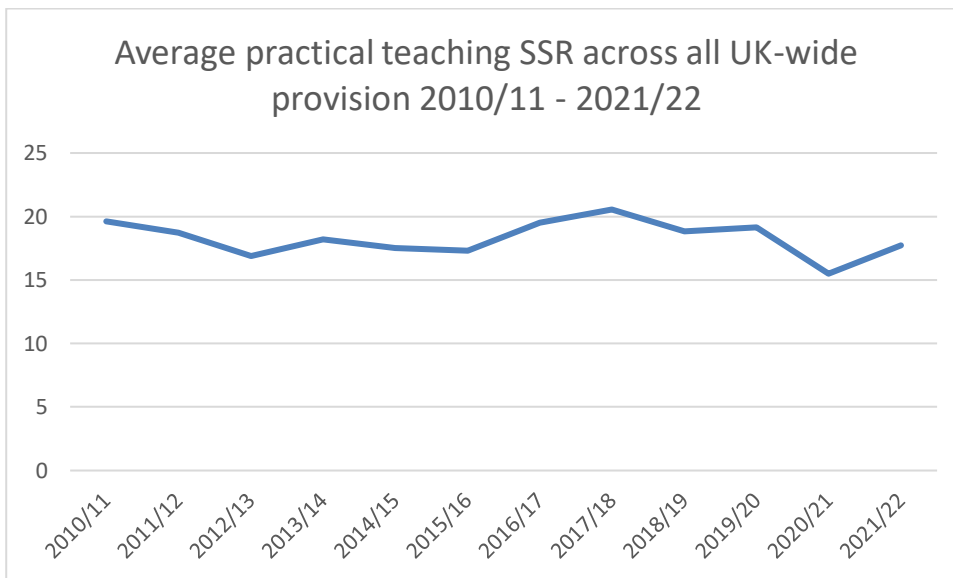
Again, CSP recommends ratios are maintained around 15:1 to ensure sufficient resourcing to support the programme and good student experience.

**Figure 4c**





**Figure 4d**



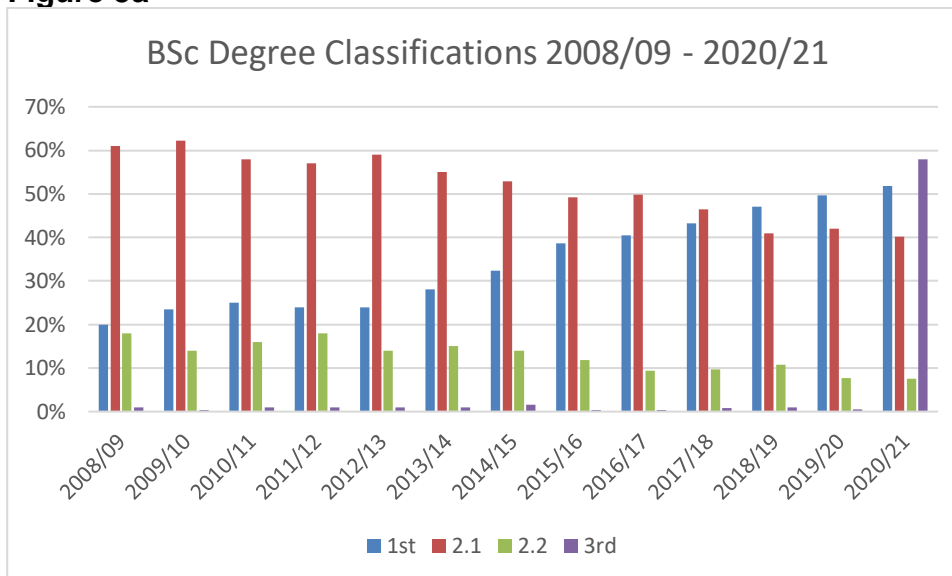
## 5.0 PRE-REGISTRATION OUTCOMES

### Degree Classification

**Figure 5a** shows the proportion of degree classifications awarded on undergraduate physiotherapy programmes since 2011/12 to 2020/21, the latest year for which information could be provided at the time of data acquisition. For 2020/21, 52% of graduates from undergraduate programmes were awarded first-class and 40% upper-second degrees compared to 50% in 2019/20 and 42% respectively.

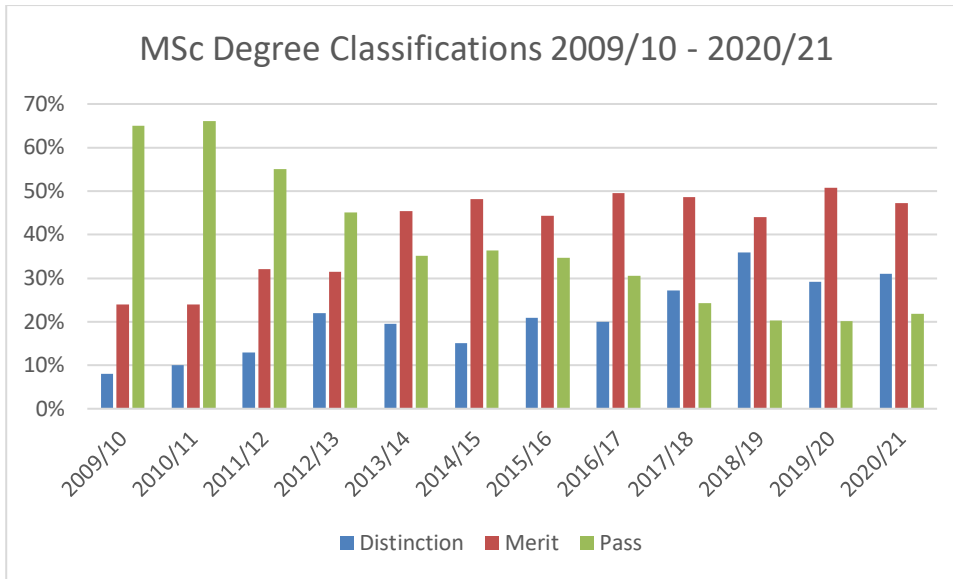
The proportion of first class awards is 16% above the national average for UK programmes (as reported by (HESA): **Data and analysis 2020/21 - Students and graduates.**

**Figure 5a**



For pre-registration postgraduate qualifications, the percentage of students achieving a distinction increased to 31% compared to 29% in 2019/20. 47% graduated with a merit degree classification, 3% higher than the previous year. 22% achieved a pass degree classification, 2% higher than the previous year.

**Figure 5b** shows a changing trend of award classifications since 2009/10.

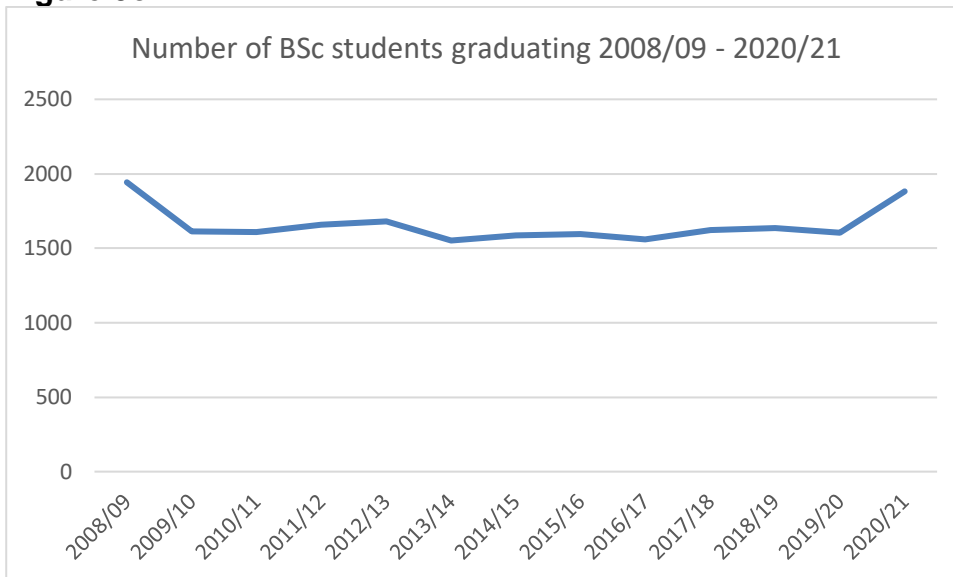


### Graduating Student Numbers

#### BSc (Hons) Programmes

Figure 5c shows an increase in the number of students graduating from pre-registration BSc (Hons) Physiotherapy programmes to 1884 in 2020/21 from 1602 in 2019/20.

Figure 5c

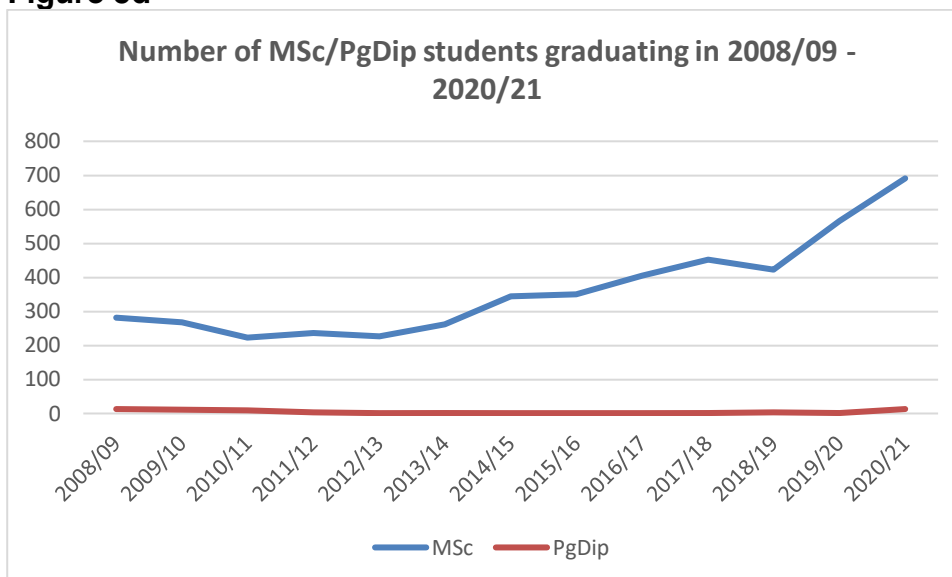


#### Postgraduate Programmes

Figure 5d shows an overall increase in the number of students graduating from postgraduate pre-registration programmes. In 2020/21 691 graduated with an MSc, compared to 565 in 2019/20.

13 students graduated with a Physiotherapy postgraduate diploma and 3 students graduated with a pre-registration doctorate in Physiotherapy.

**Figure 5d**



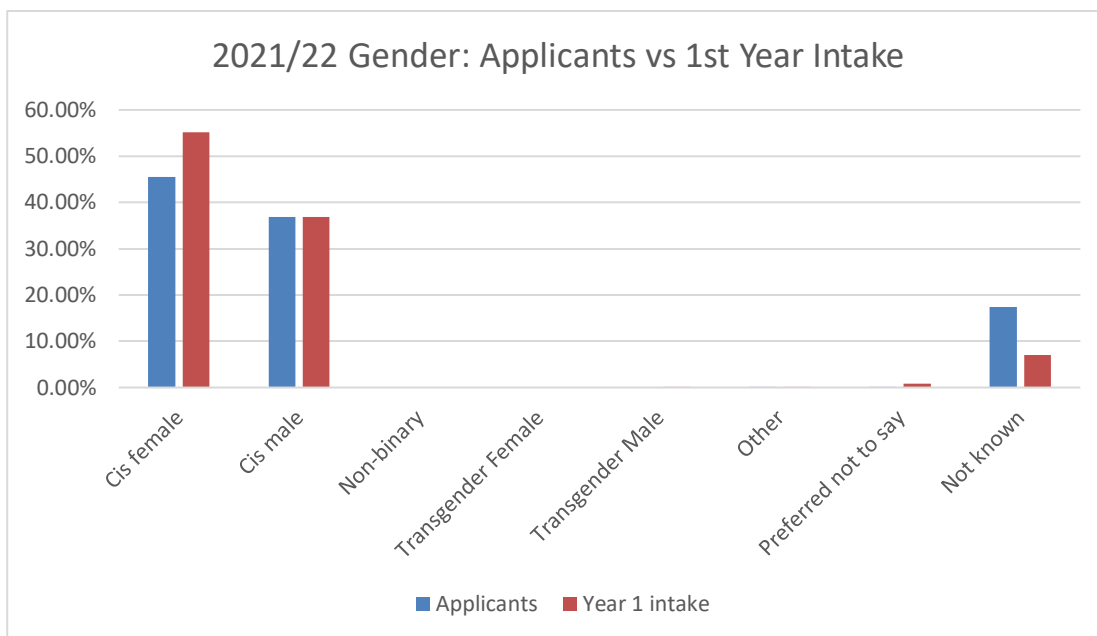
## 6.0 EQUITY, DIVERSITY AND BELONGING

The following section provides insight into the gender, age, ethnicity, disability and sexual orientation profile of year one physiotherapy learners in 2021/22 and applicants for the same intake year. We also look at the profile of year one attrition and graduates for 2020/21. 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 2021/22 against applicants for that year. 37% of year one learners are cis male, whereas 55% are cis female. 37% of applicants were cis male compared to 45% from cis female applicants.

**Figure 6a**

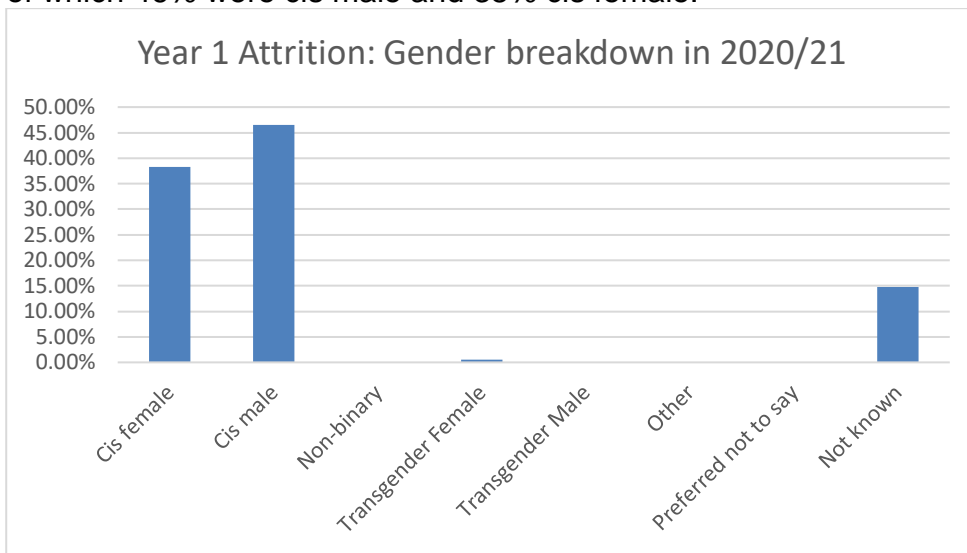


**Key for Figure 6a**

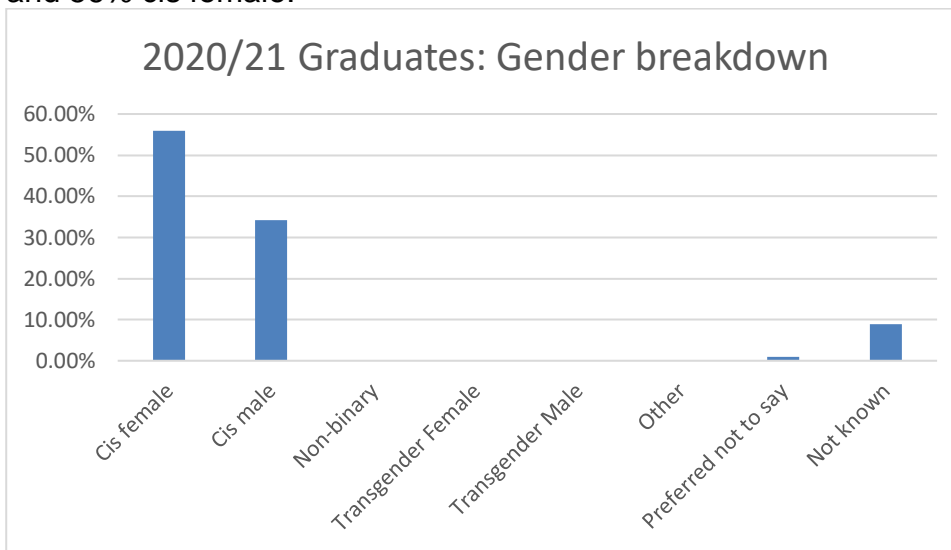
	Applicants	Year 1 intake
Cis female	45.49%	55.23%
Cis male	36.84%	36.81%
Non-binary	0.00%	0.00%
Transgender Female	0.00%	0.00%
Transgender Male	0.18%	0.02%
Other	0.02%	0.05%
Preferred not to say	0.09%	0.86%
Not known	17.37%	7.03%



**Figure 6b** shows the gender breakdown for learners who left their programme in 2020/21, of which 46% were cis male and 38% cis female.



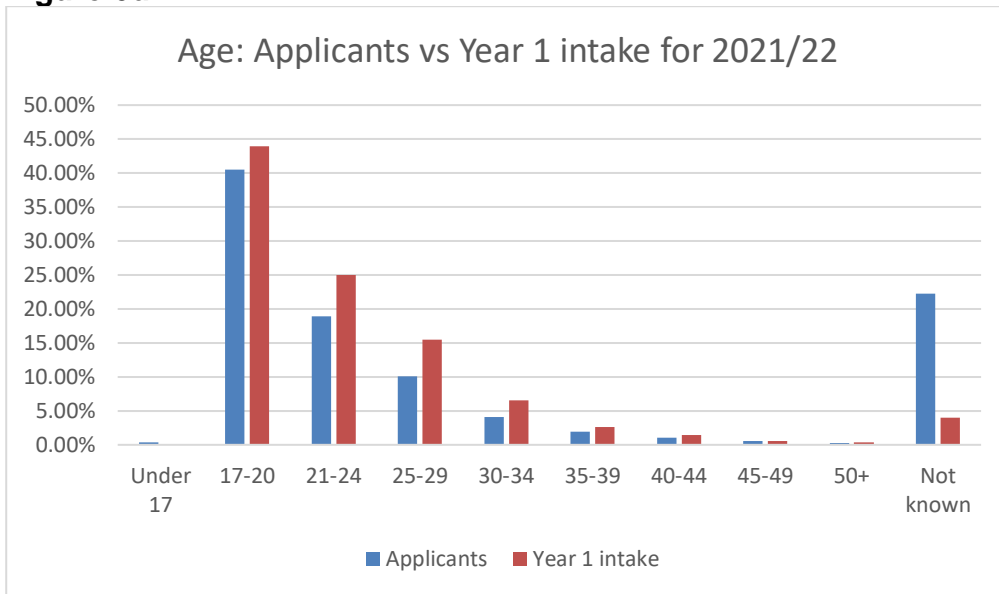
**Figure 6c** shows the gender profile for 2020/21 graduates, of which 34% were cis male and 56% cis female.



**Age**

**Figure 6d** shows the age breakdown of year one intake for 2021/22 against applicants for that year. 44% of year one learners were aged 17-20, compared to 40% of applicants for the same age group.

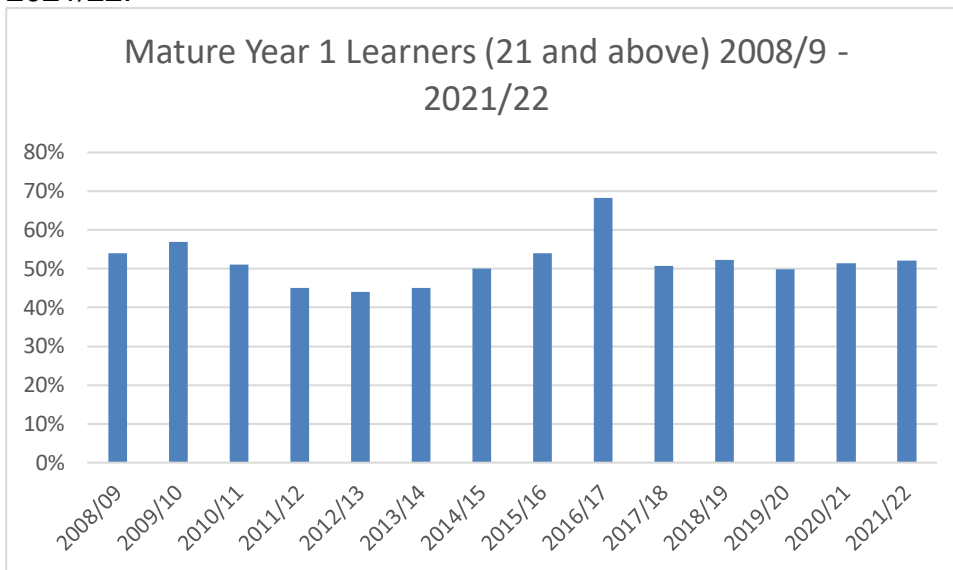
**Figure 6d**



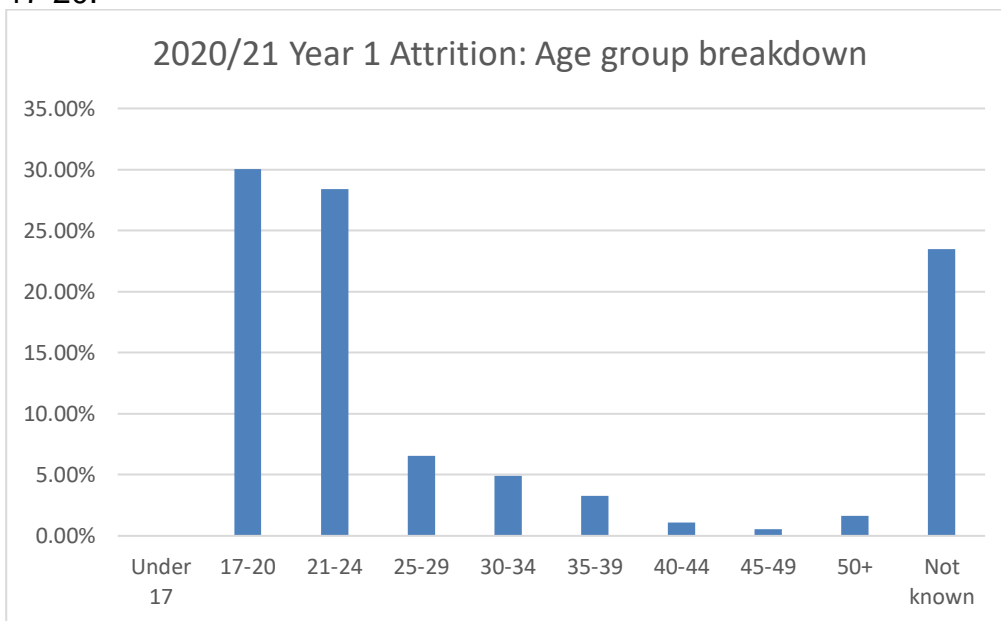
**Key for Figure 6d**

	Applicants	Year 1 Intake
Under 17	0.34%	
17-20	40.48%	43.95%
21-24	18.92%	25.04%
25-29	10.13%	15.51%
30-34	4.11%	6.53%
35-39	1.93%	2.66%
40-44	1.01%	1.40%
45-49	0.54%	0.59%
50+	0.27%	0.33%
Unknown	22.28%	3.97%

**Figure 6e** shows the percentage of year 1 learners aged 21 and above from 2008/9 to 2021/22.

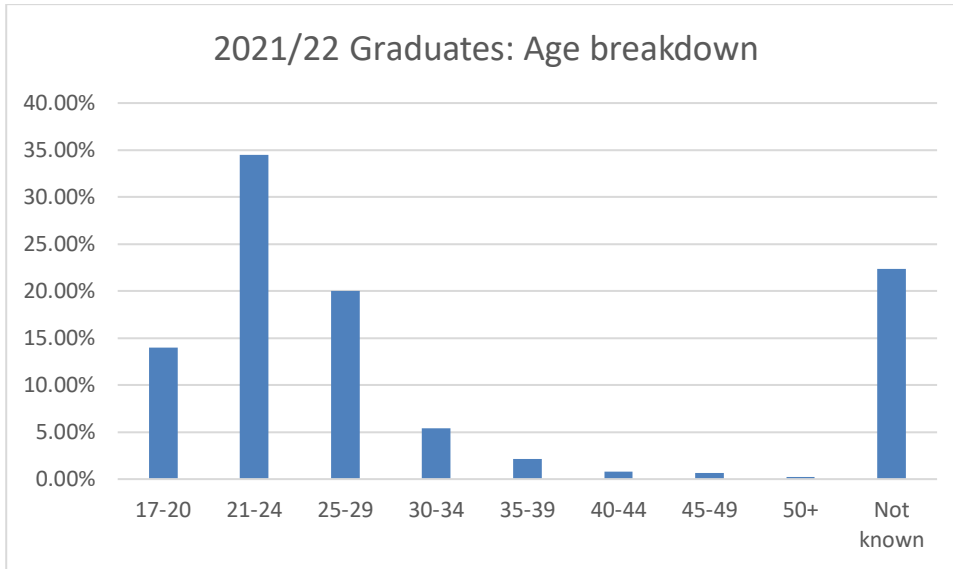


**Figure 6f** shows the highest group of the learners who left their programmes were aged 17-20.





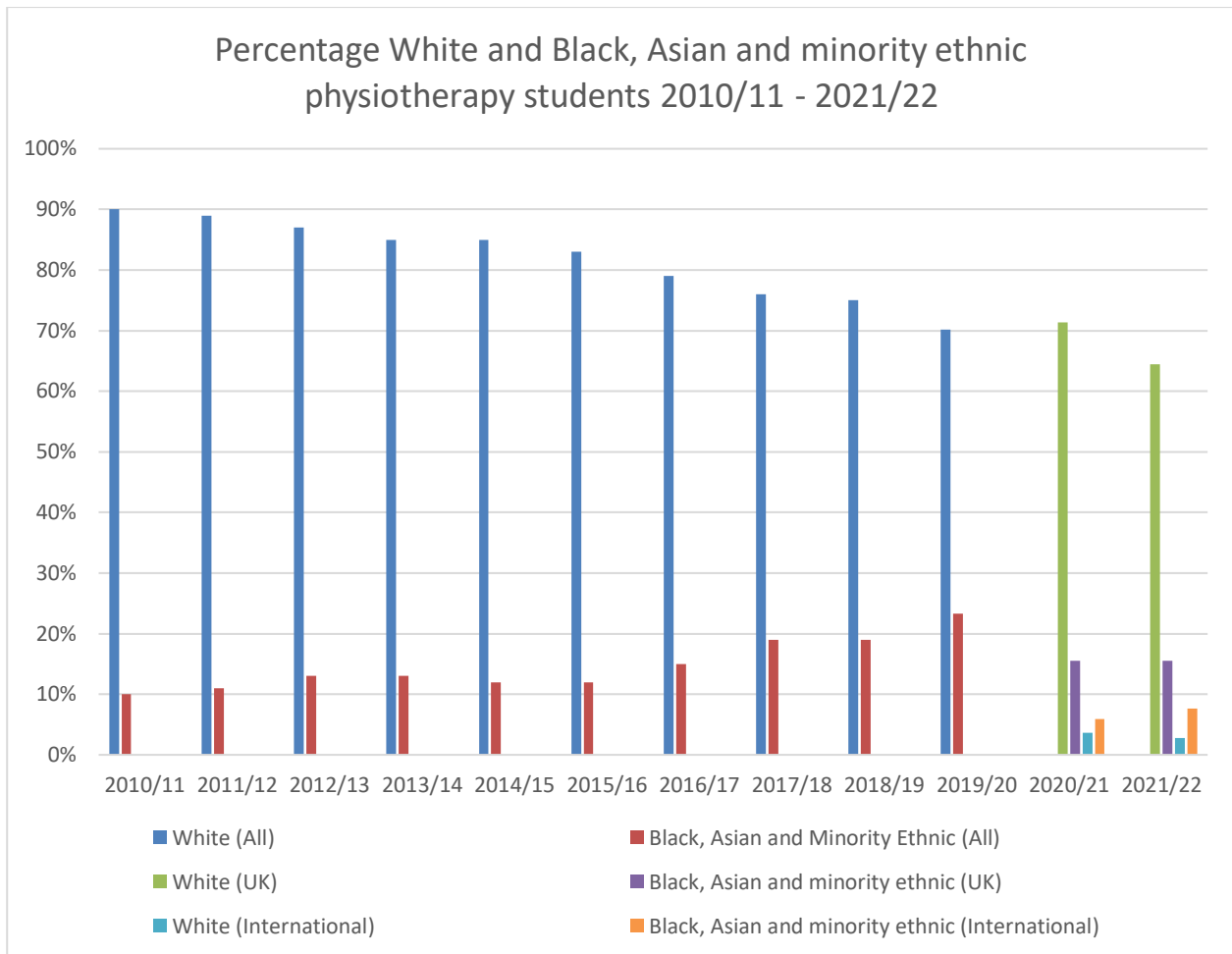
**Figure 6g** shows for 2020/21, and the largest age group of graduates was 21-24 year olds.



### Ethnicity

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

**Figure 6h** shows the percentage of White, Black, Asian and minority ethnic first-year learners from 2010/11 to 2021/22. For 2021/22, 64.5% of all learners were White (UK domicile), and 15.5% were Black, Asian and minority ethnic (UK domicile). In addition, 2.8% were White (international domicile), and 7.6% were Black, Asian and minority ethnic (international domicile). 9.6% were either refused to share their information or were unknown.

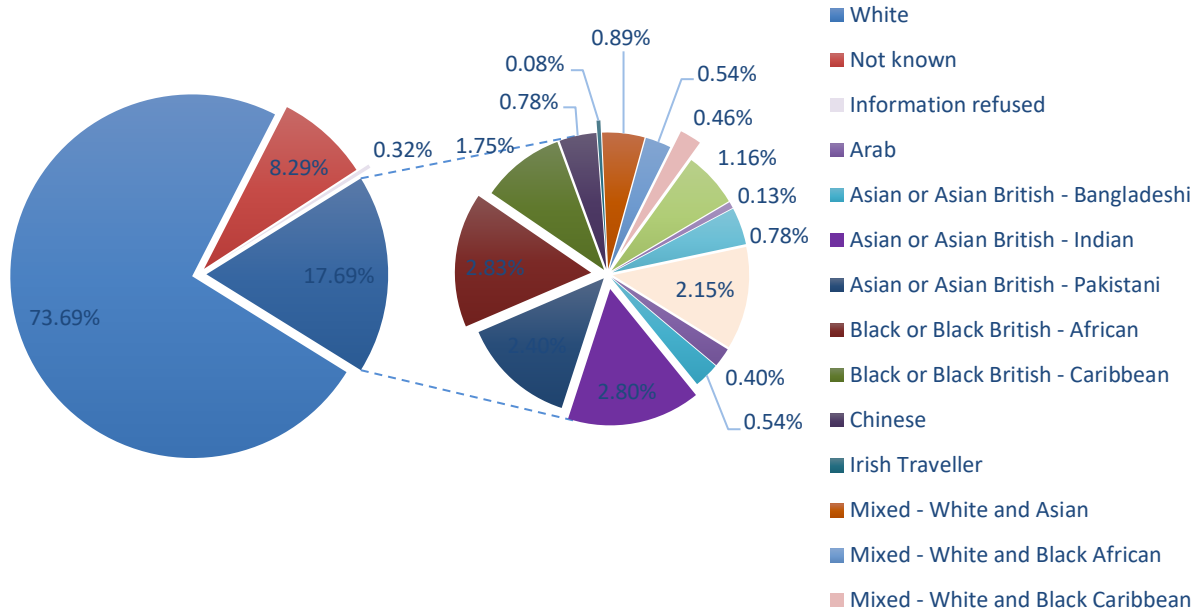


It is encouraging to note that the physiotherapy student population has an increase in ethnic diversity since the academic year 2010/11. It is essential for programme teams to continue their efforts towards achieving even greater diversity within their cohorts. This is vital for enhancing the learning 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 26.5% of all first year student in the UK are from Black, Asian and minority ethnic backgrounds.

**Figure 6i** details the ethnicity breakdown of UK domicile learners.

### Ethnicity breakdown for Year 1 UK domicile students - 2021/22

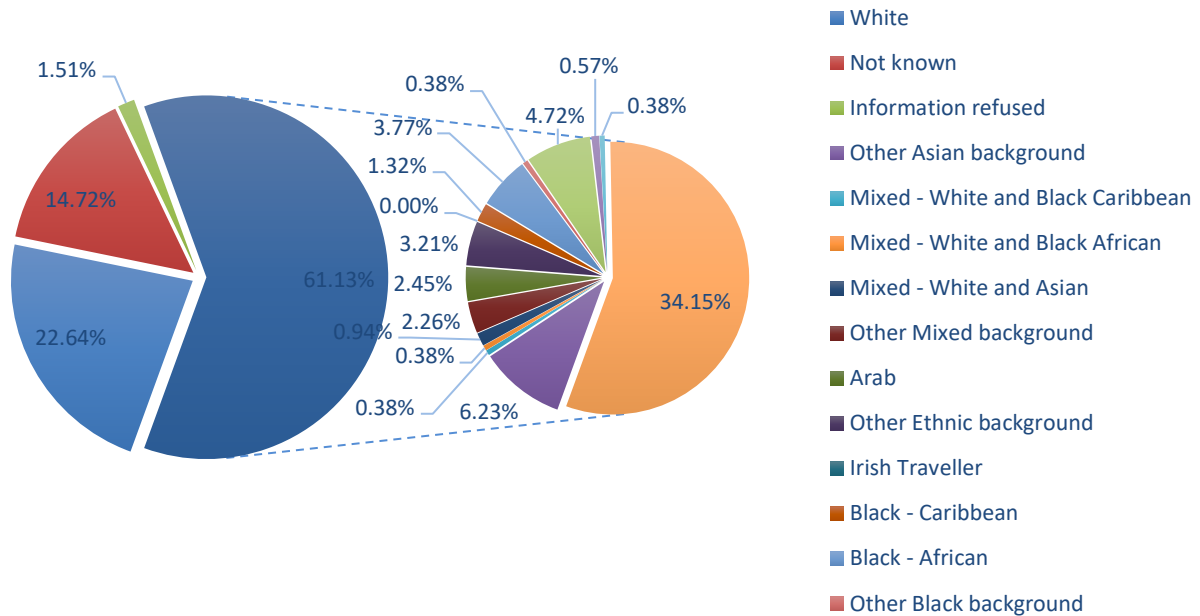


#### Key to Figure 6i

White	74%	Irish Traveller	0%
Not known/Information refused	9%	Mixed - White and Asian	1%
Arab	0%	Mixed - White and Black African	1%
Asian or Asian British - Bangladeshi	1%	Mixed - White and Black Caribbean	0%
Asian or Asian British - Indian	3%	Other Asian background	1%
Asian or Asian British - Pakistani	2%	Other Black background	0%
Black or Black British - African	3%	Other Ethnic background	1%
Black or Black British - Caribbean	2%	Other Mixed background	2%
Chinese	1%		

Figure 6j details the ethnicity breakdown of international domicile learners.

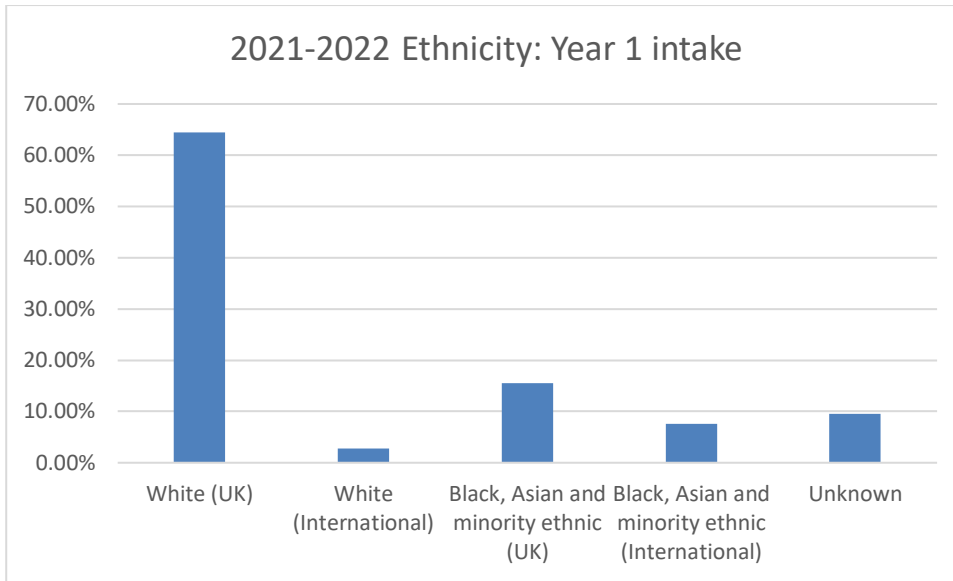
### Ethnicity breakdown for Year 1 International domicile Learners 2021/22



**Key to Figure 6j**

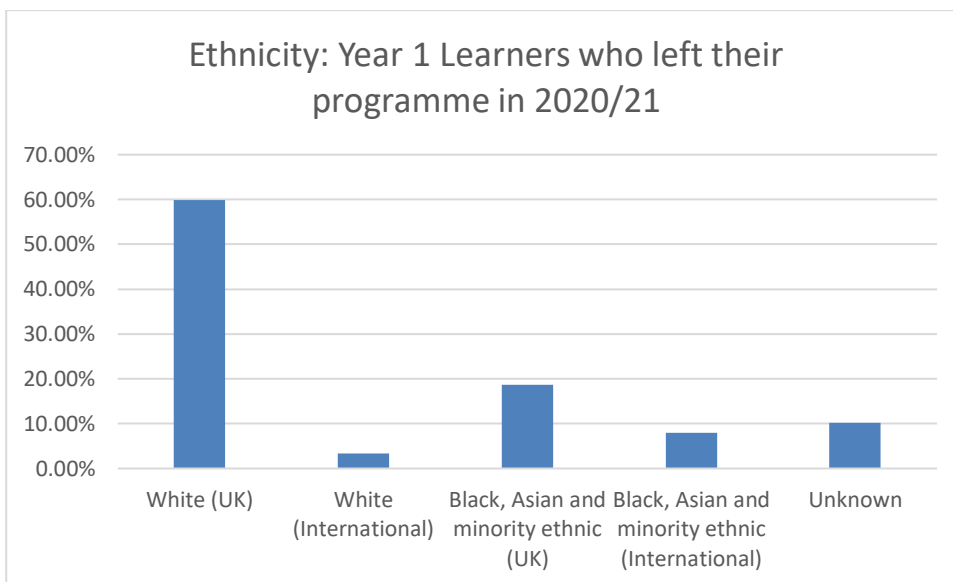
White	23%	Irish Traveller	0%
Not known/Information refused	16%	Mixed - White and Asian	1%
Arab	2%	Mixed - White and Black African	0%
Asian - Bangladeshi	0%	Mixed - White and Black Caribbean	0%
Asian - Indian	5%	Other Asian background	6%
Asian - Pakistani	1%	Other Black background	0%
Black - African	4%	Other Ethnic background	3%
Black - Caribbean	1%	Other Mixed background	2%
Chinese	34%		

Figure 6k shows the ethnicity breakdown of year one intake for 2021/22.



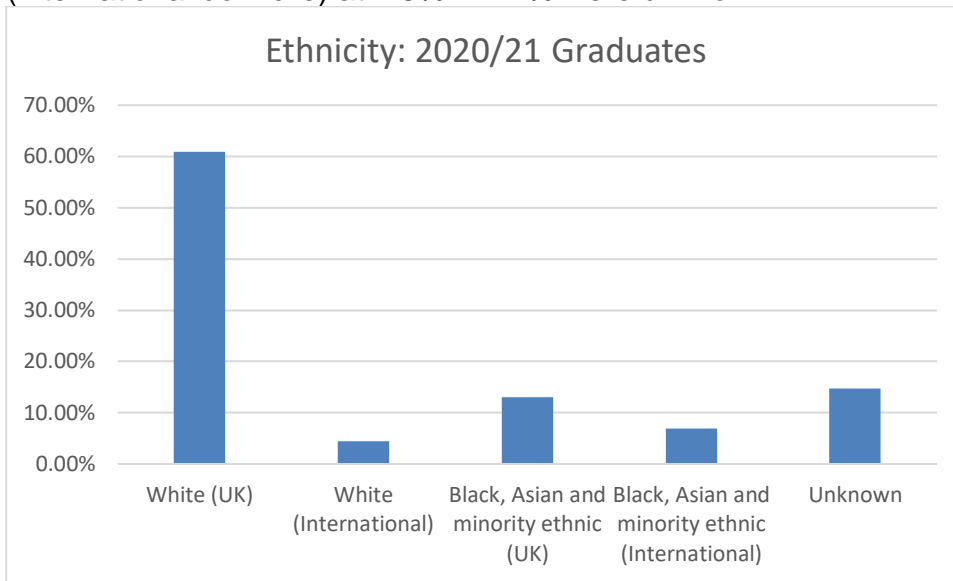
For applicants, 60.8% were unknown, however White (UK domicile) was the highest group at 26.4% followed by Black, Asian and minority ethnic (UK domicile) at 6.9%, 4% for Black, Asian and minority ethnic (international domicile) and 1.8% for White (International domicile).

**Figure 6I** shows the ethnicity breakdown for the learners who left their programme in 2020/21. 18.6% were Black, Asian and minority ethnic (UK domicile) compared to 59.9% White (UK domicile). 10.2% 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.

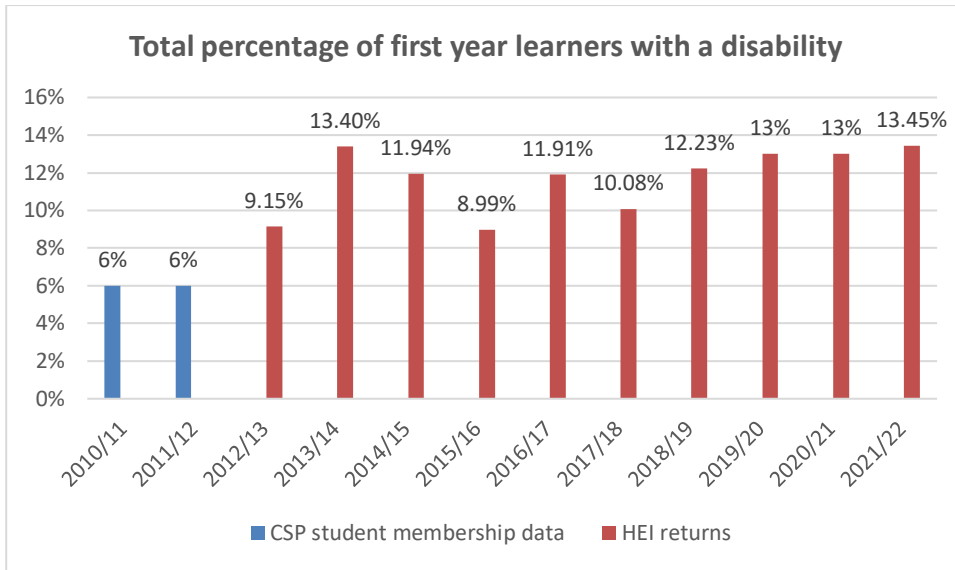
**Figure 6m** shows the ethnicity breakdown for 2020/21 graduates, showing White (UK domicile) students at 60.9%, followed by Black, Asian and minority ethnic (UK domicile) at 13%, Black, Asian and minority ethnic (International domicile) at 6.9% and White (international domicile) at 4.5%. 14.7% were unknown.



## Disability

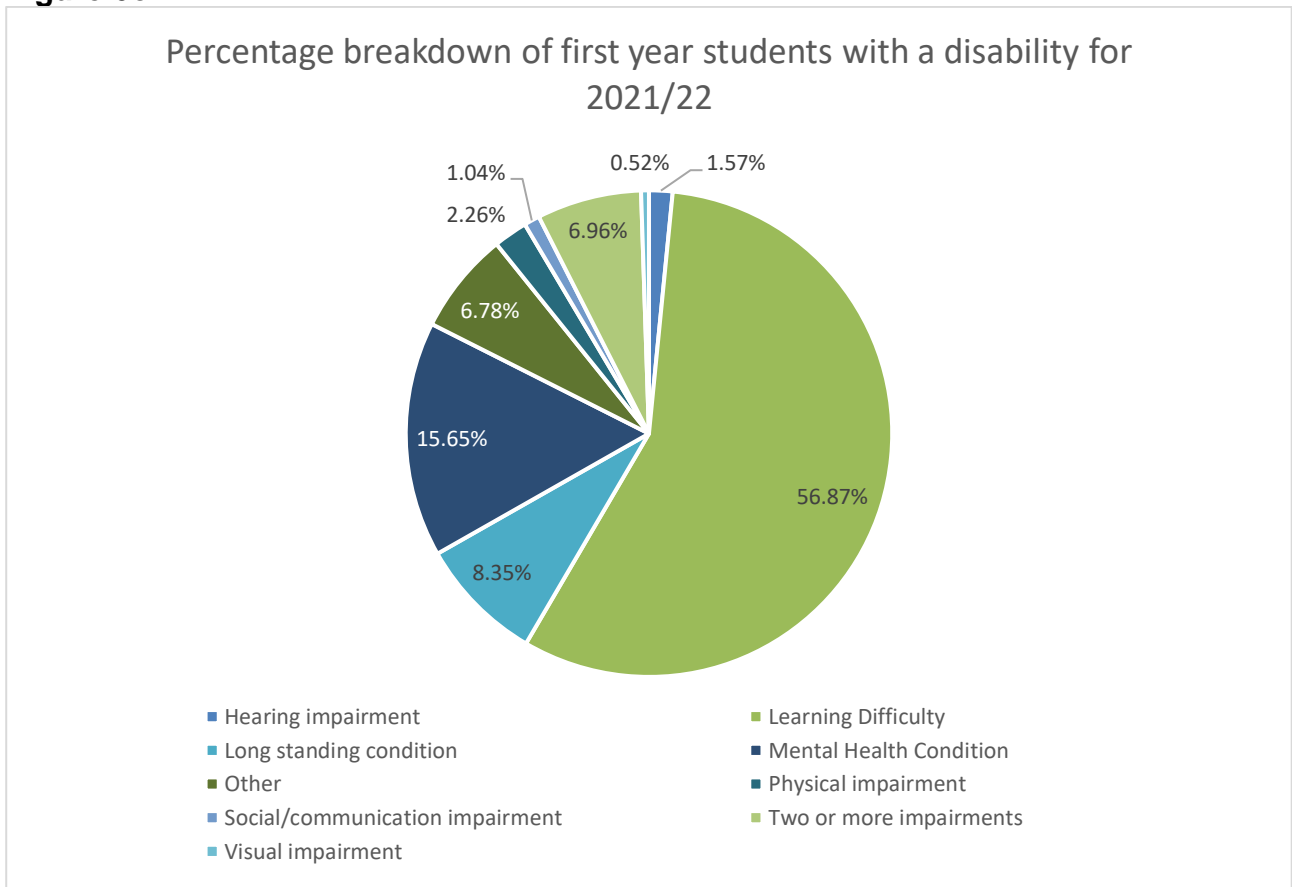
The criteria used for identifying disability trends among physiotherapy student cohorts are those used by UCAS. **Figure 6n** shows that the percentage of first-year students disclosing a disability has remained the same at 13%. Before 2012/13, CSP membership data was used, and figures stood at a consistent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

**Figure 6n**

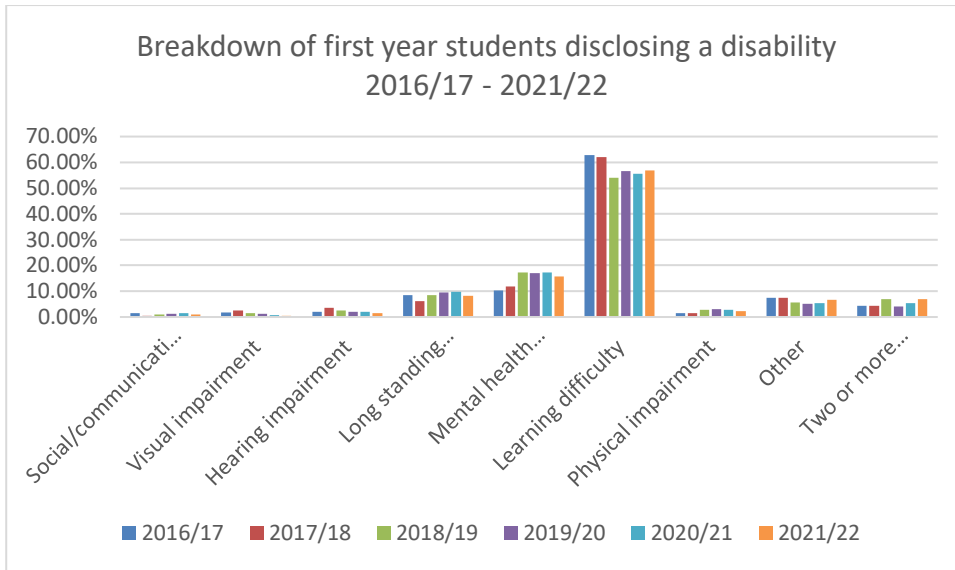


As shown in **Figure 6o**, 55.7% of students who disclosed a disability were reported as having a learning difficulty in 2021/22. Data suggests that most of these students made a disclosure of dyslexia. As demonstrated by **Figure 6p** there has been no significant change in the overall profile of disabilities reported by students since 2013/14.

**Figure 6o**



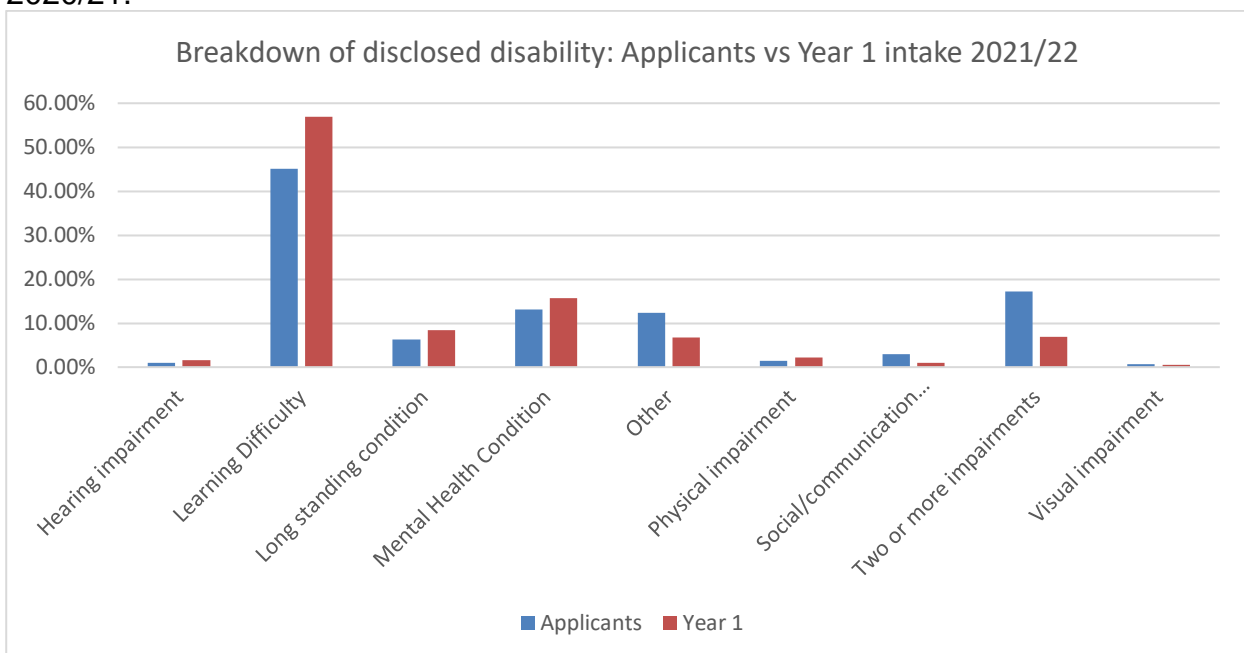
**Figure 6p**



**Key to Figure 6p**

	2019/20	2020/21	2021/22
Social/communication impairment	1.4%	1.4%	1.04%
Visual impairment	1.4%	0.6%	0.52%
Hearing impairment	2.1%	2.0%	1.57%
Long standing condition	9.6%	9.7%	8.35%
Mental health condition	17.1%	17.2%	15.65%
Learning difficulty	56.7%	55.6%	56.87%
Physical impairment	3.0%	2.8%	2.26%
Other	5.0%	5.3%	6.78%
Two or more impairments	4.0%	5.5%	6.96%

**Figure 6q** details the disabilities disclosed for applicants against year 1 learners for 2020/21.

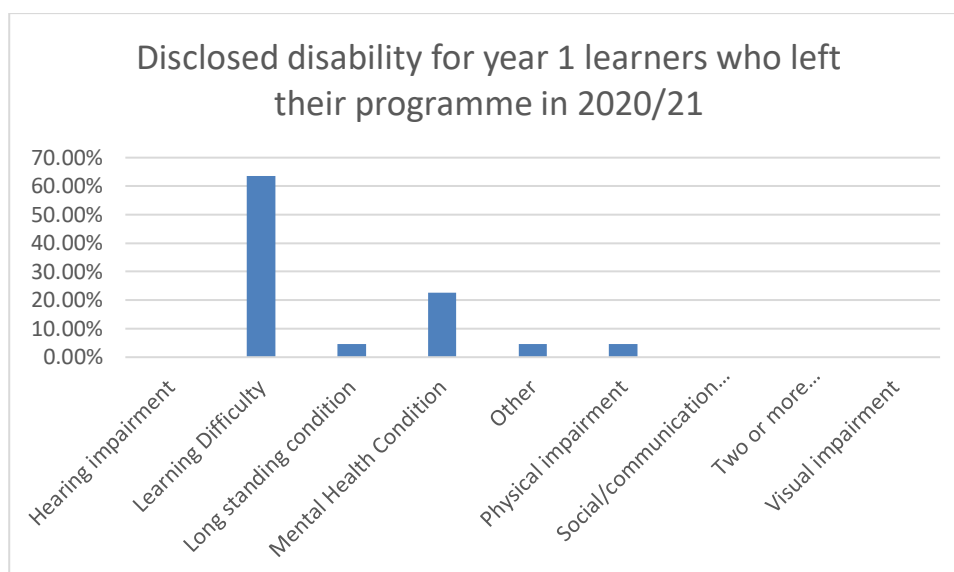




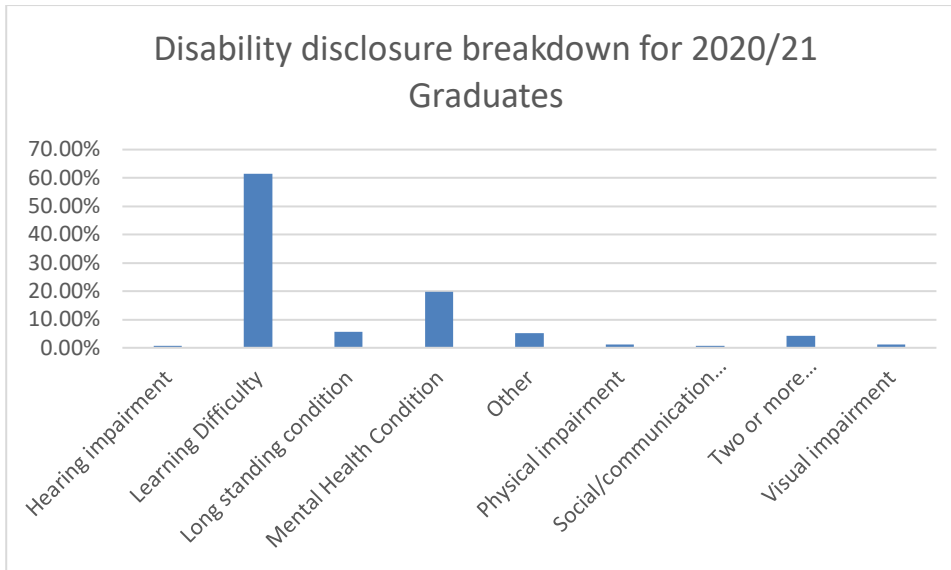
Key for **Figure 6q**

Disability	Applicants	Year 1 Intake
Hearing impairment	0.95%	1.57%
Learning Difficulty	45.04%	56.87%
Long standing condition	6.25%	8.35%
Mental Health Condition	13.09%	15.65%
Other	12.42%	6.78%
Physical impairment	1.45%	2.26%
Social/communication impairment	2.99%	1.04%
Two or more impairments	17.17%	6.96%
Visual impairment	0.63%	0.52%

**Figure 6r** shows the disclosed disabilities for year 1 learners who left their programme in 2020/21. 64% a learning difficulty, 23% had a mental health condition, 13% were other disabilities or conditions.

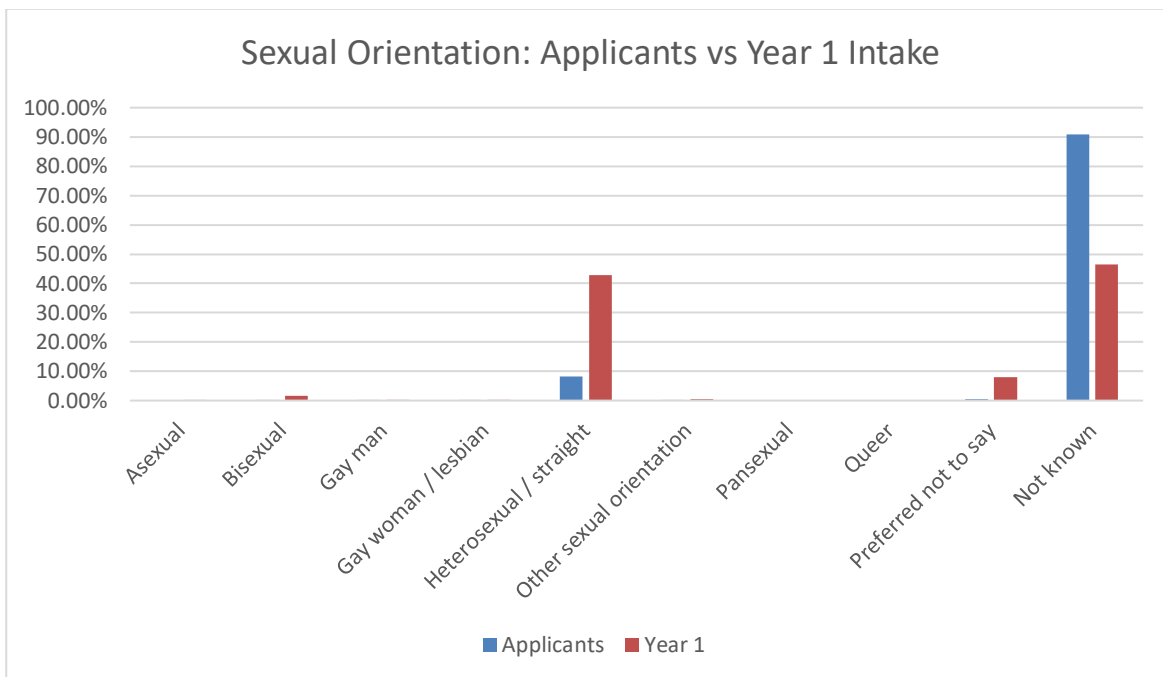


**Figure 6s** shows disability disclosure for 2020/21 graduates. The largest group of declared disabilities was learning difficulties (61.5%) followed by mental health conditions (19.8%).



### Sexual Orientation

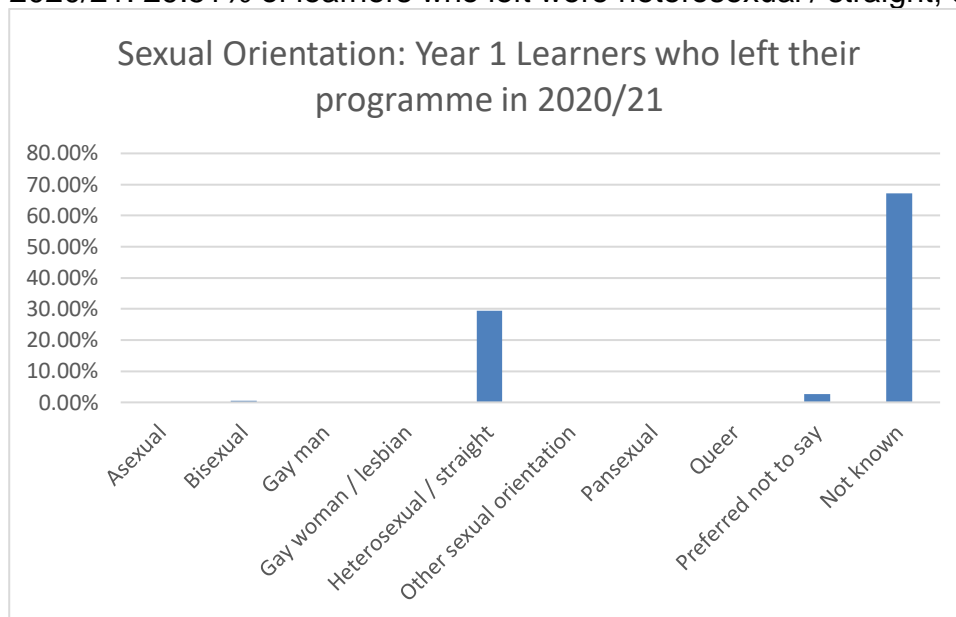
Figure 6t shows the sexual orientation of applicants for 2021/22 versus the year 1 learners intake for the same year. 46.5% of the reported returns were unknown and 7.9% preferred not to say and heterosexual / straight was reported at 42.8%.



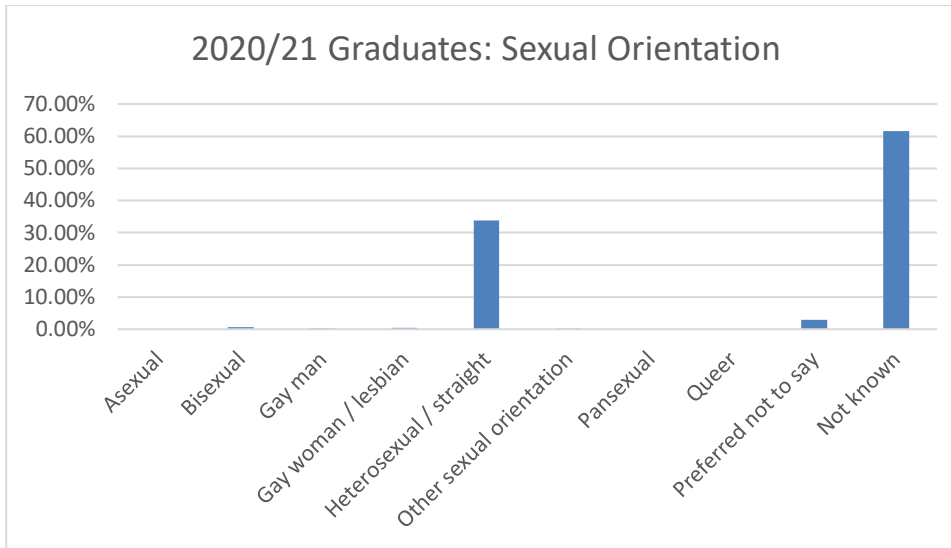
**Key for Figure 6t**

Sexual Orientation	Applicants	Year 1 Intake
Asexual	0.00%	0.15%
Bisexual	0.19%	1.57%
Gay man	0.05%	0.28%
Gay woman / lesbian	0.08%	0.33%
Heterosexual / straight	8.29%	42.80%
Other sexual orientation	0.07%	0.43%
Pansexual	0.00%	0.00%
Queer	0.00%	0.00%
Preferred not to say	0.41%	7.94%
Not known	90.90%	46.51%

**Figure 6u** sexual orientation breakdown for the learners who left their programme in 2020/21. 29.51% of learners who left were heterosexual / straight, 67.21% were unknown.



**Figure 6v** shows the sexual orientation for 2020/21 graduates. 33.85% of graduates were heterosexual and 61.66% were not known.



## 7.0 COMPARING PHYSIOTHERAPY PROGRAMMES

### UNISTATS Data

The UNISTATS dataset is compiled from the National Student Survey (NSS), and the Graduate Outcomes Survey. The NSS is a survey across final-year undergraduates in all publicly funded HEIs across the UK. The Graduate Outcomes survey asks graduates who have completed higher education programmes within the last 15 months about their current activity, including work and further study. The Graduate Outcomes Survey replaced the Destination of Higher Education Leavers Survey (DLHE), which surveyed graduates six months after completing their programmes. The latest Graduate Outcomes Survey dataset reported is for students graduating in 2018/19. The Higher Education Statistics agency will publish the dataset for 2019/20 graduates later this year.

For the NSS data for a programme is only shown when at least 23 students have completed the questionnaire, and where the respondents make up at least half of all the students on that programme. In cases where at least half, but fewer than 23 students have completed the questionnaire, UNISTATS combine the results with other related programmes at that HEI. Where this is the case, these programmes have not been included in this comparison, to prevent any skewing of the data. It is also worth noting that UNISTATS round percentages to the nearest five percentage points when information has been collected from fewer than 53 students.

**Figures 7a-7l show the spread of feedback of student satisfaction for the criteria asked by the NSS, across HEIs offering physiotherapy programmes for which data was available in 2020/21.**

**Figure 7a** shows the average percentage scores awarded by students across all HEIs.

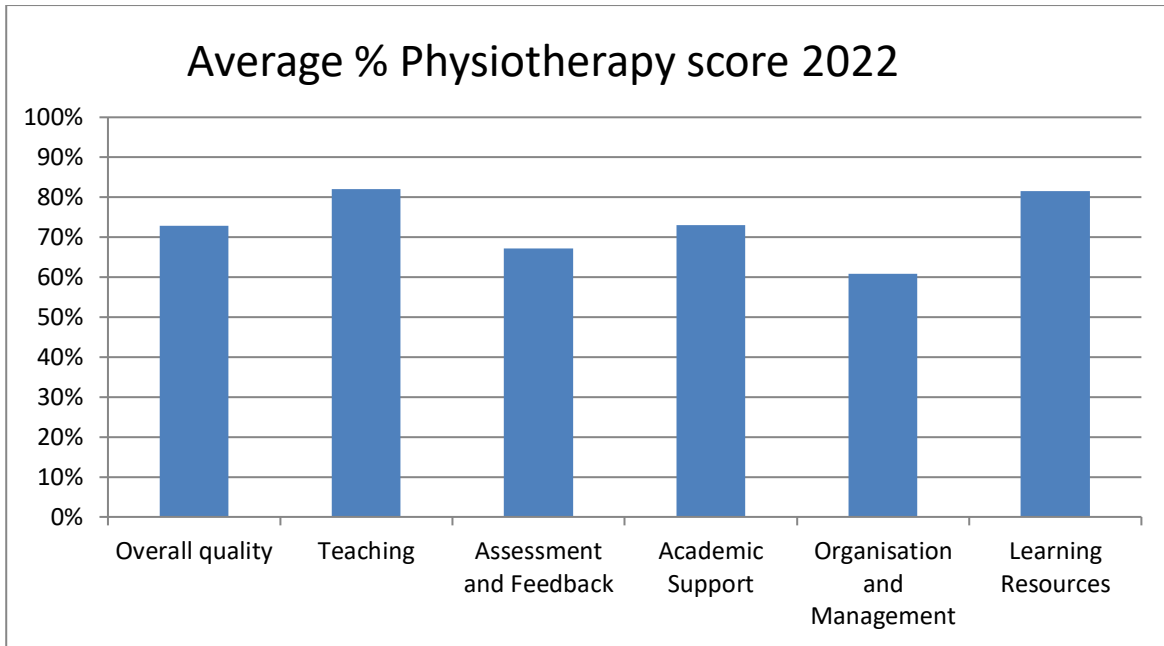
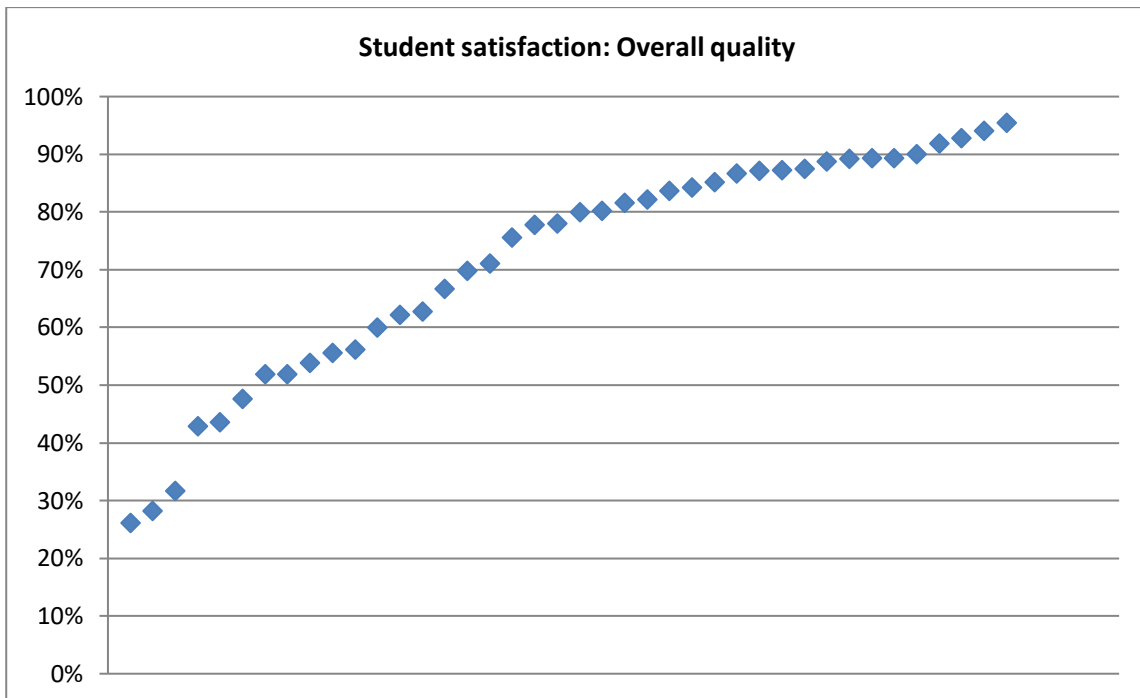
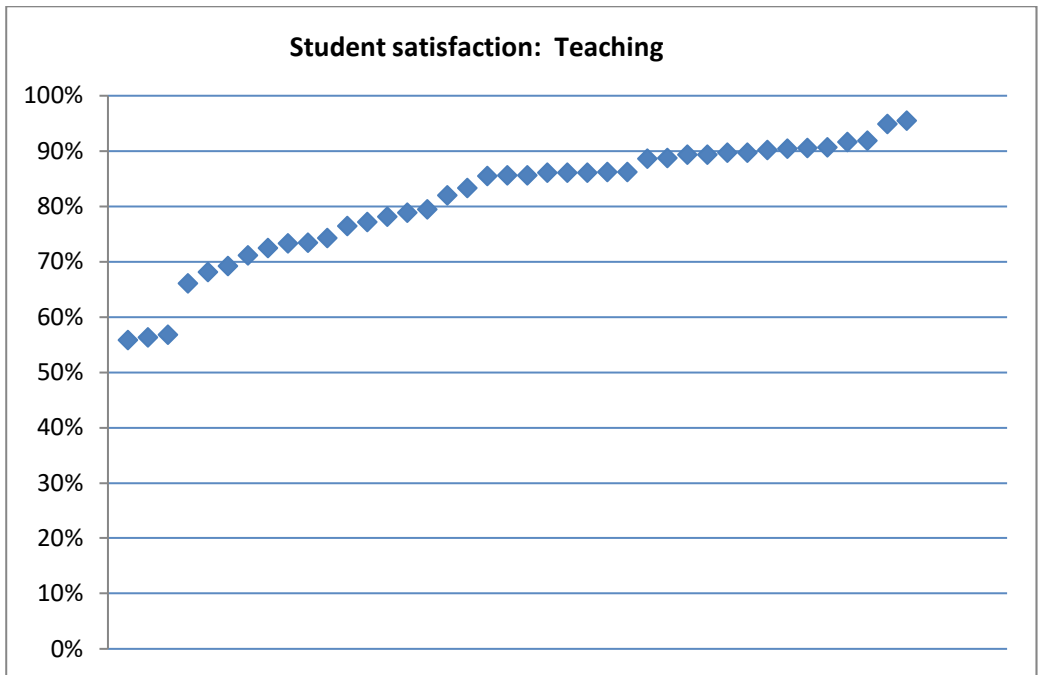


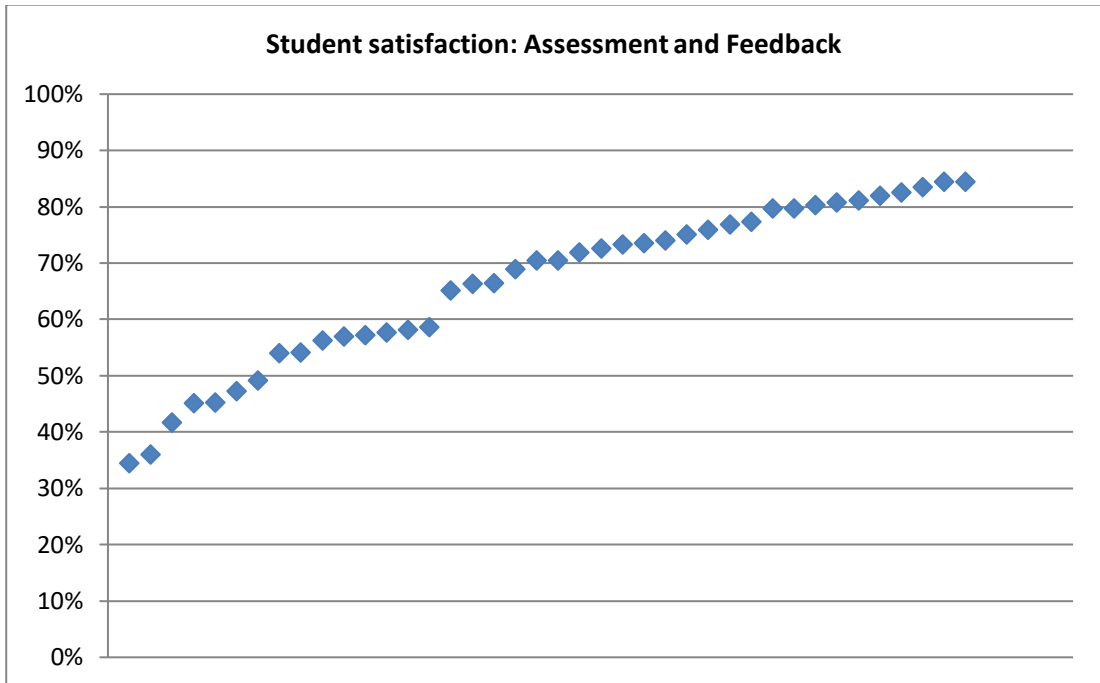
Figure 7b shows the average percentage score awarded by students for overall quality for each programme.



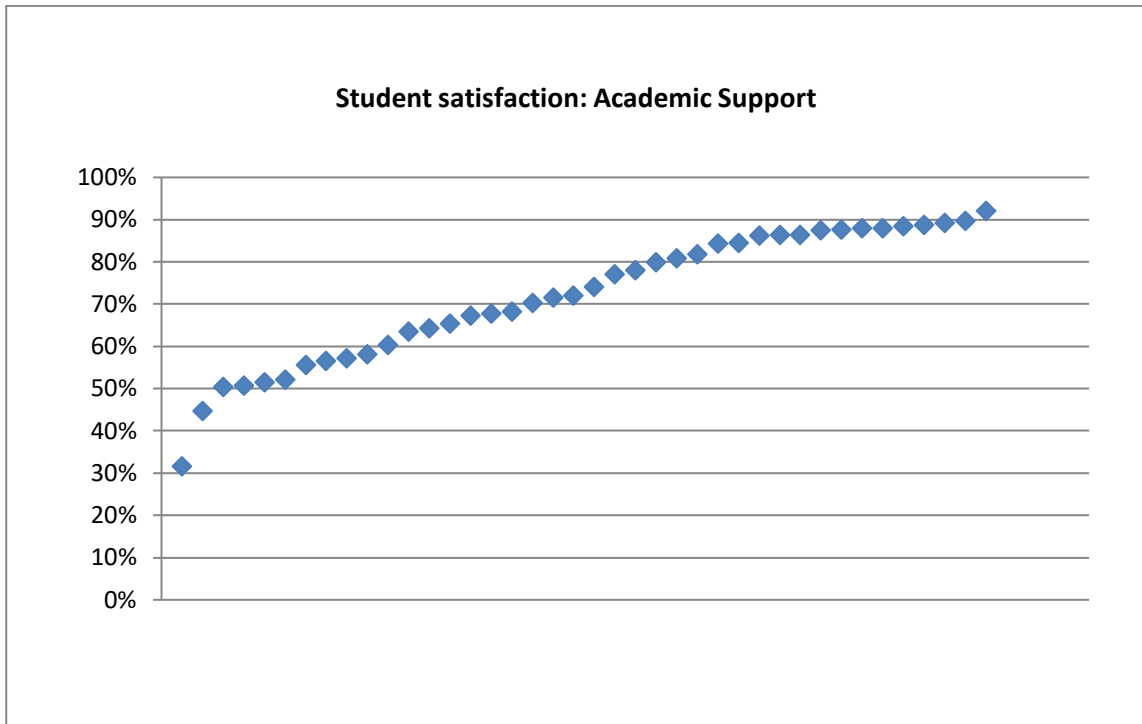
**Figure 7c** shows the average score awarded by students for teaching for each programme.



**Figure 7d** shows the average percentage score awarded by students for quality of assessment and feedback for each programme.



**Figure 7e** shows the average percentage score awarded by students for academic support for each programme.



**Figure 7f** shows the average percentage score awarded by students for organisation and management for each programme.



**Figure 7g** shows the average percentage score awarded by students for learning resources for each programme.

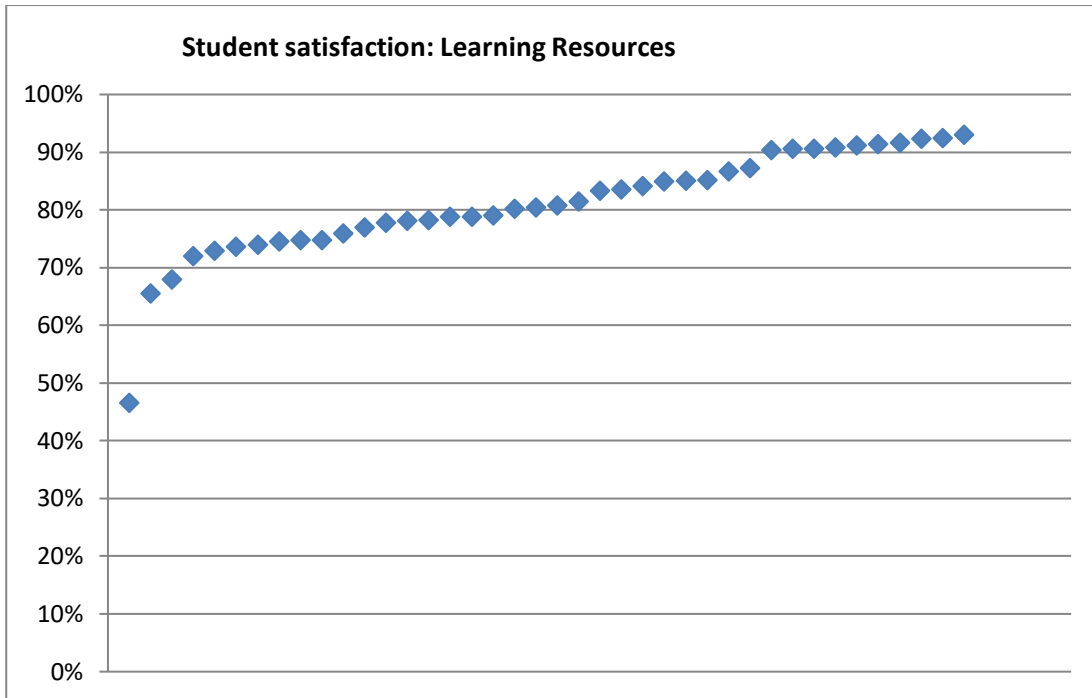
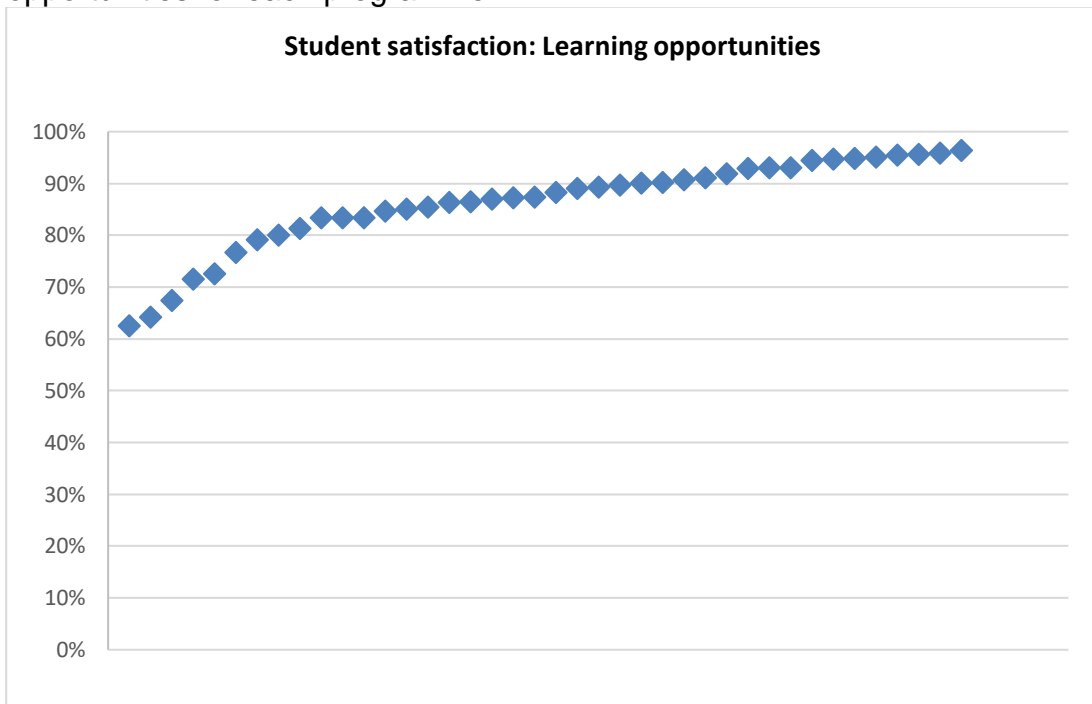


Figure 7h shows the average percentage score awarded by students for learning opportunities for each programme.





## **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).