

**Template to guide Member Organisation’s First International Monitoring Submission**

This template can be used by Member Organisations (MO) alongside the following existing resources to support their preparation for the first International Monitoring (IM) submission:

- Standards Document Part B
- Rushton A, Petty N (2002). The Course Approval Board of the Manipulation Association of Chartered Physiotherapists. *Manual Therapy*; 7(4):222-228.
- Letter from the Standards Committee (SC) regarding your first submission.
- The completed submission needs to be submitted electronically.
- Ensure that all submitted reports/documents are translated into English.
- This template can be used to structure your submission for IM.
- The template should be submitted as a checklist with your submission so that it is clear to the SC that all components have been included in your submission.

<b>Has the following information via documents and other supportive material been included in your submission:</b>		<b>Cross reference to document / page number</b>
1	Title page, to include: <ul style="list-style-type: none"> <li>a) Name of MO</li> <li>b) Contact person</li> <li>c) Role of contact person within MO</li> <li>d) Address of contact person within MO</li> <li>e) Telephone of contact person within MO</li> <li>f) Email address of contact person within MO</li> <li>g) Date of submission</li> </ul>	
2	Overview of MO process of monitoring educational standards -Maximum of 2000 words +/- other supporting documents that the MO uses. -To include details of all educational programmes recognised as providing membership of MO -To include background information detailing the development of the educational system	
3	Supporting documentation demonstrating that the credentials for the External Assessor (EA) have been met (see Appendix B of Standards Document and credentials for EA document)	
4	EA reports for each educational programme for the previous 3 years / the maximum time available (see EA’s template)	
5	Relevant extracts of minutes of the meeting(s) of the MO when the External Assessor reports were considered	

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6	<p>Within the 2000 word document and any supporting documents (for example a programme curriculum, overview of quality processes document etc) detailed as a requirement in point 2 above, please ensure that there is clarity and clear documentation for the following components of each of the recognised educational programmes:</p>	
	<p>a) The overall aims and learning outcomes for modules / units that enable each programme to meet the IFOMPT Standards Document (see Standards mapping template)</p>	
	<p>b) The content of each programme including its theory and practical components i.e. curriculum, hours, themes of sessions etc.          Note: a minimum of 200 hours of theoretical learning are required          Note: a minimum of 150 hours of practical learning are required</p>	
	<p>c) The delivery of each programme including the theory &amp; practical components i.e. duration of programme, number of modules / units each year/ term, timeframes (typical, minimum and maximum allowable), venue etc</p>	
	<p>d) Reading lists and sources for further study of the topics covered in the programmes</p>	
	<p>e) Criteria and suitability of the theory &amp; practical teachers</p>	
	<p>f) Structure, organisation and standards of the clinical placement</p>	
	<p>g) Evidence regarding the quality of the clinical placement experiences</p>	
	<p>h) Evidence regarding the criteria and suitability of the Clinical Mentors</p>	
	<p>i) Evidence regarding Clinical Mentor training and their ongoing support</p>	
	<p>j) Detail of content / organisation / hours of mentored clinical practice          Note: a minimum of 150 hours is required</p>	
	<p>k) Detail of assessment processes (theory and practical) including format of written exams/assignments/case studies/practical examinations, marking criteria, opportunities for reassessment in the event of failure</p>	
	<p>l) Detail of assessment processes (research) including marking criteria, opportunities for reassessment in the event of failure</p>	
	<p>m) Detail of assessment processes (clinical examinations, clinical placements) including format of case studies/practical examinations, marking criteria, opportunities for reassessment in the event of failure</p>	

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	n) Resources in support of the educational programmes e.g. facilities	
	o) Student support for their academic and pastoral development / well-being	
	p) Monitoring of quality of the programme (theory and practical course work, research, clinical examinations, clinical placements, student experience, instructors experience, mentors experience) e.g. evaluation of the programme (by instructors, students, external examiner, external assessor). Note: Examples of evaluation and reporting processes need to be included.	
	q) Processes of quality monitoring and evaluation of educational programmes by MO including the process of how feedback is dealt with and followed through by the MO	
7	<p>Within the 2000 word document and any supporting documents detailed as a requirement in point 2 above, please ensure that there is clarity and clear documentation of the mapping of all recognised educational programmes' curricula to the IFOMPT Standards Document dimensions and their competencies (see mapping template – required from 2011).</p> <p>Note: The SC is frequently feeding back to the MO that more evidence needs to be provided that each educational programme is meeting the required standards in the following areas:</p> <ul style="list-style-type: none"> <li>a) clinical reasoning</li> <li>b) evidence based practice</li> <li>c) biopsychosocial approach</li> <li>d) pain mechanisms</li> <li>e) research methodology</li> </ul>	
8	<p>Within the 2000 word document and any supporting documents detailed as a requirement in point 2 above, please ensure that there is clarity and clear documentation of an overview of quality assurance mechanisms for the educational programmes i.e. feed-forward mechanisms and planning for the future</p>	