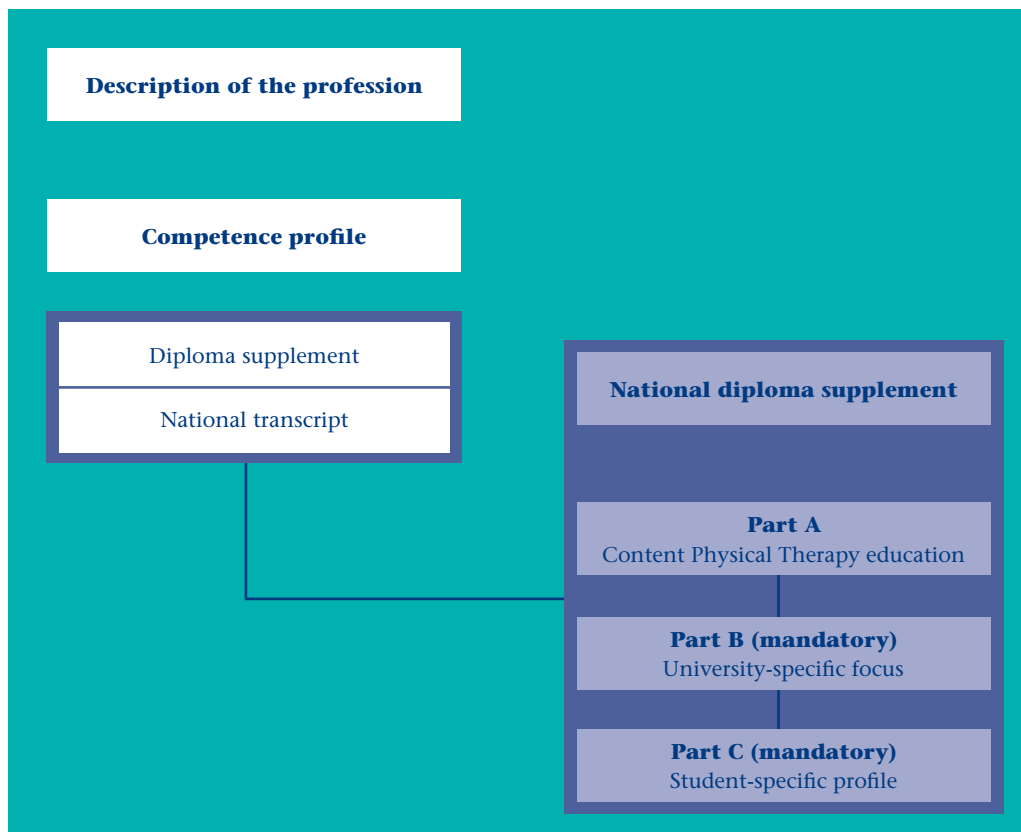
A dark blue rectangular area occupies the top right portion of the page. In the top right corner of this area, there is a white geometric shape consisting of two parallel lines forming a right-angled corner, resembling a stylized 'L' or a corner of a square.

National Diploma  
Supplement  
National Transcript  
Physical Therapy



# PHYSICAL THERAPY

## National Diploma supplement National transcript



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Appendix 1, Information regarding the courses of physical therapy

# Introduction

In 2005, the professional profile of the physical therapist was adjusted by the professional group (KNGF= Royal Dutch Association for Physical Therapy). In cooperation with the KNGF, a competence profile for the physical therapist was included by the Academies for Physical Therapy. The competence profile was outlined for course purposes. It provides insight into how the competencies relate to the domains of the courses' contents. In this document physical therapy is used as an equivalent for physiotherapy.

## The objective of the national diploma supplement and national transcript for Physical Therapy

This national diploma supplement and national transcript is a document from the joint Academies for Physical Therapy in The Netherlands, which can be used by graduates for the recognition of the diploma abroad.

The diploma supplement is based on the documentation used for this from the European Committee (based on the Bologna declaration). The national transcript is based on national and international examples.

Annually, hundreds of graduates go abroad to practise the profession of physical therapy (temporarily). To be able to work abroad, diploma recognition is necessary. For this, information regarding the contents of the course is required. The national diploma supplement and national transcript provides this information.

## The use for physical therapists

The national diploma supplement and national transcript were made to support the process of diploma recognition by the physical therapist. Any physical therapist, who wants to use this documentation, has to add this him/herself to the application for the recognition of the diploma.

## Distribution by the KNGF and SROF

This national diploma supplement and national transcript are offered by the KNGF and SROF to the professional organisations and/or bodies of recognition of the countries to which most physical therapists emigrate.

In the course of the academic year 2008-2009, an answer is expected from these organisations whether the content of the document is sufficient for a prompt settlement of the diploma recognition procedure. This publication will be adjusted on the basis of their feedback.

## Duration

This publication of the national transcript is in force for graduates	
<i>of academic year</i>	<i>till academic year</i>
2005-2006	2012-2013

On behalf of the KNGF and the Academies for Physical Therapy.

# Bookmark

## The Structure of the National Diploma Supplement

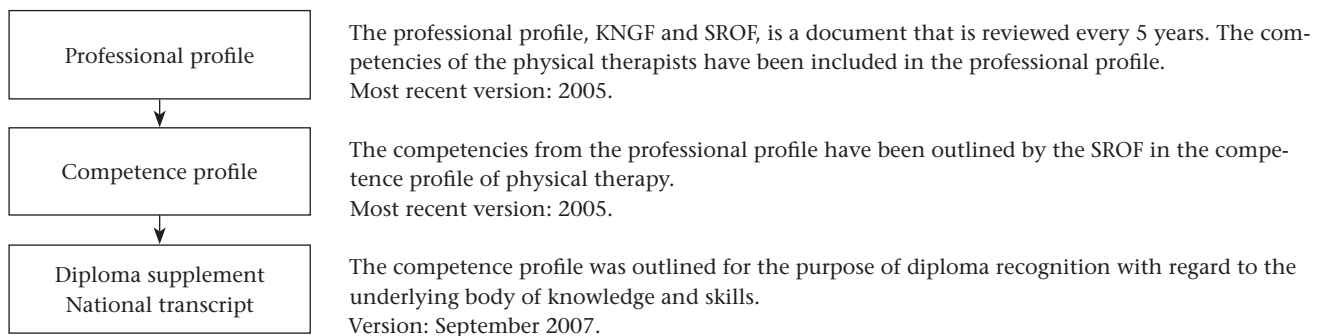
1	Information identifying the holder of the qualification
2	Information identifying the qualifications
3	Information on the level of the qualification
4	Information on the content and the acquired results
5	Information on the function of the qualifications
6	Additional information
7	Information on the National Higher Education System regarding Physical Therapy
8	International benchmark

## The Structure of the National Transcript

Part A	The contents of the courses in physical therapy	Generic contents of the courses in physical therapy. This concerns the major part of the course. Established by the SROF.
Part B	Specific characteristics of the individual course	<b>Optional</b> , Specific characteristics of a course. Described by the Academy in question.
Part C	Specific addition for the individual student	<b>Optional</b> Specific characteristics of a student. Described by the student in question.

## Relation to the professional profile, competence profile

The 1) professional profile, 2) competence profile and 3) national diploma supplement and national transcript are three separate documents and are related to one another in the following way:



## The relation to the European Qualification Framework

The European Qualification Framework (EQF) is becoming an important fact in the EC and is still in development. It is a system of uniform diploma rating. Its objective is to stimulate the free transportation of people from their profession-specific circumstances in the EC. Based on today's knowledge, the Dutch graduate of bachelor physical therapist is to be rated at [level 6 in the EQF](http://ec.europa.eu/education/policies/educ/eqf/index_en.html) (ec.europa.eu/education/policies/educ/eqf/index\_en.html - 32k -)

## International benchmark

Different international benchmark statements have been used and applied to describing the level of the course in Physical Therapy in The Netherlands (national transcript, paragraph A2).



# National Diploma supplement

This diploma supplement was developed by the European Committee, Council of Europe and UNESCO/CEPES. The purpose of this supplement is to provide independent information to improve international transparency and the fair academic and professional recognition of qualifications. It is designed to provide a description of the nature, level, context, content and status of the studies that were followed and successfully completed by the individual named on the diploma and original qualifications to which this supplement is appended. It should be free from any judgements, equivalence statement or suggestions about recognition. Information should be provided in all eight sections. Where no information is provided, there should be an explanation regarding why no information is provided.

## 1 Information identifying the holder of the qualification

This information is provided by the institutions.

This information is provided in the list of credits acquired. The paper is added to this national diploma supplement/national transcript.

## 2 Information identifying the qualifications

### 2.1 Official title of the diploma:

- Diploma of the Academy of Physical Therapy
  - Protected title (under the BIG act – The Dutch act on professions in individual health care)
  - Practitioners are registered under the BIG act
- See section 7 of this document for further information.

### 2.2 Main field of study: Physical Therapy

### 2.3 Name and status of the awarding institutions:

- name is indicated at the official diploma
  - list of institutions given in appendix 2
  - status is university of applied sciences
- See section 7 of this document for further information.

### 2.4 Language:

- Dutch
- in some cases German or English (if so, then indicated in part B and C of the national transcript).

## 3 Information on the level of the qualification

### 3.1 Level of qualification:

- First-cycle bachelor programme at the university of applied sciences
  - level 6 EQF (European Qualification Framework) (most likely)
- A first-cycle bachelor - university of applied sciences - level.

### 3.2 Official length of the programme:

- 4 years
- 240 credits (ECTS), equivalent to 6720 hours of required studying

### 3.3 Entrance requirements:

- Secondary education which gives direct access to the universities of applied sciences, duration 5 to 6 years.
- 2 years of secondary education plus in addition 4 years of higher vocational training

See section 7 for further information on 3.1 - 3.3. of this document

## 4 Information on the content and the acquired results

### 4.1 Mode of the study:

- Every form of Physical Therapy education is offered on a full time basis
- Universities have adjusted programmes for specific populations of students. If applicable, this is indicated in part B of the national transcript.
- Every university includes periods of clinical affiliation (about 1600 hours in total, throughout the 1st up to 4th year of training; see national transcript, part A.4)

### 4.2 Programme requirements learning outcomes:

- The Physical Therapy programme is based on the regulation provided by the ministry of education and by the ministry of health care. The quality insurance for the ministry of:
  - Health care is regulated by registering under the BIG act.
  - Education is regulated by accreditation.See section 7 of this document for further information.
- The Physical Therapy programme connects fully to the description of the professional profile by the KNGF. The professional profile is based on a broadly trained physical therapist, who is active in all settings of health care (as well as in the profit sector), directly accessible to the person requesting care, who is able to translate science to personal action, is enterprising and contributes to the development of his/her actions and the profession.
- The Physical Therapy programme connects fully to the competence profile of a physical therapist formulated by the SROF and KNGF.
- All competencies stated in the competence profile should be realised for the bachelor programme at the level of the competent (starting) professional. The competencies are:
  - *The Physical therapist as a Care Provider:*
    1. Screening / Diagnosing / Planning
    2. Therapeutic intervention
    3. Preventive intervention
  - *The Physical therapist as a Manager:*
    4. Organising
    5. Enterprising
  - *The Physical therapist as a Developer of the profession:*
    6. Research
    7. Innovation
- To be able to practise in accordance with the competence profile, a body of knowledge, body of skills and a body of attitudes are required. The contents of these bodies are explained in the national transcript under the caption 'subjects and themes' (national transcript, part A.4 and A.5).

### 4.3 Programme details and the individual grades/marks/credits:

The programme details are given in the national transcript.

The individual grades/marks/credits are stated in the list of grades awarded by the individual institutions. This list has been added to this information package.

#### 4.4 Grading scheme

The grading scheme used in The Netherlands is related to or:

- Grades 1 to 10 6 and more = passed; <6 = failed
- Passed - failed

Dutch Scale	Definition	ECTS Scale	U.S. Grades
8 - 10	EXCELLENT - outstanding performance with only minor errors	A	A
7 - <8	VERY GOOD - above the average standard but with some errors	B	B+
6 - <7	GOOD - generally sound work with a number of notable errors	C	B
5 - <6	SATISFACTORY- fair but with significant shortcomings	D	C
<5	SUFFICIENT - performance meets the minimum criteria	E	C
	FAIL - some more work required before the credit can be awarded	FX	F
	FAIL - considerable further work is required	F	F

## 5 Information on the function of the qualifications

### 5.1 Access to further study

The Bachelor diploma gives access to the professional master programmes at the universities of applied sciences.

### 5.2 Professional status

The Bachelor diploma:

- provides direct access to the register under de BIG act – controlled by the ministry of public health.
- allows graduates to work independently and in any setting for Physical Therapy
- allows graduates to work with direct access for patients/clients
- allows graduates to supervise students for their clinical placement

## 6 Additional information

If indicated, additional information is given in part B 'university specific focus' of the national transcript.

## 7 Information on the National Higher Education System regarding Physical Therapy

### EC Bachelor-Master structure

In the European Union, a Bachelor-Master structure is implemented:

First cycle	3 to 4 year	Bachelor
	180-240 credits	
Second cycle	1 to 2 years	Master
	60-120 credits	
Third cycle	Number of years and credits not indicated	Doctorate (PhD)

### The Position of Physical Therapy Education

The system of higher education in The Netherlands is based on this three-cycle degree system. Furthermore, The Netherlands have a binary system of higher education, which means there are two settings of study:

1. Research Universities and
2. Universities of Applied Sciences (Universities of Professional Education).

The following applies to Education in Physical Therapy:

First cycle	4 years	Bachelor/ <i>Entry general physical therapist</i>	University of Applied Sciences
	240 credits		
Second cycle	1 to 2 years	Professional Master/ <i>Specialist Physical therapist</i>	University Medical Centre
	80-114 credits	Master of science in Physical Therapy (1)	
	2 years 60 credits		
Third cycle	Regular 4 year Credits not indicated	Doctorate (PhD)	University of Applied Sciences & Research Universities

1) a pre-master programme could be required.

In order to be able to start Physical Therapy one needs:

Primary education	7 to 8 years
Secondary education	5 (access to Universities of Applied Sciences)
	6 years (access to Universities for Research Studies)

### BIG-act and Official Register

The BIG act is the 'umbrella act' for health care and its professionals. Each physical therapist needs to be registered in order to be allowed to practise his/her profession. The health care act requires the following from the Academies of Physical Therapy:

- 4 year bachelor programme
- Officially recognised and accredited
- 1200 hours of clinical affiliation
- Periods of clinical affiliation at a minimum of two locationsw

## Accreditation

Every 6 years every education programme in higher education is subject to an assessment for accreditation by the official Dutch-Flamish accreditation organ (NVAO).

Website: <http://nvaio.nl/beoordeelde-opleidingen>.

Current status:

- all Physical Therapy programmes are accredited (2012).
- Outcome can be considered good

## KNGF

In The Netherlands, there is one Professional Organisation for Physical Therapy, the Royal Dutch Association for Physical Therapy (KNGF). English website: <https://www.fysionet.nl>

<https://www.fysionet.nl/index.html?ID=2789&levelID=-1&parentID=5&menuID=2789&FirstLevelID=1&SecondLevelID=>

Number of members: over 20.000

The KNGF has a general quality register for Physical Therapy (Bachelor Degree).

In 2015 up to 2020 the entrance level for a registered Physical therapist specialist is a second-cycle professional Master's degree.

## SROF

There are 11 Academies of Physical Therapy in the Netherlands.

Annual enrollments	About 2100
Annual graduates	About 1300
	20 % goes abroad for a period

Sources: IBG, 2006 and Nivel, 2003

The Academies of Physical Therapy have a National Board for setting and adjusting national policies and activities (SROF). The SROF meets 5 times a year. It has a two-year (short-cycle) policy plan and a meeting with the KNGF every time that the SROF has a meeting.

## 8 International benchmark information

The ENHPE (European Network of Physiotherapy in Higher Education) resulted in an inventory regarding an **interim European profile of Physiotherapy** (Ven and Vyt, 2007). The conclusion is that the Dutch professional profile and competence profile comprise the tasks in the way that they are presented in the inventory of an interim European profile of Physiotherapy of the ENHPE.

The **European Bench Mark Statements** originated from the WCPT (World Confederation for Physical Therapy) in 2003. These were fully integrated in the Dutch competence profile.

For an **international** embedding of the Dutch competence profile of the physical therapist, the **competence profiles or standards** were used from:

- the Physical Therapy Board of New Zealand (1999), Registration Requirements: competencies and learning objectives
- the Federation of State Boards of Physical Therapy (USA)(2002). Standards of Competence
- the Australian Physical Therapy Standards Working Party (2002) Australian Physical Therapy Competence Standards



# National transcript

This national transcript was developed by the SROF (Dutch Association for Physical Therapy Education in The Netherlands). The purpose of this national transcript is to facilitate the process of diploma recognition for graduates abroad. Furthermore, it provides independent information to improve international transparency and the fair academic and professional recognition of the qualifications. It is designed to provide a description of the nature, level, context, content and status of the studies that were followed and successfully completed by the individual named on the diploma and original qualifications to which this supplement is appended. It should be free from any judgements, equivalence statements or suggestions about recognition.

# Part A

## The Contents of the Courses in Physical Therapy

### A.1 Introduction

The courses in Physical therapy were designed on the basis of international and national agreements and positioning with regard to:

- 1 European Bachelor-Master structure
- 2 Professional profile and competencies of the physical therapist

Part A describes the contents of the course in physical therapy by:

- Relating the competencies to subjects and themes
- Indicating the scope of the subjects and themes
- Indicating the contents of the subjects and themes

In the design of the education, specific professional contents are not always and solely organised as separate subjects, but they are also especially integrated in a theme that focuses on physiotherapeutic intervention in a certain professional situation. However, the translation of competencies to virtual subjects and themes remains important, also for national attuning and for the purposes of international comparison and recognition.

#### *Responsibility of the individual Academy*

As every Academy has its own responsibility and profiling is encouraged, the design of the courses differs and accents are made. The contents of the courses as described here indicate what is present in the generic sense. In the design, the content is positioned in different ways. That is a good thing, it gives people choices.

### A.2 Internationalisation

Internationalising is important for the professional group of physical therapy. On the one hand, because the mobility of physical therapists from The Netherlands to various other countries is substantial. On the other hand, because the Dutch courses are also in international markets and there is a substantial flow of foreign students to the Dutch courses.

The Dutch courses are connected in the EC in the ENPHE (European Network of Physical Therapy in Higher Education). This network is embedded in EC education policy (Brussels). The ENPHE has plenary meetings twice a year. Furthermore, there is a so-called *common platform*, which intends to realise a further communication, cooperation and attuning between the courses (academies) in Europe. The ENPHE yielded an inventory regarding a preliminary European competence profile of Physical Therapy (Ven and Vyt, 2007). The conclusion is that the Dutch professional and competence profile comprises the tasks as presented in the inventory of a preliminary European competence profile of Physiotherapy of the ENPHE (see below).

Dutch Profile	Inventory of the European profile (ENPHE)
Screening / Diagnosing, Planning	Assessment & Interpretation Health care (interdisciplinary communication)
Therapeutic intervention	Planning, Implementation and Evaluation health care (interdisciplinary communication)
Preventive intervention	Professional behaviour (health stimulation) Health care (interdisciplinary communication)
Organization	Professional behaviour (communication, ethics and legislation)
Enterprising	Management
Research	Scientific research Professional behaviour (critical scientific attitude)
Innovation	Not explicitly mentioned

#### European bench mark statements

In addition to this connection, there is a strong international network of the professional group of Physical Therapy, WCPT (World Confederation for Physical Therapy). There is a European department in the WCPT that also has a section of education. This introduced the European Bench Mark Statements in 2003. These European Bench Mark Statements were fully integrated in the Dutch competence profile.

### International bench mark

For an international embedding of the Dutch competence profile of the physical therapist, the competence profiles or standards were involved from:

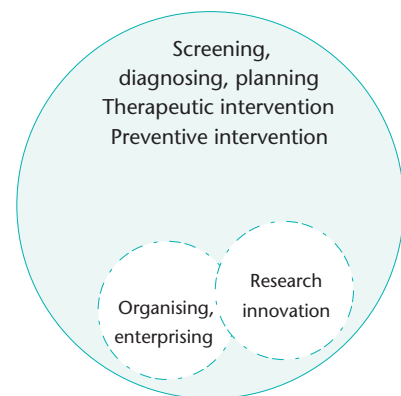
- the Physical Therapy Board of New Zealand (1999), Registration Requirements: competencies and learning objectives
- the Federation of State Boards of Physical Therapy (USA)(2002). Standards of Competence
- the Australian Physical Therapy Standards Working Party (2002) Australian Physical Therapy Competence Standards

By incorporating these standards and concepts, the Dutch profile meets the international concepts and standards.

### A.3 Professional profile and competencies

The professional profile is based on a broadly trained physical therapist, who is active in all the settings of care (including the profit sector in industrial physical therapy), directly accessible to the person requesting care, who can translate science to personal intervention, is enterprising and contributes to the development of his interventions and the profession. This is concretised in the following competencies:

- I. The Physical therapist as a Care Provider:
  - a. Screening / Diagnosing / Planning
  - b. Therapeutic intervention
  - c. Preventive intervention
- II. The Physical therapist as a Manager:
  - a. Organisation
  - b. Enterprising
- III. The Physical therapist as a Developer of the profession:
  - a. Research
  - b. Innovation



The role of 'Care Provider' relates to the *primary process*; the roles of 'Manager' and 'Developer of the profession' are at its service, meaning, they make high-quality care / service possible.

#### Care Provider

In the role of care provider, the physical therapist offers professional care in the form of treatment and guidance. He also provides services in the form of advice, information, training and coaching. Prior to this, he makes a professional assessment of the situation in a broader sense and discusses and weighs the (im) possibilities for physiotherapeutic care with the patient (and possibly with other persons directly involved). What is characteristic for this care provision includes:

- a methodical work method
- acting in correspondence with the principles of EBP
- focus on increasing or preserving the patient's independence.

Competency	Screening, Diagnosing, Planning	Therapeutic intervention	Preventive intervention
	Based on the request for help, the physical therapist maps out the (imminent) health problems methodically and also relates these to movement and movement participation. Depending on the results from the first screening and the findings in the physiotherapeutic evaluation, the physical therapist makes decisions in consultation with the patient with regard to the treatment to be started or advice or referral.	The physical therapist carries out the treatment plan methodically and in cooperation with the patient. He evaluates the effects of the interventions on the patient's movement and state of health periodically and adjusts the plan, if necessary, in order to realise optimal results.	The physical therapist gives information and advice about health-stimulating behaviour and measures aimed at the prevention of health problems. He provides forms of training and coaching, for the individual and for groups, aimed at health-stimulating behaviour in daily life, work and leisure time.
Results	Physiotherapeutic diagnosis, advice, referral, treatment plan, registration, correspondence to third parties	Executed treatment plan, realised treatment objectives, information, advice, reporting, filing and accounting to third parties	Advice, consultation, executed prevention plan, executed training sessions, presentations, realised objectives, reporting, and accounting to third parties

A further outline can be found in the professional and competence profile of the physical therapist 2005

### Manager

The role of manager relates to the organisation of the activities, by which the physical therapist contributes to the functioning of the organisation internally and in relation to the environment. Gauging points in that include:

- effectiveness and efficiency of the organisation and work processes
- continuity of care and the coordination with third parties, such as colleagues and other care providers
- attuning of supply and demand
- positioning of the organisation
- sound enterprising in relation to high-quality care and service

Competency	Organising	Enterprising
	The physical therapist organises his work effectively and efficiently and works together with colleagues and other professionals in care provision. He contributes to management and the optimisation of work processes with a view to the maintenance and improvement of the organisation's functioning.	Based on an analysis of the strong/weak points and opportunities/threats (SWOT analysis), the physical therapist contributes to the development and execution of choices at a strategic level with regard to the supply and demand of physiotherapeutic care and service in order to improve the quality of the supply and position of the organisation in the environment.
Results	Systematic patients' administration and financial administration, pleasant and constructive work and treatment climate, Efficient work methods and adequately organised chain care	SWOT-analyses, organisation policy (financial, personnel and material), enterprising or development plans, communication and information materials

A further outline can be found in the professional and competence profile of the physical therapist 2005

### Developer of the profession

The role of the developer of the profession concerns the responsibility with regard to the preservation and/or improvement and safeguarding of the quality of one's provision of care and service and contributing to the further development of the profession. The characteristic details include:

- relating practice to research and research to practice
- systematic monitoring/registration of the work and transparency

- focus on guaranteeing and improving quality
- development and dissemination of new insights by means of research, education and information

Competency	Research	Innovation
	The physical therapist systematically registers patient and treatment information for quality care and research. He participates in scientific research for the further development of professional practice and its scientific foundation.	The physical therapist contributes to the development with regard to content, profiling and social legitimisation of profession by means of implementing quality improvements and guaranteeing innovation processes.
Results	Independent or shared publications, supply of empirical information, reports of literature studies, file analyses	Information on quality care, innovation plans, personal development plans, explicated view on the quality of service provision, the profession and the professional group, looking after the interests of the professional group, speeches, contributing to education programmes, papers and publications

A further outline can be found in the professional and competence profile of the physical therapist 2005

#### A.4 From Competencies to Subjects

The 7 competencies are related to subjects in the table below. The contents of the subjects indicated are at the service of the competencies.

In the design of the education, specific professional contents are not always and solely organised as separate subjects, but they are also especially integrated in a theme that focuses on physiotherapeutic intervention in a certain professional situation. The translation of the competencies to nameable subjects and themes is important for national attuning and for the purposes of international comparison and recognition.

Role/competency	Care provider			Manager		Developer of the profession	
	Screening, Diagnosing, planning	Therapeutic intervention	Preventive intervention	Organi-sation	Enter-prising	Research	Inno-vation
Subject							
Anatomy	√	√	√				
Physiology	√	√	√				
Pathology	√	√	√				
Pharmacology	√	√	√				
Psychology	√	√	√				
Physics	√	√	√				
Biomechanics	√	√	√				
Chemistry	√						
Sociology	√	√	√				
Philosophy	√	√	√				
Legislation	√	√	√	√	√	√	√
Ethics	√	√	√	√	√	√	√
Methodology	√	√	√			√	√
Evidence BP	√	√	√			√	√
Theory physical therapy	√	√	√	√	√		
Diagnostics/evaluation	√	√	√				
Practising and direction	√	√	√				
Massage	√	√	√				
Physical therapy	√	√	√				
Communication	√	√	√		√	√	√
First aid	√	√	√		√	√	√
Clinical affiliation	√	√	√	√	√	√	√
Graduation				√	√	√	√
Assignment/Thesis							

The size and the contents of the subjects are outlined below. It concerns the number of hours that the content of the subject is given in Physical Therapy Training. This concerns what is present in each Academy in a generic sense. The content has different positions in the design at the Academies of Physical Therapy. Individual accents of a course are stated in part B, if applicable.

There is an overlap between professional contents and the contents of the themes (specific to the profession). As an example, in anatomy, physiology, pathology and exercise therapy, the child and its development are discussed. The theme paediatrics then gives a coherent outline of what is discussed with regard to this theme in the curriculum. For the sake of a good and sound overview, this overlap has been used deliberately. In other words: a number of catchwords are double in the table. This causes the sum of the hours of the subjects in Physical Therapy Training to seem more than 100%. However, that is a distortion, due to the occurring doubles.

1 credit (ETCS) stands for **28 hours** of study load. The time that the student spends on the subject in order to master it.

<b>Subject: anatomy &amp; kinesiology</b>		ECTS: 10	Hours: 280
Basic terms		Skeleton, muscles and joints of the lower extremity	
<ul style="list-style-type: none"> <li>tissue study</li> <li>myology</li> <li>osteology</li> <li>syndesmology</li> <li>kinesiology</li> </ul>		Skeleton, muscles and joints of the head, trunk and pelvis	
Embryology		Functional anatomy/kinesiology	
Skeleton and growth		<ul style="list-style-type: none"> <li>Posture and movement apparatus</li> <li>Respiratory apparatus</li> </ul>	
Skeleton, muscles and joints of the upper extremity		Neuroanatomy	
		Cardiovascular and pulmonary system	
		Living anatomy	
<b>Subject: Biomechanics</b>		ECTS: 2	Hours: 56
Forces & moments		Biophysics	
Speed and acceleration			
<b>Subject: Physics</b>		ECTS: 2	Hours: 56
Study of heat		Electromagnetism	
Study of electricity		Ultrasound	
<b>Subject: Physiology</b>		ECTS: 10	Hours: 280
Basic terminology		<ul style="list-style-type: none"> <li>Pain; nociception, processing, perception, endogenous pain relief</li> <li>Pathophysiology of the central nervous system</li> <li>Pathophysiology of the peripheral nervous system</li> <li>Structure and function of the vegetative nervous system</li> <li>Segmental relations and symptoms</li> <li>Stress, psychosomatics</li> </ul>	
<ul style="list-style-type: none"> <li>The physiology of motion</li> <li>Homeostasis, biological regulation principles</li> <li>Nervous and hormonal regulation</li> <li>Skeletal muscle, structure, functions, contraction mechanisms, fibre types</li> <li>Energy metabolism</li> <li>Stimulus formation, conduction and transfer</li> </ul>		Circulation	
Tissue dynamics		<ul style="list-style-type: none"> <li>Heart cycle, ECG, regulation of heart activity</li> <li>Circulation, regional circulation, microcirculation</li> <li>Vascular physiology</li> <li>Lymphatic system</li> <li>Blood pressure</li> </ul>	
Neurophysiology		Respiration	
<ul style="list-style-type: none"> <li>Models of the nervous system</li> <li>Central nervous system; development, structure and functions</li> <li>Neuroplasticity</li> <li>Development of motor functioning</li> <li>Sensomotor integration</li> <li>Somatosensory system</li> </ul>		<ul style="list-style-type: none"> <li>Lungs, structure, function, ventilation mechanism</li> <li>Gas exchange, gas transportation</li> <li>Regulation of respiration</li> </ul>	
		Applied physiology	
		<ul style="list-style-type: none"> <li>Exercise physiology, study of training</li> <li>Physiology of growth and aging</li> </ul>	
<b>Subject: Chemistry</b>		ECTS: 2	Hours: 56
Basic terminology of biochemistry in relation to:		<ul style="list-style-type: none"> <li>Nutrition</li> <li>Physiological processes (such as cell metabolism)</li> </ul>	
<ul style="list-style-type: none"> <li>Function of medication</li> <li>Study of training</li> </ul>			

<b>Subject: Pathology</b>		ECTS: 16	Hours: 448
Basic terminology and medical jargon	Neurological and neuropsychological disorders		
Orthopaedics	Growth disorders		
Traumatology	Gerontology & geriatrics		
Rheumatology	Diabetes mellitus		
Cardiovascular pathology	Oncology		
Pulmonary disorders	Dermatology / burns		
<ul style="list-style-type: none"> <li>• COPD</li> <li>• Asthma</li> <li>• Sarcoidosis</li> <li>• Cystic Fibrosis</li> <li>• etc.</li> </ul>	Job / work-related disorders		
	Sports-related disorders		
	Terminal care		
	Diseases of civilisation		
<b>Subject: Pharmacology</b>		ECTS: 16	Hours: 448
Introduction to pharmacology	Interaction between medications		
Main groups of medication	Influence of medication on moving functioning		
<b>Subject: Psychology</b>		ECTS: 4	Hours: 112
Basic terminology	<ul style="list-style-type: none"> <li>• System of norms and values</li> <li>• Coping style</li> <li>• Attributions</li> <li>• Efficacy; self-efficacy, self-management techniques</li> <li>• etc.</li> </ul>		
Trends in Psychology			
Sickness and health and psychological aspects of sickness			
Developmental Psychology			
Psychogerontology and geriatrics	Group dynamics		
Changing behaviour, incl. - theoretical models (e.g. social cognition models, theory or planned behaviour)	Environmental characteristics and environment sensitivity		
Observation of behaviour (incl. models, questionnaires)	Rational emotive therapy		
Emotions and coping	Self-care		
Personal characteristics	Handicap, sex & intimacy		
<ul style="list-style-type: none"> <li>• Self-insight</li> <li>• Pathology insight</li> <li>• (Motor) competence</li> <li>• Adaptive capacity, learning capacity</li> </ul>	Cognitive and emotional disorders		
	Stress		
	Somatic fixation		
<b>Subject: Sociology</b>		ECTS: 2	Hours: 56
Introduction to medical sociology	(The Netherlands: WMO, CIZ, PGB, etc)		
Theoretical models	Patient system embedded in system-theoretical approach		
Health care system, organisation, health care insurance	Voluntary care		
Developments in health care system	Inter-culturalisation		
<b>Subject: Philosophy</b>		ECTS: 1,5	Hours: 42
View of mankind	Introduction to international medical and scientific philosophy		
View on health and wellbeing, on sickness, on health care	Knowledge theory		
Application of view on health care model (for example, shared decision-making, patient empowerment, etc)	Multi-dimensional professional intervention		
<b>Subject: Ethics</b>		ECTS: 1	Hours: 28
Introduction to Ethics	The solidarity principle of care		
Quality of care and care for the quality of life	Palliative and terminal care		
The patient's autonomy	Intercultural phenomena regarding ethical issues		
Request-oriented versus supply-oriented care			
<b>Subject: Legislation</b>		ECTS: 1	Hours: 28
Organisation of health care	Electronic patient file		
(The Netherlands and internationally)	Policy of health insurers		
Social and care-related legislation			

<b>Subject: Scientific orientation</b>	ECTS: 5	Hours: 140
<p>Research methodology</p> <ul style="list-style-type: none"> <li>• Qualitative research</li> <li>• Quantitative research</li> </ul> <p>Implementation research (International) literature research Epidemiology</p>	<p>Statistical analysis Measuring and clinimetrics Information and ICT skills Presentation skills Reporting on applied scientific research Presentation of applied scientific research</p>	
<b>Subject: Evidence-based Practice</b>	ECTS: 11	Hours: 308
<p>International view on the standard of quality practising of the profession Clinical reasoning (attuning/expliciting/decision-making) Levels of evidence Science-based versus patient-centred care</p>	<p>Application of (professional) guidelines Exchange of knowledge by cooperation with other care providers Guaranteeing knowledge by reporting</p>	
<b>Subject: Theory of Physical Therapy</b>	ECTS: 9	Hours: 252
<p>View, international, on practising the profession of physical therapy Professional profile and competence profile Methodical intervention of physical therapy (linear versus process-like methods and strategies) Direct accessibility -screening-red flags – pattern recognition Physiotherapeutic diagnosis (health and prognostic profile) and indication Profession-specific and profession-related guidelines and protocols Role of clinimetrics and imaging techniques in the screening, diagnostic and evaluative process General and therapy-specific dosage norms Classifications</p> <ul style="list-style-type: none"> <li>• ICF</li> <li>• ICD</li> <li>• CVPB</li> <li>• Specific classifications, e.g. spinal cord lesion, aids, GMFCS</li> <li>• etc.</li> </ul> <p>Internationally accepted models</p> <ul style="list-style-type: none"> <li>• (bio-psycho-social model), incl. more dimensional load and load capacity model</li> <li>• Disablement (model or process)</li> <li>• Action-oriented model (Action versus biomedically-oriented physical therapy approach)</li> <li>• Dynamic system model</li> <li>• Action model, process model</li> <li>• etc</li> </ul>	<p>Profession-specific models of clinical reasoning</p> <ul style="list-style-type: none"> <li>• RPS (Rehabilitation Problem Solving)</li> <li>• HOAC (Hypothesis Oriented Algorithms for Clinicians II)</li> </ul> <p>Health education Prevention</p> <ul style="list-style-type: none"> <li>• Primary, secondary and tertiary prevention</li> <li>• Epidemiological information, groups at risk, prognostic profiles cohorts</li> </ul> <p>Changing behaviour:</p> <ul style="list-style-type: none"> <li>• Models of influencing behaviour and changing behaviour</li> <li>• The role of the therapist as a coach</li> <li>• Patient's self-responsibility, self-management</li> <li>• Compliance</li> </ul> <p>Theoretical backgrounds in the treatment of:</p> <ul style="list-style-type: none"> <li>• Motor learning process, motor directing and control</li> <li>• Active &amp; passive stability</li> <li>• Strength &amp; endurance training</li> <li>• Posture and movement coordination</li> <li>• Regulation of tension</li> <li>• Mobility</li> <li>• (Chronic) pain</li> </ul> <p>Medical fitness Massage theory Physical therapy in a narrower sense, theory</p>	
<b>Subject: Diagnostics and Evaluation</b>	ECTS: 21,5	Hours: 602
<p>Anamnesis/Interview ADL evaluation; -problematic action Function evaluation Questionnaires and clinimetrics Physiotherapeutic diagnosis</p> <ul style="list-style-type: none"> <li>• Health profile</li> <li>• Prognostic profile</li> </ul> <p>Direct accessibility Physiotherapeutic consultation Physiotherapeutic diagnostics in:</p> <ul style="list-style-type: none"> <li>• Cardiovascular disorders (cardiovascular rehabilitation)</li> <li>• Respiratory disorders (lung training)</li> <li>• Central neurological disorders</li> <li>• Peripheral neurological disorders</li> <li>• Traumatological disorders and sports injuries</li> </ul>	<ul style="list-style-type: none"> <li>• orthopaedic disorders</li> <li>• rheumatological disorders</li> <li>• Physiotherapeutic care for psychosocial complaints</li> <li>• Physiotherapeutic care for maternity, child and youth care</li> <li>• Physiotherapeutic care for the elderly (gerontology and geriatrics)</li> <li>• Physiotherapeutic care for work-related problems</li> <li>• Physiotherapeutic care for gynaecological complaints</li> <li>• Physiotherapeutic care for carcinomas</li> <li>• Physiotherapeutic care for diabetes</li> <li>• Physiotherapeutic care for adipositas</li> </ul> <p>Diagnostics occurring in all settings where the physical therapist is active</p>	

<b>Subject: Exercise therapy</b>	ECTS: 21,5	Hours: 602
Improving and/or training: <ul style="list-style-type: none"> <li>Wellbeing in general (contribution to the quality of life)</li> <li>Exercise activities level with regard to <ul style="list-style-type: none"> <li>Independence – personal care - autonomy</li> <li>Moving oneself</li> <li>Work and recreation</li> </ul> </li> <li>ADL and functional skills</li> <li>Coordination, balance and stability</li> <li>Muscle function</li> </ul>	<ul style="list-style-type: none"> <li>Mobility</li> <li>Endurance</li> <li>Regulation of relaxation or tension</li> </ul>	<p>Improving or training this can relate to different situations:</p> <ul style="list-style-type: none"> <li>The work environment</li> <li>Leisure time situation</li> <li>Personal problems</li> <li>Individual and/or group therapy</li> </ul> <p>Taking bio-psycho-social interaction with regard to movement into account.</p>
<b>Subject: Massage therapy</b>	ECTS: 2,5	Hours: 70
Tactile communication Touching and being touched (bio-emotional, bio-cognitive, normative and ethical aspects) Therapeutic touch Basic work posture Classic massage (manoeuvres) Therapeutic objectives <ul style="list-style-type: none"> <li>Tone stimulation, roboration</li> <li>Detoning, relaxation</li> </ul>	<ul style="list-style-type: none"> <li>Local mobilisation</li> <li>Pain influencing</li> <li>Manual feedback as a result of body awareness</li> </ul>	<p>Segmental influencing</p> <ul style="list-style-type: none"> <li>Connective tissue massage</li> <li>Periosteum massage</li> </ul> <p>Part of lymphatic oedema therapy; lymphatic massage Trigger point therapy</p>
<b>Subject: Physical therapy</b>	ECTS: 2,5	Hours: 70
Physical modalities Myofeedback Functional Electric Stimulation Therapy Thermotherapy	TENS NMES Ultrasound High-frequency electrotherapy	
<b>Subject: Communication</b>	ECTS: 5,5	Hours: 154
Verbal & non-verbal communication Health education and instruction (HEI) Social skills Writing skills Presentation skills	Discussion techniques Reflection skills Multi-professional communication Intercultural communication	
<b>Subject: First Aid</b>	ECTS: 1,5	Hours: 42
Consciousness Respiration Haemorrhaging & shock	Burns Poisoning Drowning	
<b>Clinical affiliation</b>	ECTS: 57	Hours: 1596
The period of clinical affiliation covers the range of the professional and competence profile. All of the competencies are dealt with: <ul style="list-style-type: none"> <li>The Physical therapist as a Care Provider <ul style="list-style-type: none"> <li>Screening / Diagnosing / Planning</li> <li>Therapeutic intervention</li> <li>Preventive intervention</li> </ul> </li> <li>The Physical therapist as a Manager: <ul style="list-style-type: none"> <li>Organising</li> <li>Enterprising</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Physical therapist as a Developer of the profession: <ul style="list-style-type: none"> <li>Research</li> <li>Innovation</li> </ul> </li> </ul>	<p>The competencies are applied in the different settings of the physical therapist. The periods of clinical affiliation are held in all of the academic years. In the first phase of the course for the orientation of the profession and suitability for the profession. In the later years focusing on mastering the full range of professional practice.</p>
<b>Graduation Assignment/Thesis</b>	ECTS: 29	Hours: 812
The graduation assignment or graduation project forms part of the diploma (in addition to the period of clinical affiliation and, possibly, a presentation). It concerns a methodical approach at the desired final level of the course to be a physical therapist. The graduation assignment or project has a great relevance to the professional field. The graduation assignment or project shows the physical therapist as a developer of the profession and comprises the parts of: research, methodology, literature studies, possibly a qualitative or quantitative study, reporting and/or article and, possibly, a presentation.		
<b>Optional</b>	ECTS: 30	Hours: 840
Minor		

## A.5 From Competencies to Themes

The 7 competencies have been related to themes in the tables below. The contents of the themes outlined are at the service of the competencies. In the design of the education, specific professional contents are not always and solely organised as separate subjects, but they are also especially integrated in a theme that focuses on physiotherapeutic intervention in a certain professional situation. The translation of the competencies into virtually nameable subjects and themes is however important for national attuning and for the purposes of international comparison and recognition.

Role/competency	Care provider			Manager		Developer of the profession	
	Screening, Diagnosing, Planning	Therapeutic intervention	Preventive intervention	Organisation	Enterprising	Research	Innovation
Internal medicine	√	√	√				
Cardio respiratory	√	√	√				
Neurology	√	√	√				
Rheumatology	√	√	√				
Oncology	√	√	√				
Orthopaedics	√	√	√				
Sports medicine	√	√	√				
Operation techniques	√	√	√				
Paediatric care	√	√	√				
Gynaecology	√	√	√				
Psychiatry	√	√	√				
Geriatrics	√	√	√				
Home care/ volunteer care	√	√	√				
Intensive care	√	√					
Direct accessibility	√	√	√				
Evidence-Based Practice	√	√	√			√	√
Ergonomics	√	√	√				
Health, safety and hygiene	√	√	√				
Occupational therapy	√		√				
Medical Fitness/ wellness	√	√	√				
Instruction and guidance	√	√	√		√		
Education	√	√	√		√		
Interdisciplinary cooperation		√	√	√			
Management and organization				√	√	√	√
Enterprising				√	√		
Innovation	√	√	√	√	√	√	√

The size and contents of the themes are outlined below. This concerns the number of hours that the contents of the theme are taught in physical therapy education. This is about what is present in every course in a generic sense. In the design, the content is positioned differently in the courses of physical therapy.

Individual accents of a course are stated in part B – if applicable.

There is an overlap between professional contents and the contents of the themes (specific to the profession). As an example, in anatomy, physiology, pathology and exercise therapy, the child and its development are discussed. The theme paediatrics then gives a coherent outline of what is discussed with regard to this theme in the curriculum. For the sake of a good and sound overview, this overlap has been used deliberately. In other words: a number of catchwords are double in the table. This makes that the sum of the hours of the themes in Physical Therapy education seems to be more than 100%. However, this is a distortion, due to the occurring doubles.

1 credit (ETCS) stands for **28 hours** of required study hours. The time that the student spends on the subject in order to master it adequately.

<b>Theme: Internal medicine / oncology</b>	ECTS: 2,5	Hours: 70
Pathological knowledge regarding the pathological process of cancer	Psychological aspects around the pathological process Physiotherapeutic care in case of cancer	
<b>Theme: Cardio-respiratory</b>	ECTS: 4	Hours: 112
Cardio-respiratory-vascular anatomy, physiology and pathology Physiotherapeutic indication in cardiovascular and pulmonary disorders: <ul style="list-style-type: none"> <li>• Myocard infarct</li> <li>• Angina pectoris</li> <li>• COPD</li> </ul>	<ul style="list-style-type: none"> <li>• Arterial and venous insufficiency</li> <li>• Etc.</li> </ul> Heart rehabilitation Lung rehabilitation Vascular rehabilitation	
<b>Theme: Neurology</b>	ECTS: 8	Hours: 224
Neuroanatomy, neuro-physiology and neuro-pathology Physiotherapeutic care for central neurological disorders: <ul style="list-style-type: none"> <li>• CVA</li> <li>• Parkinson's disease</li> <li>• Alzheimer / dementia</li> <li>• Spinal cord lesion</li> <li>• NAH</li> <li>• Multiple Sclerosis</li> <li>• Neuro Myogenic Disorders (ALS etc.)</li> <li>• Etc.</li> </ul>	Physiotherapeutic care for peripheral neurological disorders: <ul style="list-style-type: none"> <li>• Cervico-brachialgia</li> <li>• Carpal tunnel syndrome</li> <li>• HNP</li> <li>• Poly-neuropathy</li> <li>• Muscular Atrophy</li> <li>• Etc.</li> </ul> Neuro-surgery	
<b>Theme: Rheumatology</b>	ECTS: 2	Hours: 56
Immunology Physiotherapeutic care for rheumatic problems: <ul style="list-style-type: none"> <li>• Rheumatoid arthritis</li> </ul>	<ul style="list-style-type: none"> <li>• Ankylosing Spondylitis</li> <li>• Arthritis</li> </ul> Cold application	
<b>Theme: Orthopaedics/Traumatology</b>	ECTS: 5,5	Hours: 154
The study of fractures Injuries Tissue damage and recovery Degeneration Physiotherapeutic care for orthopaedic problems: <ul style="list-style-type: none"> <li>• Non-specific low back complaints</li> <li>• Non-specific neck complaints</li> <li>• (hip-knee) osteoarthritis</li> <li>• osteoporosis</li> <li>• joint instability</li> <li>• ankle injury</li> <li>• knee arthroplasties</li> <li>• meniscectomy</li> <li>• etc.</li> </ul>	Physiotherapeutic care for traumatological problems: <ul style="list-style-type: none"> <li>• fractures</li> <li>• post-traumatic stress syndrome</li> <li>• RSI</li> <li>• whiplash</li> <li>• etc.</li> </ul> Prosthesiology Rehabilitation training <ul style="list-style-type: none"> <li>• the use of crutches</li> <li>• wheelchair training</li> <li>• the use of aids</li> </ul>	
<b>Theme: Sports medicine</b>	ECTS: 2	Hours: 55
Sports rehabilitation Taping and bandaging	ICE	
<b>Theme: Operation techniques</b>	ECTS: 1	Hours: 28
Pre and post-operative therapy Treatment protocols		

<b>Theme: Paediatrics</b>	ECTS: 2	Hours: 56
Premature/MND/IE/CP Growth deviations & growing pains Visual, hearing and language problems Autism Parent-child relationship Developmental disorders	Infant and child care (and cooperation with the physical therapist) Scoliosis Scheuerman Osgood-Slatter Chondropathy patellae	
<b>Theme: gynaecology</b>	ECTS: 1	Hours: 28
Pregnancy-related complaints Stress and urine incontinence	Pelvic problems	
<b>Theme: Psychiatric</b>	ECTS: 1	Hours: 28
SAS disorders <ul style="list-style-type: none"> <li>Mood disorders (e.g. depression)</li> <li>Anxiety disorders (e.g. panic disorder, social phobia, compulsive disorder)</li> <li>Somatoform disorders (e.g. pain disorder)</li> </ul>	Exercising in case of SAS disorders Pain treatment Medication Multi-disciplinary cooperation	
<b>Theme: Geriatrics</b>	ECTS: 1,5	Hours: 42
Osteoarthritis Alzheimer's Dementia	Terminal care Diabetes mellitus Cancer	
<b>Theme: Home care/volunteer care</b>	ECTS: 1,5	Hours: 42
Care aimed at participation by means of multi-disciplinary care policy: <ul style="list-style-type: none"> <li>Care aimed at groups, such as the elderly, mental handicap, western diseases</li> <li>Care also aimed at wellness and prevention</li> </ul> Accessibility of care Coherence of social interaction in local society	Local and national legislation, such as: <ul style="list-style-type: none"> <li>Informal care</li> <li>Personal budgets from the municipalities</li> <li>WMO</li> <li>etc.</li> </ul>	
<b>Theme: Intensive care</b>	ECTS: 1	Hours: 28
Introduction to Intensive Care Disciplines involved	The physical therapist's tasks in IC	
<b>Theme: Dermatology</b>	ECTS: 1	Hours: 28
Skin and skin disorders Wound healing	Physiotherapeutic treatment of wounds	
<b>Theme: Direct accessibility</b>	ECTS: 3,5	Hours: 98
Legislation Screening process Red, yellow, blue and black flags (safe - unsafe)	Professional attitude of the physical therapist Communication with the general practitioner	
<b>Theme: Industrial Physical Therapy</b>	ECTS: 2	Hours: 56
Organisation of preventive health care Social and health care legislation Work-related diseases/disorders Work circumstances Ergonomics Work area adjustment	Work reintegration Prevention programme Advice and consultation Training Reporting	
<b>Theme: Health, Safety en Hygiene</b>	ECTS: 1,5	Hours: 42
Guidelines Legislation	Education and prevention	

<b>Theme: Medical Fitness / Wellness</b>		ECTS: 4	Hours: 112
The Study of Training Exercise Physiology Use of fitness equipment	Guiding the individual and group Baths therapy (wellness)		
<b>Theme: Instruction and guidance (teaching)</b>		ECTS: 2	Hours: 56
Introduction to didactics Lesson plan	Didactic skills Group therapy		
<b>Theme: Education</b>		ECTS: 4	Hours: 112
Changing behaviour – theoretical models – argumentation - Clinimetrics Instructions of home exercises	Regimen / self-management techniques Compliance Bad news talk		
<b>Theme: Multi-disciplinary cooperation</b>		ECTS: 4	Hours: 112
Advice talk Expert, counselling & coaching talk Multi-disciplinary intervention	Tasks of the different health care professionals Guideline 'information for the general practitioner – for the physical therapist		
<b>Theme: Management and organisation</b>		ECTS: 4	Hours: 112
Quality care Inter-fraternal testing Patient management Reporting	Work and treatment climate Efficient organisation ICT policy Financial administration		
<b>Theme: Enterprising</b>		ECTS: 3	Hours: 84
SWOT analyses Enterprising or development plans Communication and PR	Maintaining and developing networks Maintaining and developing chain care		
<b>Theme: Innovation</b>		ECTS: 6	Hours: 168
Innovation and implementation plans Quality care and quality management Personal development plans Study methods Inter-fraternal meetings and visits	Active participation Presenting reports and reading papers Contributing to education programmes View on services and the providing a service		

## Appendix 1

### SROF

Secretariaat Hogeschool Zuyd  
Opleiding Fysiotherapie  
Bezoekadres: Nieuw Eyckholt 300, Heerlen  
Postadres: Postbus 550, 6400 AN Heerlen  
Tel: 045-4006343

#### Hogeschool van Amsterdam

Instituut Fysiotherapie  
Postbus 2557  
1000 CN Amsterdam  
Tafelbergweg 51  
1105 BD Amsterdam  
tel: 020 – 652 11 73  
fax: 020 – 652 11 41  
www.hva.nl

tel: 053 - 487 15 68  
fax: 053 - 432 03 73  
www.saxion.nl

#### Hogeschool Leiden

Afdeling Fysiotherapie  
Postbus 382  
2300 AJ Leiden  
Bezoekadres:  
Zernikedreef 11  
2333 CK Leiden  
tel: 071 - 51 88 711 - 719 (secre.)  
www.hsleiden.nl

#### Hogeschool van Arnhem en Nijmegen

Opleiding Fysiotherapie  
Postbus 6960  
6503 GL Nijmegen  
Bezoekadres:  
Kapittelweg 33  
6525 EN Nijmegen  
tel: 024 – 353 11 11  
fax: 024 – 353 13 53  
www.han.nl

#### Avans

Academie voor Gezondheidszorg  
Verbeetenstraat 42  
4812 XL Breda  
tel: 076 - 525 07 83 (secre.) - 733 (secre.)  
fax: 076 - 514 52 20  
www.avans.nl

#### Hanzehogeschool, Hogeschool Groningen

Opleiding Fysiotherapie  
Eyssoniusplein 18  
9714 CE Groningen  
tel: 050 – 595 77 00  
fax: 050 – 595 77 02  
www.hanze.nl

#### Fontys Paramedische Hogeschool

Opleiding Fysiotherapie  
Postbus 347  
5600 AH Eindhoven  
Ds. Th. Fliednerstraat 2  
Eindhoven  
tel: 0877 - 87 58 49 - 87 68 00 (secre.)  
fax: 0877 - 87 55 99  
www.fontys.nl

#### Hogeschool Zuyd

Opleiding Fysiotherapie  
Nieuw Eyckholt 300  
Postbus 550  
6400 AN Heerlen  
tel: 045 - 400 63 43  
fax: 045 - 400 63 69  
www.hszuyd.nl

#### Hogeschool Rotterdam

HR, Cluster Paramedisch  
Opleiding Fysiotherapie  
Museumpark 40  
Postbus 25035  
3001 HA Rotterdam  
tel: 010 - 24 15 142 / 153 (secre.)  
fax: 010 - 24 1 42 11  
www.hogeschool-rotterdam.nl

#### Hogeschool Utrecht

Instituut voor bewegingsstudies  
Bolognalaan 101  
3584 CJ Utrecht  
tel: 030 - 25 85 100  
fax: 030 - 25 40 608  
www.hu.nl

#### Internationale Hogeschool voor Fysiotherapie

Thim van der Laan  
Newtonbaan 6  
3439 NK Nieuwegein  
tel: 030 - 288 66 70  
fax: 030 - 289 88 11  
www.thim.nl

#### Saxion Hogeschool Enschede

Academie Fysiotherapie  
Tromplaan 28  
Postbus 70000  
7500 KB Enschede

# **Part B**

## *Mandatory*

### **Additions Specific to the Academy**

#### **B.1 Introduction**

The Academies of Physical Therapy have their own responsibility with regard to the design and execution of the education (training).

In the Dutch education system, the diversification is pursued – for the sake of the student's freedom of choice. This means for the courses in physical therapy that there are course-specific characteristics as a colouration of the nationally agreed course contents. If these course-specific characteristics are relevant to the purposes of recognition abroad, they are described in this part B as course-specific additions.

Each Academy is responsible for describing this part B.

#### **B.2 Course-specific additions**

Characteristics regarding the contents

[Guideline for the Academy:

Only state issues which are relevant for the recognition of the diploma

Do not add more than 1 page

This concerns characteristics that apply to all students (if not, they should be stated in part C)

These could include:

extra attention for specific content

less attention for specific content

if an Academy wants more/less time spent on a [subject], please indicate what more or less time is spent on.

Variations: fulltime, part-time, shortened, etc; please indicate how you can tell which variation of training the student followed]

Accreditation

The course in Physical Therapy at the Institute of ..... has been accredited until 31 December 2012.

[Guideline for the course:

State any specific details, not the whole list of accreditation results

Refer to the website: [nvaio.nl](http://nvaio.nl) --> assessed courses --> course of one's choosing]

# Part C

## *Mandatory*

### Student profile

Part C of the national transcript of the Dutch Courses in Physical Therapy, 2007 pertains to the documents with the same name (parts A and B). Part C was formulated by the graduate concerned and signed by the Academy for the correctness of the information.

#### **C.1 Introduction**

Every student has the possibility of making choices in the training to be a physical therapist. Additionally, the student may also have acquired experience and specific knowledge from activities which are not primarily bound to the course.

In part C, the student can outline a profile, which is based on these two aspects.

#### **C.2 Grades and credits**

Every graduate adds a list of grades of his/her course and adds this to this national diploma supplement and national transcript, part C. This includes the NAW (Name, Address, and City of residence) Information, the results that the student obtained, and the Academy's stamp.

#### **C.3 Choices of Education**

*[Instruction: describe – if desired – knowledge and experience which may benefit the recognition of your diploma abroad. This could include:*

*Attended minor;*

*Specific clinical affiliation;*

*Subject of graduation project or assignment;*

*Specific projects in direct cooperation with the professional field;*

*Graduation directions;*

*Pre-master's route]*

#### **C.4 Other specific experience/knowledge**

*[Instruction: describe – if desired – knowledge and experience which may benefit the recognition of your diploma abroad. This could include:*

*Knowledge or experience with other languages]*

*[Instruction: do not add more than 1 page]*

Name:

Date:

Academy's stamp:





Royal Dutch Society for Physical Therapy

