

National Diploma Supplement National Transcript

Physiotherapy



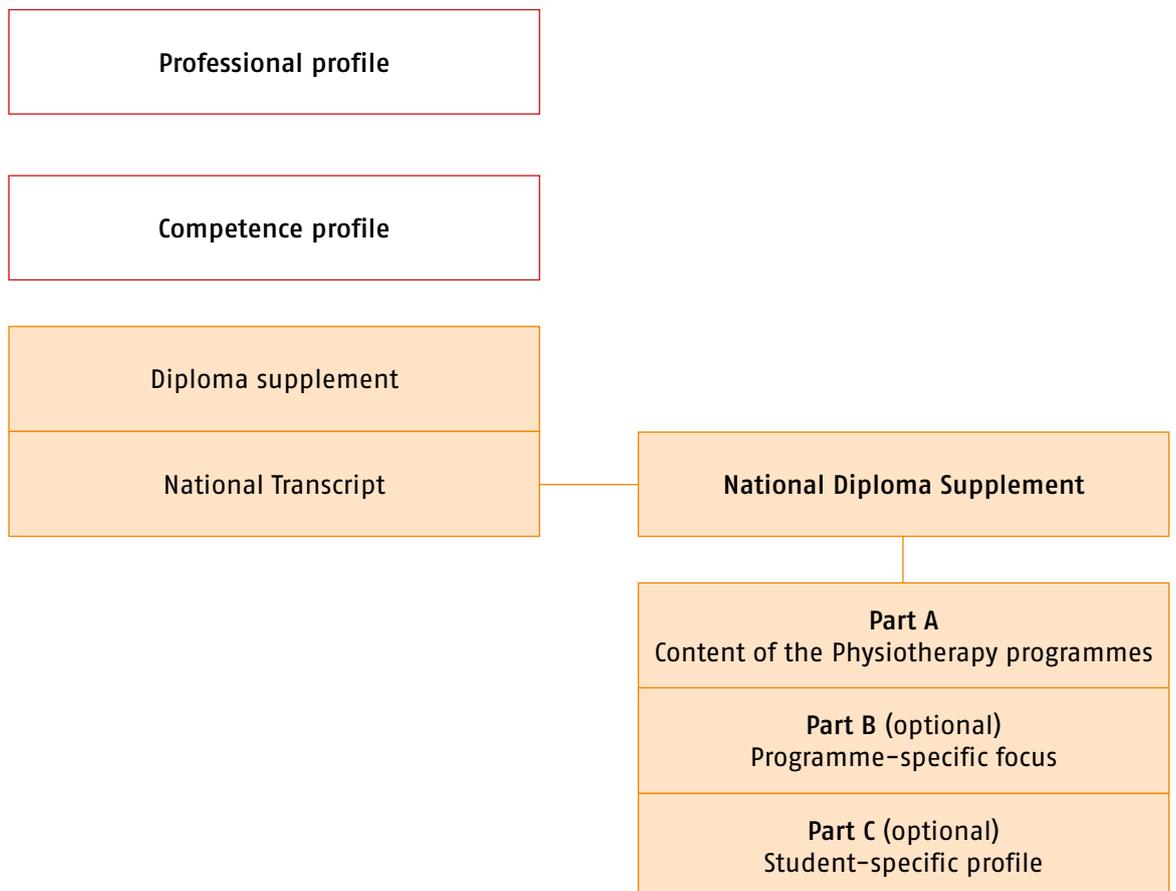
Dutch Association
for Physiotherapy Education

SRO } *F*

Studierichtingsoverleg Fysiotherapie

National Diploma Supplement National Transcript

Physiotherapy



Creative concept: KNGF (Royal Dutch Association of Physiotherapy)
Design: C10 Ontwerp

The National Diploma Supplement and National Transcript is a publication of the Royal Dutch Association of Physiotherapy (KNGF) and Dutch Association for Physiotherapy Education (SROF).

This National Diploma Supplement and National Transcript is offered to the professional organisations and/or organisations of recognition of the countries where Dutch physiotherapists would like to start working.

© January 2017, Amersfoort

The KNGF's goal is to create the conditions for realising high-quality physiotherapeutic care, which is accessible to the whole of the Dutch population, including the recognition of the physiotherapist's professional expertise. The KNGF looks after the interests of over 20,000 associated physiotherapists regarding the content of the profession as well as for the social and economic field.

The SROF is the network that develops initiatives and introduces innovations to implement new educational policy (from SAC) and new policies regarding professional content (from the KNGF) efficiently in physiotherapy education as a representative of the national schools of physiotherapy. At the same time, the SROF is the cooperation partner for the SAC and KNGF in the development of these new policies regarding education and professional content respectively.

Table of contents

Introduction 7

Bookmark 8

Diploma supplement

National Transcript 15

Part A

Content of the physiotherapy programmes 16

A.1 Introduction 16

A.2 Internationalising 16

A.3 Professional profile of physiotherapy 17

A.4 Competencies and subjects 20

Part B (*optional*)

Programme-specific supplements 26

B.1 Introduction 26

B.2 Programme-specific supplements 26

B.3 Accreditation 26

Part C (*optional*)

Student profile 27

C.1 Introduction 27

C.2 Grades and credits 27

C.3 Choices in education 27

C.4 Other specific experience/knowledge 27

Appendix 1 28

Details of the programmes of Physiotherapy 28

Introduction

In 2014, the Professional Profile of Physiotherapy was adjusted by the professional group (KNGF*). It also includes the competence profile for the physiotherapist, which was described in cooperation with the KNGF by the programmes of physiotherapy. The competence profile was outlined for programmatical purposes to provide insight into how the competencies relate to the domains regarding the content of the programmes of physiotherapy.

The objective of the National Diploma Supplement and National Transcript of Physiotherapy

This National Diploma Supplement and National Transcript is a document of the joint programmes of physiotherapy in the Netherlands that can be used by graduates for the recognition of the diploma abroad. It outlines the so-called body of knowledge on which the programmes of physiotherapy in the Netherlands are based.

The diploma supplement is based on the documentation to be used for this from the European Committee (emerging from the Bologna declaration). The National Transcript uses national and international examples.

Every year, graduates go abroad to practice the physiotherapeutic profession (temporarily). To be permitted to work abroad, recognition of the diploma is necessary. For this, information regarding the content of the programme is required. The National Diploma Supplement and National Transcript provide this information.

Use for physiotherapists

The National Diploma Supplement and National Transcript is made to support the process of the physiotherapist's diploma recognition. Every physiotherapist who wants to use this documentation has to add this him/herself to the application for recognition of the diploma abroad.

Spreading by KNGF and SROF

This National Diploma Supplement and National Transcript is offered by the KNGF and SROF to the professional organisations and/or recognition organisations of the countries where Dutch physiotherapist prefer to start working.

Validity

This publication of the National Transcript applies to graduates	
<i>of academic year</i>	<i>until academic year</i>
2016–2017	2022–2023

On behalf of the KNGF and the programmes of physiotherapy.

* KNGF = Royal Dutch Association of Physiotherapy

Bookmark

Structure of the National Diploma Supplement

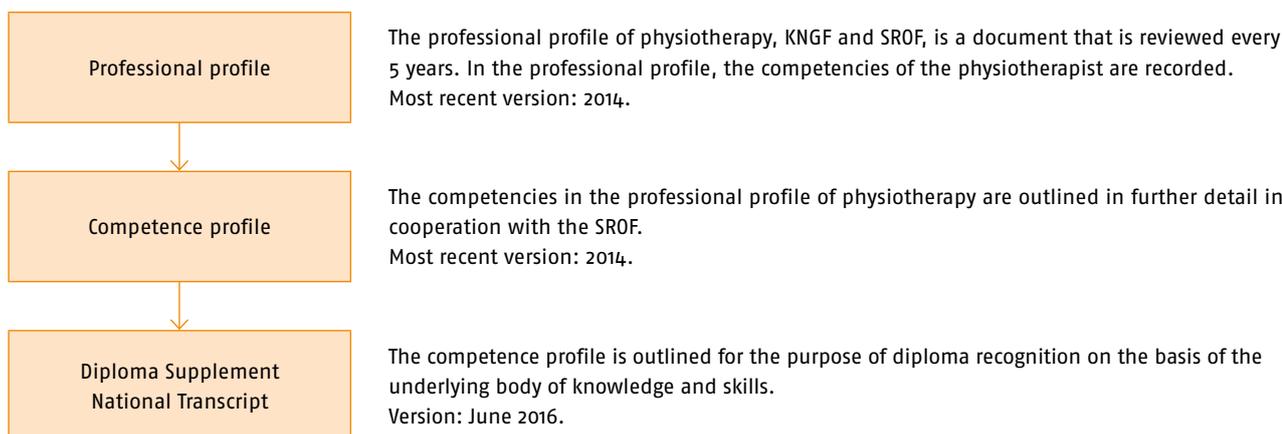
1	Information identifying the holder of the qualification
2	Information identifying the qualifications
3	Information on the level of the qualification
4	Information on the content and the results realised
5	Information on the function of the qualifications
6	Additional information
7	Information on the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

Structure of the National Transcript

Part A	Content of the programmes of physiotherapy	Generic content of the programmes of physiotherapy. This concerns the major part of the programme. Established by the SROF.
Part B	Specific characteristic of the individual programme	Optional Specific characteristics of a programme. Described by the programme concerned.
Part C	Specific addition of the individual student	Optional Specific characteristics of a student. Described by the student concerned him/herself under the auspices of the programme concerned.

Relation with 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 in the following way:



Relation with the European Qualification Framework

The European Qualification Framework (EQF) is an important piece of information in the EU. It is a system of uniform diploma rating. It aspires to stimulate the free transportation of people based on the specific circumstances of their profession in the EU. The Dutch graduate of the Bachelor of Physiotherapy is rated at level 6 in the EQF.

International benchmark

Various international benchmark statements were used and applied in describing the level of the programme of physiotherapy in The Netherlands (National Transcript, paragraph A2).



(Organisation for Study Direction of Physiotherapy)

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 judgments, 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

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 School of Physiotherapy (BSc)
- 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: Physiotherapy

2.3 Name and status of the awarding institutions:

- name is indicated on 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 regarding the level of the qualification

3.1 Level of qualification:

- First-cycle bachelor programme at a university of applied sciences
- Level 6 EQF (European Qualification Framework) a first-cycle bachelor – university of applied sciences – level (BSc).

3.2 Official length of the programme:

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

3.3 Admission 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 Physiotherapy education is enrolled on a 240 ECTS programme
- 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 (see National Transcript, part A.4)

4.2 *Programme requirements of learning outcomes:*

- The Physiotherapy programme is based on the regulation provided by the ministry of education and by the ministry of health. The quality insurance for the ministry of:
- Health is regulated by registering under the BIG act.
- Education is regulated by accreditation.

See section 7 of this document for further information.

- The Physiotherapy programme connects fully to the description of the professional profile by the KNGF. The professional profile is based on a broadly trained physiotherapist, 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 Physiotherapy programme connects fully to the competence profile of a physiotherapist 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:
 1. Physiotherapeutic activities
 2. Communicating
 3. Collaborating
 4. Knowledge sharing and (scientific) research
 5. Acting in the interest of society
 6. Organising
 7. Professional conduct
- To be able to perform professional practice 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 de National Transcript under the caption 'subjects' (National Transcript, part A.4).

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 5,5 and more = passed; <5,5 = failed
- Passed – failed

Dutch Scale	Definition	ECTS Scale	U.S. Grades
9 – 10	EXCELLENT – outstanding performance with only minor errors	A	A
8 – 9	VERY GOOD – above the average standard but with some errors	B	B+
7 – 8	GOOD – generally sound work with a number of notable errors	C	B
5,6 – 7	SATISFACTORY– fair but with significant shortcomings	D	C
5,5	SUFFICIENT – performance meets the minimum criteria	E	C
<5,5	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 of Science diploma gives access to MSc programmes at the universities (see 7).

5.2 Professional status

The Bachelor of Science diploma:

- gives direct access to the register under de BIG act – controlled by the ministry of health (Dutch: VWS).
- allows graduates to work independently and in any setting for Physiotherapy
- 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 Physiotherapy

EC Bachelor–Master structure

In the European Union, a bachelor–master structure is implemented:

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

The position of Physiotherapy 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. Universities of applied sciences (universities of professional education).
2. Research universities (universities of sciences)

The following applies to education in Physiotherapy:

First cycle	4 years	Bachelor (BSc)/ <i>Entry general physiotherapist</i>	University of applied sciences
	240 credits		
Second cycle	1 to 2 years	Master (MSc)/ <i>Specialist Physiotherapist</i>	Research University & University of applied sciences
	80–120 credits		
	2 years	Master of science (MSc) in Physiotherapy (1)	Research University & University of applied sciences
	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 enrol in a bachelor programme of Physiotherapy one needs:

Primary education	7 to 8 years
Secondary education	5 years (access to universities of applied sciences)
	6 years (access to universities for research studies)

BIG act and official register

The BIG act is the act for health care and its professionals. Each physiotherapist needs to be registered in order to be allowed practise. The health care act requires the following from the Schools of Physiotherapy:

- 4-year bachelor programme
- officially recognised and accredited
- Periods of clinical affiliation at a minimum of two locations

Accreditation

Every 6 years all education programmes in higher education are subject to an assessment for accreditation by the official Dutch-Flemish Accreditation Organisation (NVAO).

Website: <http://nva0.nl/beoordeelde-opleidingen>. (assessed programmes) Current status:

- All Physiotherapy programmes are accredited.
- the outcome is considered good

KNGF

In The Netherlands, there is one professional organisation for Physiotherapy, the Royal Dutch Association for Physical therapy (KNGF).

English website: <https://www.fysionet.nl>

Number of members: 20.000

The KNGF has a general quality register for Physiotherapy.

SROF

There are 11 Schools of Physiotherapy in the Netherlands represented in SROF.

Annual enrolments	About 1900
Annual graduates	About 1300

Sources: *The Netherlands Association of Universities of Applied Sciences, and www.onderwijscijfers.nl*

The Schools of Physiotherapy 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. The Schools of Physiotherapy work together on issues such as the development and implementation of a national theoretical assessment of physiotherapy for all students in physiotherapy and safeguarding the level of the thesis (graduation phase).

8 International benchmark information

The ENHPE (European Network of Physiotherapy in Higher Education) conducted an inventory regarding an interim **European competence chart of Physiotherapy** (Ven and Vyt, 2007). It was concluded that the Dutch professional profile and competence profile comprise the tasks as they are presented in the inventory of an interim European chart of Physiotherapy of the ENHPE.

The **European Benchmark 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 physiotherapist, the competence profiles or standards were used from:

- Frank, J.R., Jabbour, M., Fréchette, D., Marks, M., Valk, N. (2005). Report of the CanMEDS Phase IV Working Groups. Ottawa: The Royal College of Physicians and Surgeons of Canada.



National Transcript

This National Transcript was developed by the SROF (Dutch Association for Physiotherapy 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

Content of the programmes of physiotherapy

A.1 Introduction

The programmes of physiotherapy are designed on the basis of international and national agreements and positioning with regard to the:

- 1 European bachelor–master structure
- 2 Professional profile of physiotherapy 2014

In part A, the content of the programme of physiotherapy is described by:

- Relating the competencies to subjects and themes
- Outlining the size of the subjects and themes
- Indicating the content of the subjects and themes

In the design of the education, specific professional contents are integrated in a theme, which focuses on physiotherapeutic intervention in a certain professional situation. The competencies in this document are related to subjects and themes for the national attuning between programmes and transparency in international comparison and recognition.

The individual college's own responsibility

Every college has its own responsibility with regard to the profiling and design of the education. This document's content describes what is taught in the programmes in the Netherlands in a generic sense.

A.2 Internationalising

Internationalising is important to the professional group of physiotherapy.

The Dutch colleges are associated in the EU in the ENPHE (European Network of Physiotherapy in Higher Education). This network is embedded in EU education policy (Brussels, Belgium). The ENPHE has a meeting with all its members twice a year. The ENPHE resulted in a preliminary European competence profile of physiotherapy (Ven and Vyt, 2007). The Dutch professional and competence profile is in line with this European profile. (see below).

The Dutch profile	Inventory of the European profile (ENPHE)
Physiotherapeutic intervention	Assessment & interpretation planning, implementation and evaluation
Communication	Health care (interdisciplinary communication)
Cooperation	Interdisciplinary communication, planning, implementation and evaluation
Sharing knowledge and practising science	Scientific research Professional conduct (critical scientific attitude)
Social activities	Professional conduct (health promotion)
Organisation	Management
Professional activities	Professional conduct (communication, ethics and legalities)

European benchmark statements

In addition to the ENPHE, the WCPT (World Confederation for Physical Therapy) is a strong global network of the professional group of physiotherapy. There is a European department in the WCPT, which also has an education section. In 2003, this resulted in the European Benchmark Statement of Physiotherapy. This document is in line with this European Benchmark Statement of Physiotherapy.

Global benchmark

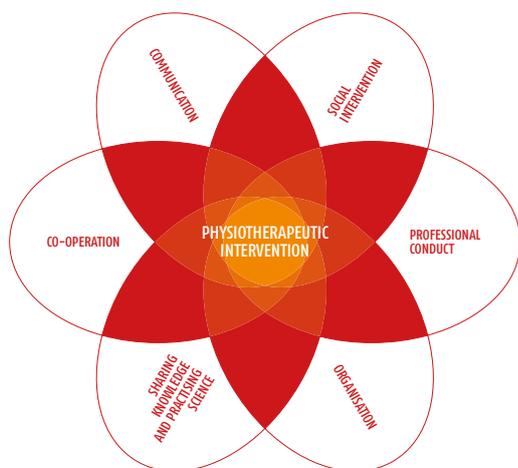
In the context of an international comparison, the documents below were studied:

- NPAG & GCNP (2009): Essential Competency Profile for Physiotherapists in Canada;
- The Physiotherapy Board of New Zealand (2009), Physiotherapy competencies. For Physiotherapy practice in New Zealand;
- American Physical Therapy Association (2011). Today's Physical Therapist: A Comprehensive Review of a 21st-Century Health Care Profession;
- The Australian Physiotherapy Association (APA): Standards for Physiotherapy Practices (2011).

The content of these standards and concepts was included in the description of the Dutch National Transcript.

A.3 Professional profile of physiotherapy

The professional profile is based on a socially involved and broadly trained physiotherapist, who can be active in all settings if care. The physiotherapist is directly accessible to the client. He translates the sciences of his professional conduct, is enterprising and contributes to the development of the professional group of physiotherapy. This is concretised in the following competencies:



1. Physiotherapeutic intervention
2. Communication
3. Co-operation
4. Sharing knowledge and practising science
5. Social intervention
6. Organisation
7. Professional conduct

The domain of physiotherapy

Clients turn to a physiotherapist, because they experience problems with motion or their health, for which there may be motion interventions (in the form of advice, information, manual methods, training and coaching. Physiotherapy offers treatment for recovery and the development of optimal movement.

Clients turn to a physiotherapist, because they experience problems with motion or because they experience health problems, for which there may be movement interventions. In case of incompetent adults and children, the motion problem is formulated by parents, volunteer care providers or guardians. The need for help can vary strongly per individual in apparently similar problems, because it depends on age and phase of life and because social contexts and living circumstances are determining factors as well. Physiotherapy offers treatment in the recovery and development of optimal movement, in preservation and deterioration. Physiotherapists formulate a specific physiotherapeutic diagnosis via a process of clinical reasoning, on the basis of which therapeutic and/or preventive interventions are determined and carried out.

The physiotherapist also motivates his interventions on the basis of knowledge from (bio)medical science, kinesiology and behaviour sciences. With regard to its theoretical rational, efficiency and efficacy, safety and ethics, physiotherapy constantly tests itself to the most actual scientific insights, methods and techniques. For optimal cooperation with other professionals in health care, the professional domain uses the ICF, the International Classification of Functioning, Disability and Health' 4 developed by the World Health Organization (WHO). Therapies for which there is no evidence or which are not based on a western rational are outside of the domain of physiotherapy.

Regarding its theoretical rational, efficiency and efficacy, safety and ethics, physiotherapy constantly tests itself to the most actual scientific insights, methods and techniques. For optimal co-operation with other health care professionals, the professional domain uses the ICF; the International Classification of Functioning, Disability and Health developed by the World Health Organization (WHO):

Competency	
1. Physiotherapeutic intervention	<p>The physiotherapist offers care to clients with a personal motion problem in a methodical way, explicitly, conscientiously and in a discerning way. He shows professional behaviour towards the state of the professional domain. He collects and interprets information, so that he makes decisions within the limits of the profession in accordance with the principles of EBP in the screening, diagnostic and therapeutic process. He provides up-to-date, effective, curative and preventive care in an ethically sound way.</p> <p>1.1 Screening 1.2 Physiotherapeutic diagnostics 1.3 Physiotherapeutic treatment 1.4 Concluding physiotherapeutic treatment</p>
2. Communication	<p>To guarantee a high quality of the help to clients and a high degree of client contentment, the physiotherapist maintains an effective relationship with the client and his next of kin and/or other parties involved. The physiotherapist communicates in a clear, transparent, effective and efficient way during the physiotherapeutic intervention. This concerns both verbal and non-verbal communication.</p> <p>2.1 The physiotherapist builds up an effective treatment relationship with the client 2.2 The physiotherapist listens and obtains client information efficiently and effectively and respects the client's privacy 2.3 The physiotherapist discusses the information regarding the objectives and treatment with the client, his next of kin and/or other parties involved 2.4 The physiotherapist adequately reports on the client both verbally and in writing</p>
3. Cooperation	<p>If necessary, the physiotherapist works together with the professionals involved, health insurers, social and government organisations, participates in a network of cooperating relations and makes optima use of the available expertise to realise a high quality of providing care.</p> <p>3.1 The physiotherapist works together with professional care providers in the process of care provision 3.2 The physiotherapist provides intercollegiate consultations 3.3 The physiotherapist works together with health insurers 3.4 The physiotherapist works together with social and government organisations and/or professional associations</p>
4. Sharing knowledge and practising science	<p>The physiotherapist acts in accordance with the principles of Evidence-Based Practice, makes a contribution to the development of the clinical expertise of himself and others and makes a contribution to scientific research.</p> <p>4.1 The physiotherapist increases the knowledge of the client, his next of kin and/or other parties involved colleagues and other professionals and family care providers involved. 4.2 The physiotherapist contributes to scientific research 4.3 The physiotherapist applies scientific information in a critical way 4.4 The physiotherapist develops himself and carries out a personal development plan</p>
5. Social intervention	<p>The physiotherapist weighs the client's interests in relation to the interests of other people requesting care and social interests. He practises his profession in a socially responsible way in which factors like sustainability, professional ethics, legal context and social-cultural context play a role.</p> <p>5.1 The physiotherapist recognises the determinants of sickness and health 5.2 The physiotherapist stimulates the health of clients as well as public health 5.3 The physiotherapist acts in accordance with the relevant legal regulations and professional code 5.4 The physiotherapist acts in case of negative effects of care provision and incidents in health care</p>

Competency	
6. Organisation	<p>To function efficiently and effectively as a physiotherapist, the physiotherapist does his best for a good organisation. In fact, the physiotherapist functions as a manager of his own activities, but also in relation to the activities of other care providers he acts as a manager. The physiotherapist makes decisions in relation to the use or deployment of means and employees, in formulating objectives and priorities and making policy. He organises his own work in which he keeps a balance between professional activities and the need for the further development of himself and, if relevant, of the care organisation where he works.</p> <p>6.1 The physiotherapist plans and organises his own activities in consultation with the colleagues in the same organisation 6.2 The physiotherapist works together efficiently and effectively in interprofessional networks 6.3 The physiotherapist works efficiently and effectively in a health care organisation</p>
7. Professional conduct	<p>The physiotherapist provides high-quality client care in a sincere, correct and involved way. He takes responsibility for his conduct and keeps a balance between his personal and professional roles in a well-considered way. He knows the limits of his competencies and acts within these or calls in the help of other experts. He has a testable and transparent attitude. He recognises ethical dilemmas, has insight into ethical norms and complies with legislation.</p> <p>7.1 The physiotherapist proves himself to be a professional care provider in the relation with the client 7.2 The physiotherapist proves himself to be a professional care provider in interprofessional relations 7.3 The physiotherapist shows professional conduct adequately 7.4 The physiotherapist practises the profession in accordance with the usual ethical norms of the profession</p>

A further outline can be found in the Professional Profile of physiotherapy 2014

A.4 From competencies to subjects

The 7 competencies are related to subjects in the table below. The contents of the subjects 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 explicitly integrated in a theme that especially focuses on the physiotherapeutic conduct in a certain professional situation. The translation of competencies into subjects and themes to be described virtually is, however, relevant to the national attuning and for the international comparison and recognition of the education content. The physical report and the report of the classification of interventions; is this not outdated?

Competencies →	Physiotherapeutic intervention	Communication	Cooperation	Sharing knowledge and practising science	Social intervention	Organiseren	Professional conduct
Subjects							
Anatomy & kinesiology	✓						
Biomechanics	✓						
Physics	✓						
Physiology	✓						
Chemistry	✓						
Pathology	✓						
Pharmacology	✓						
Psychology	✓	✓	✓		✓		✓
Sociology	✓	✓	✓		✓		✓
Philosophy	✓	✓	✓	✓	✓		✓
Ethics	✓	✓	✓	✓	✓		✓
Legislation	✓	✓			✓		✓
Enterprising in care (Management)		✓	✓	✓	✓	✓	✓
Scientific orientation	✓		✓	✓			✓
Evidence-Based Practice	✓			✓			✓
Theory of physiotherapy	✓			✓	✓	✓	✓
Diagnostics / evaluation	✓	✓	✓	✓		✓	✓
Kinesiotherapy	✓	✓		✓		✓	✓
Manual interventions: massage and articular movement	✓	✓		✓		✓	✓
Physical therapy	✓	✓		✓		✓	✓
Communication	✓	✓	✓	✓	✓	✓	
First aid		✓				✓	✓
Clinical affiliation / internship	✓	✓	✓	✓	✓	✓	✓
Graduation paper	✓		✓	✓	✓	✓	✓
Minor ¹	✓	✓	✓	✓	✓	✓	✓

¹ The relation with a competency depends on the minor the student opted for.

The overview below provides a list of the subjects that form part of the Dutch programme of physiotherapy, expressed in professional content and study load (hours and European credits). In the design of the education, the professional content is positioned in different ways in the curriculum by the programmes of physiotherapy. The themes per subject are not exhaustive, but give an indication of the subjects discussed. The number of ECTS and hours is indicative. If applicable, the individual accents of a programme are described in part B of the National Transcript.

One credit (ETCS) stands for 28 hours of study load. The amount of time that the average student spends on the subject to master it sufficiently.

Subjects	Study load in Hours and European credits
Subject: anatomy & kinesiology	ECTS: 10 Hours: 280
Basic terms <ul style="list-style-type: none"> • histology • myology • osteology • syndesmology • kinesiology Embryology Skeleton and growth	Skeleton, muscles and joints of the upper extremities Skeleton, muscles and joints of the lower extremities Skeleton, muscles and joints of the head, trunk and pelvis Functional anatomy/kinesiology <ul style="list-style-type: none"> • Posture and movement apparatus • Respiratory apparatus Neuroanatomy Cardiovascular and pulmonary system Living anatomy
Subject: biomechanics	ECTS: 2 Hours: 56
Forces & moments Velocity and acceleration	Biophysics Arthrokinematics Osteokinematics
Subject: physics	ECTS: 2 Hours: 56
Thermodynamics The study of electricity	Electromagnetism Ultrasound
Subject: physiology	ECTS: 10 Hours: 280
Basic terms <ul style="list-style-type: none"> • The physiology of movement • Homeostasis, biological regulation principles • Nervous and hormonal regulation • Skeletal muscle; structure, functions, contraction mechanisms, types of fibres • Energy metabolism • Stimulus formation, conduction and transition Tissue dynamics <ul style="list-style-type: none"> • Tissue model • Ergotropic and trophotropic tuning Neurophysiology <ul style="list-style-type: none"> • Models of the nervous system • Central nervous system; development, structure and functions Neuroplasticity <ul style="list-style-type: none"> • The development of the motor system • Sensomotor integration • Somatosensory system • Pain; nociception, processing, perception, endogenous pain relief 	<ul style="list-style-type: none"> • Pathophysiology of the central nervous system • Pathophysiology of peripheral nerve trauma • Structure and function of the vegetative nervous system • Segmental relations and symptoms • Stress, psychosomatics Circulation <ul style="list-style-type: none"> • Heart cycle, ECG, regulation of heart activity • Circulation, regional circulation, microcirculation • Vascular physiology • Lymphatic system • Blood pressure • Pathophysiology of the vascular system Respiration <ul style="list-style-type: none"> • Lungs; structure and function, ventilation mechanism • Gas exchange, gas transportation • Regulation of respiration Applied physiology <ul style="list-style-type: none"> • Exertion physiology, the study of training • The physiology of growth and of aging

Subjects	Study load in Hours and European credits
Subject: chemistry	ECTS: 2 Hours: 56
Basic terms of biochemistry in relation to: <ul style="list-style-type: none"> • The effect of medication • The study of training 	<ul style="list-style-type: none"> • nutrition • physiological processes (such as cell metabolism)
Subject: pathology	ECTS: 15 Hours: 420
Basis terms and medical terminology Orthopaedics Traumatology Rheumatology Cardiovascular disorders Pulmonary disorders Neurology Neuropsychology Growth and development disorders	Oncology Dermatology / burns Occupational and work-related disorders Sport-related disorders Terminal care Paediatrics Gerontology & geriatrics Lifestyle diseases
Subject: pharmacology	ECTS: 1 Hours: 28
Introduction to pharmacology: <ul style="list-style-type: none"> • Main groups of medication • Interaction of medication • Influence of medication on moving functioning 	
Subject: psychology	ECTS: 4 Hours: 112
Basic terms Trends in psychology Health psychology Developmental psychology Psychogerontology and geriatrics Changing behaviour: models and questionnaires Behaviour observation: models and questionnaires Emotions and coping Personal characteristics <ul style="list-style-type: none"> • Insight into self • Insight into disease/disorder (illness beliefs) • (Motor) competence • Adaptive capacity, learning capacity • System of norms and values 	<ul style="list-style-type: none"> • Coping style • Attributions • Efficacy Shared decision-making Self-management techniques Group dynamics and cooperation Environment characteristics and environment sensitivity Rational emotive therapy Self-care Handicap, sex & intimacy Cognitive and emotional disorders Stress Somatic fixation
Subject: sociology	ECTS: 2 Hours: 56
Introduction to medical sociology Theoretical models Care system, care organisation, health insurance Developments in the care system	Social map, groups at risk (low SES) Volunteer care Multicultural society Interculturalisation/ Internationalising / Globalisation
Subject: philosophy	ECTS: 1 Hours: 28
View on mankind View on health and wellbeing View on sickness View on health care	Introduction to international medical and science philosophy Knowledge theory Multidimensional professional conduct Shared decision-making
Subject: ethics	ECTS: 2 Hours: 56
Introduction to ethics, including quality care The patient's autonomy Request-oriented versus supply-oriented care	The solidarity principle in care Palliative and terminal care Intercultural phenomena regarding ethical issues

Subjects	Study load in Hours and European credits
Subject: legislation	ECTS: 1 Hours: 28
The organisation of health care (in the Netherlands and international) Social and care-related legal regulations	
Subject: Enterprising in care (management)	ECTS: 3 Hours: 84
Introduction to enterprising Entrepreneurial law Entrepreneurs' plan External and internal analysis Enterprising <ul style="list-style-type: none"> Professional profiling Innovation 	Financial management Practice management Project management Quality management eHealth Cooperation with stakeholders
Subject: scientific orientation	ECTS: 5 Hours: 140
Research methodology Qualitative research Quantitative research Implementation research Literature study	Epidemiology Statistical analysis Measuring and clinimetrics Information and ICT skills Academic writing and presentation skills
Subject: evidence-based practice	ECTS: 11 Hours: 308
International view on the standard of practising the profession at a high-quality level Levels of evidence Science-based versus patient-centred care	Critical application of guidelines (specific to the profession) Exchange of knowledge by cooperation with other care providers Knowledge valorisation Knowledge monitoring by reporting
Subject: theory of physiotherapy	ECTS: 11 Hours: 308
View, international, of sickness and health and with that on the practising of the profession of physiotherapy Professional profile and competence profile Methodical intervention of physiotherapy Interventions in physiotherapy Direct Accessibility to Physiotherapy (Dutch: DTF: screening – red flags – pattern recognition) Physiotherapeutic diagnosis and formulating an indication Guidelines and protocols specific and related to the profession The role of clinimetrics and imaging techniques in the screening, diagnostic and evaluative process Dosing principles in physiotherapy Classifications <ul style="list-style-type: none"> ICF ICD Other specific illness-related classifications Internationally accepted models <ul style="list-style-type: none"> (bio-psycho-social model), such as the more dimensional load and load capacity model Disablement (model of process) Action-oriented model Dynamic system model Action model, process model 	Models of clinical reasoning specific to the profession of physiotherapy <ul style="list-style-type: none"> RPS (Rehabilitation Problem Solving) HOAC (Hypothesis Oriented Algorithms for Clinicians II) Health information <i>Prevention</i> <ul style="list-style-type: none"> Universal prevention Selective prevention Indicated prevention Care-related prevention Epidemiological data, groups at risk, prognostic profiles cohorts <i>Changing behaviour:</i> <ul style="list-style-type: none"> Models of behaviour influencing and changing behaviour The role of the therapist as a coach and/or group trainer The patient's self-responsibility, self-management Compliance <i>Theoretical backgrounds in the treatment of:</i> <ul style="list-style-type: none"> Motor learning process, sensomotor directing and control Active & passive stability Strength & endurance training Posture and movement coordination Tension regulation Mobility (chronic) pain

Subjects	Study load in Hours and European credits
Subject: diagnostics and evaluation	ECTS: 21 Hours: 588
Screening Analysis of a health problem Analysis of motion problems Anamnesis ADL evaluation; Function evaluation Questionnaires and clinimetrics in the physiotherapeutic diagnosis <ul style="list-style-type: none"> • Health profile • Prognostic profile • Direct accessibility to a physiotherapeutic consultation Diagnostics occurring in all setting where the bachelor physiotherapist is active	This concerns physiotherapeutic diagnostics in, for example: <ul style="list-style-type: none"> • Cardiovascular disorders (cardiovascular rehabilitation) • Respiratory disorders (lung training) • Central neurological disorders • Peripheral neurological disorders • Traumatological disorders and sports injuries • Orthopaedic disorders • Rheumatological disorders • Psychosocial complaints • Perinatal, paediatric and youth disorders • Gerontology and geriatrics • Occupational and work-related problems • Gynaecological complaints • Oncological complaints • Lifestyle disorders
Subject: kinesiotherapy	ECTS: 15 Hours: 420
Kinesiotherapy focused on: <ul style="list-style-type: none"> • An increase in wellbeing in general (contributing to the quality of life) • Decrease in disorders • Decrease in impediments in activity • Increase in participation in society • Increase in self-reliance – self-care – independence 	Improving or training this can therefore relate to different situations: <ul style="list-style-type: none"> • The work, school or sports environment • Individual and/or group therapy • Various civil profiles Taking the bio-psycho-social interactions regarding motion into account
Subject: manual interventions	ECTS: 10 Hours: 280
Basic work posture for manual interventions Tactile communication (for example, with regard to physical awareness) Touching and being touched (bio-emotional, bio-cognitive, normative and ethical aspects) Classic massage (manoeuvres) Therapeutic objectives <ul style="list-style-type: none"> • Tone regulation (stimulation, detoning) • Pain influencing • locale mobilisation 	Segmental influencing <ul style="list-style-type: none"> • connective tissue massage • periosteum massage Basic principles of lymph and oedema therapy Trigger point therapy Articular movement
Subject: physical therapy	ECTS: 2 Hours: 56
Physical modalities Myofeedback Functional Electric Stimulation Therapy Thermotherapy	TENS NMES Ultrasound High-frequency
Subject: communication	ECTS: 6 Hours: 168
Verbal & non-verbal communication Individual coaching, advising & informing Motivational interviewing Health information and instruction (HII) Communication skills Writing skills Presentation skills	Meeting techniques Reflection skills Multi-professional communication Intercultural communication Reporting Electronic patient file
Subject: First aid	ECTS: 1 Hours: 28
Consciousness Respiration Bleeding & shock	Burns Poisoning Drowning

Subjects	Study load in Hours and European credits
Clinical affiliation	ECTS: 45 Hours: 1260
<p>The clinical affiliation covers the width of the professional and competence profiles. All competencies are dealt with. The competencies are applied in the different settings of the physiotherapist. The clinical affiliations are held in all academic years. During the first phase of the programme as an orientation of the profession and focused on the suitability for the profession. In the final years focused on mastering the full width of practising the profession of physiotherapy.</p>	
Graduation assignment/thesis	ECTS: 29 Hours: 812
<p>The graduation assignment or graduation project contributes to the development of the competency sharing knowledge and practicing science and forms part of the diploma route (in addition to the clinical affiliation and, possibly, presentation). The physiotherapist makes a contribution to the development of the clinical expertise of himself and others, make a contribution to scientific research and – in doing so – acts in conformity with the legislation and regulations linked to this and contributes to the innovation to develop new knowledge and procedures and to spread knowledge. It concerns a methodical approach of a care-related issue or relevant issue for physiotherapy at the required end level of the programme of physiotherapy.</p>	
Minor (Free choosing)	ECTS: 30 Hours: 840
<p>The minor forms part of the curriculum of the bachelor programme of physiotherapy. The student is free to choose which minor he wants to follow in the context of his personal profiling (Part C of the National Transcript)</p>	

Part B

Obligatory

Programme-specific supplements

B.1 Introduction

Each college of physiotherapy has its own responsibility regarding the design and execution of the education. In the Dutch education system, diversification is pursued for the purpose of the student's freedom of choice. For the colleges of physiotherapy this means that there are specific characteristics for the programmes as a colouring of the content of the education agreed on nationally. If these specific characteristics of a programme are relevant to recognition purposes outside of the Netherlands, they are described in this part B as programme-specific supplements.

Each college is responsible for providing a description or not providing a description in this part B.

B.2 Programme-specific supplements

Characteristics regarding contents

[Guideline for the college:

- *Only describe matters relevant for diploma recognition*
- *Keep it down to a maximum of 1 page*
- *This concerns the characteristics for all students (if not, please describe in part C)*
- *This concerns:*
 - *extra attention for specific contents*
 - *less attention for specific contents*
 - *If a college spends more/less time on [subject], please indicate on what less time is spent.*
 - *Variations: fulltime, part-time, compacted, etc.; please indicate where the type of variation the student did can be found]*

Accreditation

The programme of physiotherapy at the University of Applied Sciences has been accredited until 31 December 2018.

[Guideline for the college:

- *Please describe any special details, if necessary, not the entire list of accreditation results*
- *Refer to the website: nvaio.nl --> assessed programmes --> programme of choice]*

Part C

Obligatory

Student profile

Part C of the National Transcript of the Dutch programme of physiotherapy, 2016 pertains to the documents with the same name (parts A and B). Part C is composed by the graduate concerned and signed by the college for the accuracy of the information provided.

C.1 Introduction

Every student has the possibility of making choices in the programme of physiotherapy. Additionally, the student can also have gained experience and specific knowledge from activities not primarily bound to the programme.

In part C, the student can outline a profile that emerges from these two aspects.

C.2 Grades and credits

Every graduate adds a list of grades from his programme to this National Diploma Supplement and National Transcript, part C. This provides the contact information: name, address and city, the results that the student acquired and a hallmark of the college.

C.3 Choices in education

[Instruction: describe – if desired – knowledge and experience that may be beneficial for the recognition of your diploma abroad.

This could include:

- *Minors you followed*
- *Specific clinical affiliation*
- *The subject of your graduation project or assignment*
- *specific projects in direct cooperation with the professional field*
- *directions of graduation*
- *pre-master route]*

C.4 Other specific experience/knowledge

[Instruction: describe – if desired – knowledge and experience that may be beneficial for the recognition of your diploma abroad.

This may include:

Knowledge and/or experience with language(s)]

[Instruction: keep this down to a maximum of 1 page]

Name:

Date:

Stamp of the college:

Appendix 1

* Hogeschool = University of Applied Sciences

SROF

Hanzehogeschool Secretary's office
College of Physiotherapy
Eyssoniusplein 18
9714 CE Groningen
tel: 050 – 595 77 00
fax: 050 – 595 77 02
www.hanze.nl

Hogeschool van Amsterdam

Institute of Physiotherapy
P.O. Box 2557
1000 CN Amsterdam
Tafelbergweg 51
1105 BD Amsterdam
tel: 020 – 652 11 73
fax: 020 – 652 11 41
www.hva.nl

Hogeschool van Arnhem en Nijmegen

College of Physiotherapy
P.O. Box 6960
6503 GL Nijmegen
Visiting address:
Kapittelweg 33
6525 EN Nijmegen
tel: 024 – 353 11 11
fax: 024 – 353 13 53
www.han.nl

Hanzehogeschool, Hogeschool Groningen

College of Physiotherapy
Eyssoniusplein 18
9714 CE Groningen
Tel: 050 – 595 77 00
Fax: 050 – 595 77 02
www.hanze.nl

Zuyd Hogeschool

College of Physiotherapy
Nieuw Eyckholt 300
P.O. Box 550
6400 AN Heerlen
tel: 045 – 400 63 83
fax: 045 – 400 63 69
www.zuyd.nl

Hogeschool Utrecht

Institute for motion studies
Heidelberglaan 7
3584 CS Utrecht
tel: 030 – 25 85 100
fax: 030 – 25 40 608
www.hu.nl

Saxion School of Health

College of physiotherapy
Tromplaan 28
P.O. Box 70000
7500 KB Enschede
tel: 053 – 487 15 68
fax: 053 – 432 03 73
www.saxion.nl

Hogeschool Leiden

Department of Physiotherapy
P.O. Box 382
2300 AJ Leiden
Visiting address:
Zernikedreef 11
2333 CK Leiden
tel: 071 – 51 88 711 – 719 (secre.)
www.hsleiden.nl

Avans

Academy of Health Care
Verbeetenstraat 42
4812 XL Breda
tel: 076 – 525 07 83 (secre.) – 733 (secre.)
fax: 076 – 514 52 20
www.avans.nl

Fontys Paramedische Hogeschool

College of Physiotherapy
P.O. Box 347
5600 AH Eindhoven
Ds. Th. Flidnerstraat 2 Eindhoven
tel: 0877 – 87 58 49 – 87 68 00 (secre.)
fax: 0877 – 87 55 99
www.fontys.nl

Hogeschool Rotterdam

Instituut voor Gezondheidszorg, Opleiding Fysiotherapie
Rochussenstraat 198
3015 EK Rotterdam
Postbus 25035
tel: 010 – 794 51 52 (secre.)
e-mail: IVG-Info@hr.nl
www.hogeschool-rotterdam.nl

International University of Applied Sciences for Physiotherapy

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