

TITLE	Examples of international learning outcomes throughout the curriculum as part of the policy document “Memorandum on Internationalisation Physiotherapy Programme Hanze School of Health Care Studies
SHORT DESCRIPTION	<p>Students of physiotherapy do not necessarily have to cross physical national borders to acquire international and intercultural skills. The Physiotherapy Programme has stipulated in its learning outcomes what graduates require, i.e. what international and intercultural skills they must have acquired by the end of the programme in order to be able to perform effectively in an international work environment. These skills are acquired within the curriculum in various ways. The basic principle of Hanze UAS’ Policy on Internationalisation (the graduate can demonstrate that s/he has the cognitive and (attitude-related) skills to function at Bachelor level in his/her international professional environment (Hanze UAS, 2013)) features in several of the learning outcomes. These learning outcomes apply to all students. Consequently, the core curriculum has a deeply rooted international dimension.</p> <p>At the heart of the internationalisation of the curriculum are the three international dimensions defined by Hanze UAS (Hanze UAS, 2013): language skills, intercultural (communication) skills and international professional practice.</p> <p>The various international learning outcomes are mentioned in Appendix 2.</p>
GOALS (why do we use it?)	This document describes the why and the how on HanzeUAS Physiotherapy internationalization policy and gives ample examples of international learning outcomes.
TARGET GROUP (students, staff, international classrooms, bachelor or master students ...)	Staff of physiotherapy programmes (lecturers, international coordinators, policy advisors)
PIECE OF THE JONES MODEL	3
INSTITUTION or SOURCE	Physiotherapy Programme Hanze School of Health Care Studies
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