



Pie 1: Policy and strategy for internationalisation

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0. SHORT INTRODUCTION

In the Jones model pie number 1 is 'Policy and strategy for internationalisation', this contains:

- An effective and comprehensive policy or strategy for internationalisation linked to the university's vision and values has been determined and clearly communicated.
- Is understood by academics/departments and support staff at all levels across the university as well as academic committee, the Governing Body and external stakeholders.

This document is a collection of examples on different subjects.

Internationalisation strategies

SHORT DESCRIPTION
Internationalisation should be built upon clear visions, ideas, models and (implementation) strategies. In this toolkit item you will find examples that will support this process.
GOALS
The examples in the toolkit provide supporting/background information for strategic internationalisation planning institutions / faculties can use in this process.
TARGET GROUPS
Staff, administrators, managers
SOURCE AND/OR ANNEX
<p>Jones, E. Key elements of successful comprehensive internationalization. 2013.</p> <p>Leask B. Internationalisation of the curriculum (IoC) in action A Guide. 2012. http://ioc.global/framework/</p> <p>Example policy document Hanze University of Applied Sciences</p>



**Hanzehogeschool
Groningen**

University of Applied Sciences

**Memorandum on Internationalisation
Physiotherapy Programme
School of Health Care Studies**

share your talent. move the world.

Approved: 10 May 2017

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Glossary

COHEHRE	Consortium of Institutes of Higher Education in Health and Rehabilitation in Europe
EACH	International Association for Communication in Healthcare
EAIE	European Association for International Education
ECTS	European Credit Transfer and Accumulation System
EQF	European Qualifications Framework
ENPHE	European Network of Physiotherapy in Higher Education
IB	International Baccalaureate
ICC	Intercultural Communication Competence
ICLL	Intercultural Competence Learning Lab
IHS	International Health Care School
IPD	International Placement Desk
IPP	International Physiotherapy Programme
HBO	Hoger Beroeps Onderwijs (Higher Professional Education)
HG	Hanze University of Applied Sciences Groningen
KNGF	Royal Dutch Society for Physiotherapy
NAFSA	Association of International Educators
NVAO	Accreditation Organisation of the Netherlands and Flanders
PAL	Peer Assisted Learning
OC&W	Ministry of Education, Culture and Science
SAGZ	School of Health Care Studies
WCPT	World Confederation for Physical Therapy
SAP	King Abdullah Scholarship Program

Introduction

Borders matter less and less: employees, customers and competitors of businesses and organisations now come from all over the world. The distinction between regional, national and global is becoming increasingly blurred. This is also true in the educational sector and in the professions for which we train our students. Issues relating to demographics, climate change, raw materials, health, water and food are not constrained by borders and affect Hanze UAS as well, either directly or indirectly (Hanze UAS, 2016).

International ambition of the Physiotherapy Programme

Our graduates are internationally minded, share and acquire knowledge, have good intercultural skills and can work anywhere in the world. Their default approach to their work is international, interdisciplinary and intercultural. As global citizens, they are welcoming, look beyond the boundaries of their own profession, and approach and explain their professional choices from a broad perspective.

Recent global trends in the field of internationalisation, and developments within both Hanze University of Applied Sciences as a whole and within the Physiotherapy Programme in particular, together with the internal midterm review that took place in 2015, have prompted a review of this field. This memorandum on internationalisation is the result of this process. It is based on Vernieuwen in Verbinden, the strategic policy plan from the Hanze (Hanze UAS, 2016), the Hanze UAS Charter Vernieuwen en Verbinden in Onderwijs (Hanze UAS, 2016), the Herijking HG-internationaliseringsbeleid (Hanze UAS, 2013), the policy plan of the International Healthcare School (School of Health Care Studies, 2015), the Healthy Ageing and Entrepreneurship focus areas and the integration of education and research. The three policy documents Trends & ontwikkelingen (Visser, 2015), Toetsbeleid Opleiding Fysiotherapie (Toetscommissie Opleiding Fysiotherapie, 2017) and this Memorandum on Internationalisation together constitute the educational plan. This provides a framework within which programme managers and lecturers define the education that is delivered. For the specific goals in the field of internationalisation, reference should be made to the annual plan for the programme, which is drawn up annually in March, and to the School's strategic policy plan, which is drawn up every five years.

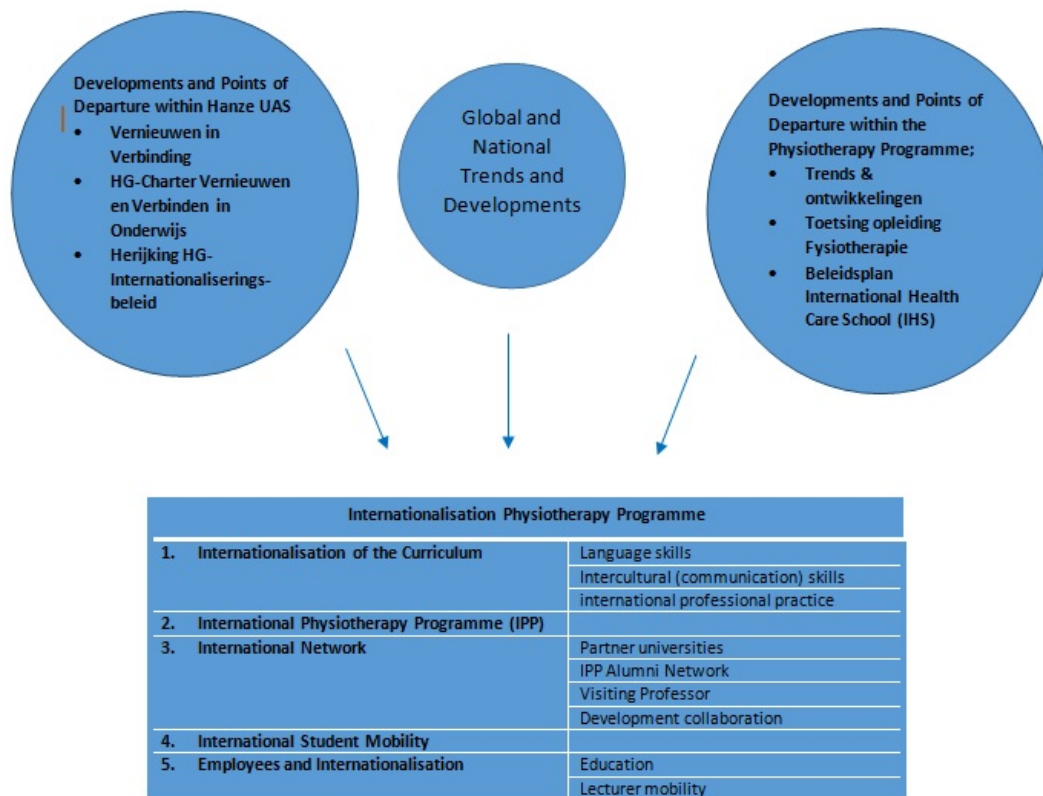


Figure 1 Overview of content of memorandum and context

1. Internationalisation: Global and National Trends and Developments

Internationalisation is crucial for the ongoing development of the Netherlands as a knowledge economy, crucial to make the Netherlands more innovative and more competitive. Dutch knowledge institutions regard it as their express duty to provide top-quality education, research and valorisation. They will only be able to achieve this objective if they take an international approach to their work. Continuous improvements in quality and innovation can only be achieved if global developments are taken into account on an ongoing basis and if effective partnerships are established. Global demand for high-quality higher education continues to grow (Netherlands Association of Universities of Applied Sciences and VSNU, 2014).

Consequently, there are opportunities for the Physiotherapy Programme to focus more specifically on this area (with all the challenges that this will bring).

The Minister of Education, Culture and Science (OC&W) Mrs Bussemaker, emphasises in her policy memorandum ‘Visiebrief internationale dimensie van ho en mbo’, the importance attached to the further internationalisation of education. She regards internationalisation as a vital tool for producing an adequate supply of ‘well-informed rebels’. In other words, ‘globally minded thinkers and doers who bring about change through creativity, courage and ambition’. The Minister believes that the Netherlands can only maintain its position as an advanced knowledge economy into the future if it has an adequate supply of these ‘well-informed rebels’ (Bussemaker, 2014). In their work, physiotherapists come into contact not only with colleagues and clients from other countries, but also with international legislation and regulations. This calls for graduates who take an international and intercultural approach to their work and who have an insight into international professional practice.

The Accreditation Organisation of the Netherlands and Flanders (NVAO) uses the Dublin Descriptors as a starting point for its assessments. In its assessment framework, the NVAO stipulates that education must be integrated with (international) professional practice and the discipline at international level (NVAO, 2014). In other words, the content of the programme must be in line with current international requirements imposed by professional practice and the discipline, and the content, level and focus of the programme’s intended exit qualifications must meet international requirements.

The job profile of the physiotherapist, on which the programme’s curriculum is based, states that the cultural diversity in the Netherlands requires physiotherapists to have an understanding of international healthcare, specific non-Dutch genetic diseases and cultural differences in terms of the perception of health issues. Physiotherapists’ communication and social skills must have an international perspective (KNGF, 2014).

2. Internationalisation: Developments and Points of Departure within Hanze UAS as a whole and within the Physiotherapy Programme in particular

Hanze UAS is keen to develop an international culture in all its programmes, because internationalisation makes education more challenging and helps produce smart, innovative and enterprising students who find employment shortly after graduation (Hanze UAS, 2016). As far as this international dimension is concerned, Hanze UAS is making major changes, from focus area to integral part of the curriculum and from a focus on mobility to a focus on enhancing the international dimension of the curriculum (Hanze UAS, 2013). Share your talent, move the world: a point of departure as well as a slogan.

Through its policy on internationalisation, Hanze UAS aims to offer education that prepares all students to function effectively (professionally, socially and emotionally) in an international context or environment. It does this by contributing to the application of knowledge and innovation in accordance with international quality standards and by offering students a wealth of opportunities to acquire international and intercultural knowledge and skills (Hanze UAS, 2013).

The following basic principles are central to Hanze UAS' review of internationalisation (Hanze UAS, 2013):

- embedding the international dimension in all of Hanze UAS' educational activities;
- integrating education and research in international projects;
- giving practice-based research a more international dimension and obtaining international grants;
- international networks, projects and mobility constitute the three basic aspects of internationalisation;
- robust international networks, which are carefully constructed, well maintained, lean and effective, and in which we actively collaborate with partners. In other words, partners are screened not only in terms of their quality and attractiveness as education partners, but also with regard to their track record as research institutions.

Even for those working in the Netherlands, the economy is no longer local or regional. It is global, and has been for a long time. Even if physiotherapists themselves do not leave the Netherlands, the world comes to them. Consequently, graduates must not only have the tools they need to thrive in this international economy, be able to monitor international trends and be able to share and acquire insights; they must also have good intercultural skills. If they are to function effectively in an ever more international workplace, they must take an international and intercultural approach to their work. As global citizens, physiotherapists who graduate from higher professional institutions must be able to look beyond the boundaries of their own profession and be able to approach and explain their professional activities from a different perspective. These skills have a strong attitude-related component and therefore span the full breadth of professional practice.

Students and staff are increasingly learning to collaborate in international teams (sometimes also virtual teams) and to apply their knowledge in a constantly evolving international environment. These international skills are increasingly in demand amongst employers (Centre for Research into Education and Employment, 2013) and can be acquired in various ways. This is a continuous process that starts with the Skype project and the international classrooms within the Entrepreneurship learning pathway, amongst others, and moves on to learning mobility with a period of study or a work placement abroad. The presence of international students, such as those following the International Physiotherapy Programme (IPP), adds value by actively taking advantage of situations in which intercultural collaboration takes place and by making

the best possible use of the international classrooms (Galen, Hobbes, Roodenburg, & Gielesen, 2014).

The programme's curriculum can be accessed by international students through the Degree Programme Profile and the ECTS Course Catalogue. All graduates receive a diploma supplement in English and the programme is fully aligned with the European Credit Transfer System (ECTS). The described competences are based on the descriptions contained in the European Qualifications Framework (EQF)¹ and the job profile of the physiotherapist (KNGF, 2014).

The developments and points of departure described in the first two chapters place demands on the education that is delivered. In the case of the Physiotherapy Programme, internationalisation is not a separate activity or goal; it is fully integrated with education and research and raises the quality of the learning experience. Internationalisation is a key focus for programme managers and the curriculum committee. In terms of internationalisation, the Physiotherapy Programme makes a distinction between five core themes:

- internationalisation of the curriculum (internationalization@home);
- International Physiotherapy Programme;
- International Network;
- International Student Mobility;
- Employees & Internationalisation.

¹ The EQF allows different levels of education to be compared with each other at international level. By offering this facility for comparison, the EQF helps make the various European education systems more transparent.

3. Internationalisation of the curriculum

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.

Many of the theories and concepts applied in the curriculum are international in origin. Examples include the Mulligan Concept, the McKenzie Method, Motivational Interviewing, etc. More than half of the literature used is in English. There are very few theories and concepts of Dutch origin in the field of physiotherapy. The international dimension (see Appendix 1 SAGZ Internationalisation Competences) is implicit in many of the learning outcomes within the curriculum. In Years 1 and 2, this is manifested in students' choice of assessment and treatment skills and their use of (compulsory) literature to justify their methodology/choices. In Years 3 and 4, the emphasis is on independently selecting and interpreting international literature. This manifests itself in the form of evidence-based practice, clinical reasoning, project reports and ultimately in the Bachelor's thesis.

It is clear from the above that the programme's curriculum is based to a large extent on international assessment and treatment concepts. Some of the learning outcomes make explicit reference to this international dimension and, as such, it is also a key part of the assessment process.

In Year 3 or Year 4, some students participate in one of the international, intercultural and interdisciplinary minors², which are taught in English. This is recommended as preparation for an international work placement.

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. The levels within the various competences are described in Appendix 1.

Language skills (Competence A):

passive/active command of specialised terminology in English

Hanze UAS wants to be a bilingual institution. In other words, an institution where both Dutch and English are commonly used and fully accepted as working languages and languages of instruction (Hanze UAS, 2016). The Physiotherapy Programme communicates in English using the 'common sense' principle: use English where it adds value for education and research, but do not use English just for the sake of it.

Within the programme, English already plays a key role in terms of the literature that students must read, in virtual mobility activities (Skype project) and in participation in international knowledge networks. Where appropriate, education is delivered in English (e.g. in the international Global Health and Quantified Self and Healthy Ageing minors, within the International Physiotherapy Programme, in the international classrooms within the Entrepreneurship learning pathway and in guest lectures delivered by international lecturers from partner universities). In the graduation assignments, extensive use is made of literature written in English and an English summary is standard. All graduates must be able to consult and critically analyse information and literature written in English and be able to communicate in English with non-Dutch speaking patients and colleagues/in an international work

² International Healthy Ageing minor, Global Health and Quantified Self minor, Applied Positive Psychology minor, International Aid and Development minor

environment. The ability to access and critically analyse international literature and to act in accordance with it is all part of this process. The ability to speak English is also a prerequisite for communication with non-Dutch speaking patients and colleagues/in an international work environment.

Intercultural (communication) skills (Competence B)

Respect and active tolerance are very important at Hanze UAS. Mutual agreement and respect for different backgrounds, cultures and opinions are key (Hanze UAS, 2016). Intercultural competences feature in the learning outcomes of all programmes and every curriculum (Hanze UAS, 2016).

In a multicultural society, the ability to empathise with people with different ethnic, national, cultural, social and/or religious backgrounds is essential for any care-provider. This means being able to put your own standards and values in perspective and to act accordingly. In professional practice, an awareness of cultural diversity is vital as this is one of the contributory factors that may determine whether a patient belongs to a vulnerable group within the healthcare sector. The Physiotherapy Programme has adopted the SAGZ-wide exit qualification for intercultural communication: 'The student shows an understanding of the way in which cultural differences between people with different ethnic, national, social and/or religious backgrounds can affect communication. The student demonstrates through his/her behaviour and communication that he/she can identify with the cultural context of the target group (patients, clients, customers and colleagues in his/her own particular professional practice). The student uses knowledge and culturally sensitive skills in his/her conduct and in communication within the professional environment, at level 4 of the Hanze UAS competence for intercultural skills.'

The intercultural communication learning pathway has four stages, ranging from awareness to skill:

- awareness of own culture (through Hofstede's cultural dimensions model, amongst others);
- awareness and development of a broad perspective on cultural differences and similarities;
- the ability to use a suitable communication style and method when dealing with patients from a different culture (using Watzlawick's TOPOI model);
- meta perspective: approaching patients with a different cultural background from a broad perspective, based on an understanding of medical anthropology and health skills.

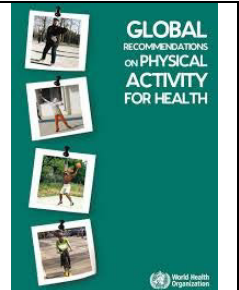
Intercultural factors also come into play at various points within the curriculum, such as in the use of case studies to teach students about non-communicable diseases, where examples of patients are those who come from different cultures and from different (cultural) contexts. The Skype project and the international classrooms of the Entrepreneurship learning pathway are other examples.

Knowledge and application of international professional practice (Competence C)

In order to be able to collaborate internationally and monitor developments at international level, students must have insight into the professional practice in other countries and be able to compare it with the position, role and integration of their own profession in the Netherlands. As well as physical mobility, the programme therefore also focuses on activities in which virtual mobility plays a role, a prime example of this being the Skype project in Year 1. In this project, Dutch and IPP students make contact with students from our international partner institutions to exchange views on the similarities and differences between academic studies and the profession in the various countries. In the academic year 2016 – 2017, 291 physiotherapy students were partnered in this way with 371 international students from 11 partner institutions

in Europe and the US. Presentations on the results and impact of the project were given both within Hanze UAS and at a number of international conferences. This allowed the experiences from the project and the learning materials that were developed in this connection to be shared. In the meantime, work is underway on a follow-up for Year 2, in which students discuss research and treatment with each other based on a joint case study within one of the specialist learning pathways.

The World Health Organization's Global Action Plan and Global Recommendations on Physical Activity play a key role in the curriculum of the Physiotherapy Programme. In class, a great deal of time is spent discussing this plan, which is based on the latest scientific insights. The Global Action Plan aims to help control and prevent Non-Communicable Diseases (NCDs) globally. The focus of the Global Recommendations on Physical Activity is primarily on the prevention of NCDs and the WHO's recommendations for daily exercise. Incidence, prevention and treatment are therefore approached not only from a national but also from an international perspective.



4. International Physiotherapy Programme (IPP) and International Classroom

The IPP has been running since 1995 and is the only full-time Bachelor degree programme that is taught in English within the SAGZ. The programme is tailored to the specific student population and the international nature of the group (focus on careers guidance and preparation for the global market). As a result of improved marketing, therefore reaching a wider audience, the number of students admitted to the programme has grown from 13 IPP students in 2005 to 55 students (from more than 30 different countries) in 2016.



2016 – 2017 IPP cohort

The number of students dropping out after the first year of the IPP has fallen significantly, partly due to better coordination and academic counselling, from 30.8% in 2005 to 17.9% in 2015. The programme aims to have an annual intake of a maximum of 100 IPP students. As well as general recruitment, which is undertaken centrally by Hanze UAS, IPP students are recruited mainly from International Baccalaureate (IB) schools and specific countries such as Ireland, Saudi Arabia, Dubai, China and Africa. In conjunction with the Saudi Embassy in The Hague, the Dutch Embassy in Riyadh and the Marketing & Communication staff office, the possibility of attracting more Saudi students through the King Abdullah Scholarship Programme (SAP) is also being investigated.

The diversity of the international intake enhances the international ambience of both the IPP and the programmes that are taught in Dutch. The ambitious study culture amongst the international students is maximised by allowing the Dutch and international students to work together as part of their studies. In addition, all the Dutch students have contact with the international students through activities in Years 1 and 2 of the programme, under the banner of the international classroom. In so doing, , even those Dutch students who do not go abroad for a period of study or a work placement gain international experience.

Moreover, the international classroom is more than simply a collection of passports.

It comprises an effective mix of Dutch and International students who follow the courses together and collaborate on a project from the Entrepreneurship learning pathway, which is

An international classroom comprises a good mix of students from both the Netherlands and abroad and a learning concept that incorporates students' cultural backgrounds into the curriculum. The presence of international students contributes to a more ambitious learning culture. This significantly improves the quality of the education that we deliver. The benefits of the international classroom can only be fully exploited if students actually work on subjects together. (Netherlands Association of Universities of Applied Sciences and VSNU, 2014)

taught in English. This combination of internationalisation and Entrepreneurship is consistent with the university's origins; after all, the word 'Hanze' (as in Hanseatic League) is synonymous with international entrepreneurship (Hanze UAS, 2016).



Student Testimonial

Bayan Gari

2nd year student Physiotherapy program at Hanze UAS, International Health Care School

Age: 24
Nationality: Saudi-Arabian
Place of birth: Jeddah, Saudi-Arabia

What are you studying at Hanze UAS?
Physiotherapy

Why did you choose this program?

I always liked medical topics and when I was 18, after I graduated from science school in Jeddah, I studied pharmacy for a year. This was not exactly what I expected. So when Anas, my husband, had the chance to study medicine in Groningen, I started thinking about the possibility to study physiotherapy at the Hanze. A friend of mine, who studied physiotherapy in Saudi Arabia, told me that the physiotherapy program in the Netherlands is one of the best ones in the world.

Does the program live up to your expectations?

In the beginning I had to get used to the way of teaching. In Saudi Arabia I was used to getting the summary of the books and lessons from the lecturers. Also I was not used to study-tasks. Here I learned to look up information by myself from different literature sources (books, internet, articles..etc) and how to make notes. Apart from the theory, there are a lot of practical hours. So not only knowledge, but also practicing the skills. In Saudi Arabia for example, the focus is more on theory. Also at the Hanze, we learn a lot about international concepts and theories within physiotherapy.

What do you like most about your program?

The enthusiasm and expertise of all the teachers. And that all the books and lessons are in English. It's very nice to study in English. It's easier than having to follow all the lessons and do the exams in Dutch. Students really get involved in the lessons. It's easy to ask questions and teachers encourage you to do things by yourself, to try out techniques.

Why did you choose Hanze?

Health studies has a beautiful new building with nice facilities to practice the skills and also a wonderful room to learn more about how to use fitness equipment in rehabilitation. Also, Hanze has a lot of different international programs, so there is always the possibility to broaden your horizon. Groningen is a safe, tolerant and pleasant city where we feel at home, although the weather can be cold sometimes. People were very helpful and friendly, especially when I was expecting my first child. Now Malik, my 1 year old son, goes to daycare and he already understands Dutch, English and Arabic.

What type of job do you wish to fulfill after graduation?

I would love to work as a children's physiotherapist in my own private practice. That dream might come true when we return to Saudi Arabia. It would be nice to have more students from our country studying over here so that on the long run, we would have more Saudi physiotherapist who studied abroad.

5. International Network

At all levels (programme, school and institution), we are striving to build robust networks of international partners with whom we collaborate in the field of both education and research (Hanze UAS, 2016). High-quality international partnerships in the field of education and research are crucial. But they do not just happen – they are the result of many years of working on international networks that aim to create mutual trust as a basis for collaboration. The programme has incorporated research skills as a learning pathway within its curriculum and also participates fully in research within the Healthy Ageing, Allied Health Care and Nursing professorship. As far as international collaboration is concerned, it is important therefore to emphasise the integration of education and research. Consequently, potential international partners are not only assessed on the content and quality of their education, but also on the content and quality of their research, the necessary support infrastructure in place and the opportunities for joint practice-based and research projects.

SAGZ has also made a start on development of the International Health Care School, which is designed to improve the positioning and organisation of all programmes that are taught in English. The idea is to raise the profile of programmes that are taught in English, to make them more recognisable and to increase the intake of international students. The Unique Selling Point is the interdisciplinary education within the international Global Health & Quantified Self minor and the international Healthy Ageing minor.

Vision of the International Health Care School:

Our aim is to strengthen all the international activities in all the programmes of education and research in the School of Health Care Studies. By cooperating on internationalisation more intensely, we can be more competitive, share resources, work more effectively, use each other's networks, learn from each other and come up with new out-of-the-box ideas and solutions. Ideas and solutions on internationalisation we would not be able to discover and implement as stand-alone programmes.

We want to be a sustainable partner for all our partner universities all over the world.

At the same time, we are also focusing on the international learning outcomes. Since 100% mobility is not possible, we want all students to have opportunities for international and intercultural perspectives. Creating, with the 'bildung'-principle in mind, a holistic curriculum, preparing students to become global citizens.³

In terms of networks, a distinction is made between four different aspects: partner universities, alumni network, visiting professors and development collaboration.

Partner universities

The programme is keen to deepen the collaboration within the existing network of universities and is limiting the increase in the number of new partners. We have a robust and lean international network (16 Erasmus partners in Europe, as well as partner universities in the USA, China, South Africa and Tanzania). Collaboration will be strengthened by working together on final projects and through joint education and research projects. The collaboration with our European partners will be further developed by participation in and active involvement in the meetings of the ENPHE (European Network of Physiotherapy in Higher Education).

The programme is also involved in the SAGZ-wide collaboration with a number of strategic partners: Sahlgrenska Academy, which is part of the University of Gothenburg, in Sweden, the University of Leuven in Belgium and Kaunas Kolegija University of Applied Sciences, Kaunas, Lithuania.

The programme plays a key role in a number of collaborative projects with partners in China (in Tianjin and Wuxi), with a focus on joint research and exchanges of lecturers and students. Over the next few years, the physiotherapy study association, Fysiek, will work on building a network with the study associations of existing Erasmus partners. The aim is to organise field

³ 2016 – 2020 strategic plan 2016 – 2017 annual plan. School of Health Care Studies (Hanze UAS, 2016)

trips, which give students the opportunity to familiarise themselves (for a short period of time) with international healthcare institutions and partner universities abroad.

Every year, two students, one from the Dutch group and one from the IPP group, participate in ENPHE. They also play an active role in the ENPHE Student Body (ESB). The ESB is one of the subgroups of the ENPHE and comprises students who are keen to discuss trends and developments in the field of international physiotherapy and new ideas around education.

IPP alumni network

Alumni are our ambassadors in the outside world. Their knowledge, experience, networks and resources can benefit our university. For example, they can provide opportunities for joint research projects or offer students work placements (Hanze UAS, 2016). Contact with international alumni is part of the international partner network. There is currently an international IPP alumni group on LinkedIn. Over the next few years, we will work on strengthening the IPP Alumni network in order to recruit IPP students and to identify potential work placements and final projects. The plan is also to keep IPP alumni informed about and engaged with the programme through the IHS newsletter and an annual mini symposium.

Visiting professors

Hanze UAS encourages the appointment of visiting professors (VP) who make a positive contribution to the research themes and to the university's reputation as an international institution (Hanze UAS, 2016). A VP is a high-profile research scientist and lecturer who makes a contribution to (multidisciplinary) education and research and who can provide expert knowledge that may not be currently available within the existing professorship and/or the programme. The VP must compliment the vision of education and research of the School and the professorship and with the research agenda of the professorship and the knowledge agenda of the relevant programme. The VP will be appointed for four years, will deliver lectures and master classes for students, professionals and lecturers and will take part in existing or joint research. The aim is that the VP will visit our school twice a year. The Physiotherapy Programme currently has one visiting professor: Dr Ivan Bautmans, Professor of Gerontology, Vrije Universiteit Brussel, Brussels, Belgium.

Development collaboration

Global issues are becoming an increasingly important theme in education and research. In this context, seeking collaboration with partners in developing countries constitutes a first step towards a long-term partnership with (potential) growth markets.

For this reason, the Physiotherapy Programme has joined with the existing partnership between the School of Nursing and Bugando Medical Centre, Mwanza, Tanzania. An effective partnership is key in this context; the collaboration is based on mutual interests, mutual obligations are defined and both partners contribute their own resources, e.g. money, knowledge, networks and/or manpower. Lecturers from Tanzania and South Africa have taken part in the summer schools organised by the IHS. In addition, within the Physiotherapy Programme itself, development collaboration takes the form of enabling and encouraging students to undertake work placements in developing countries. In recent years, students from the programme have undertaken work placements in South Africa, Tanzania, Sri Lanka and Nepal, to name but a few. The quality requirements for these placements are the same as those for all international work placements.

6. International Student Mobility

Hanze UAS encourages personal development. We do so, among other things, by encouraging students to take part in international exchanges and to go on work placements (Hanze UAS, 2016). There is also significant demand from employers for graduates with international competences (Centre for Research into Education and Employment, 2013). International mobility is not essential in preparing students to perform effectively in an international work environment, but it is a tool that will enable them to do so. Outgoing student mobility demonstrates our international focus. The Physiotherapy Programme will therefore encourage and measure international mobility on an ongoing basis. We are seeing steady growth in the number of physiotherapy students who opt for a period of study or a work placement abroad. In recent years, this figure has varied between 20% and 30%. The aim is that, by 2020, 50% of graduates will have spent three months abroad for study purposes (minor or final project) or on a work placement at some point during the programme. The programme follows Hanze UAS policy on this, but is aiming for a higher percentage than that specified in the Charter (Hanze UAS, 2016).

For many students, six months of study or a six-month work placement abroad is a major step, which is why we have built international stepping stones into the curriculum: internationalisation activities that are initially small scale and readily accessible and gradually increase in scale and content (international classroom, Skype project, participation in the international, interdisciplinary and intercultural minors that are taught in English, the global café⁴, walk-in consultancy hours, etc.).

Within the minors, work placements and final projects, the programme offers students the opportunity to gain learning experiences abroad in accordance with the predefined learning outcomes of the curriculum. The programme therefore has an obligation to ensure the quality of the opportunities provided. In the case of the IPP, a joint minor has been developed in conjunction with our partner in Portugal (ESSA, Estoril). This is equivalent to the mandatory minor that all physiotherapy students must take. This allows students to take all Year 3 and 4 modules at a foreign partner university and/or work placement institution.

More intensive collaboration with partner institutions abroad is one way of securing these opportunities and, through mutual trust, being able to guarantee the recognition of credits and quality. In order to guarantee high-quality opportunities for students undertaking an international work placement and/or taking part in an international exchange programme, the programme:

- offers a carefully-considered choice of international partner institutions (a small but effective network based on the Hanze UAS checklist) and an in-depth understanding and overview of (the quality of) the study programmes (taught in English) that its students may take, with active collaboration in the field of (international) graduation assignments, in accordance with Hanze UAS' quality requirements in terms of accreditation. That way, the graduation level can be benchmarked not only nationally but also internationally;
- carefully monitors the quality of international work placements and placement institutions based on the checklist for the quality of international work placements;
- builds close relationships with international work placement providers.

The programme achieves this by collaborating closely with the other SAGZ programmes on development of the international work placement network and setting up an International Placement Desk (IPD). The aim of the IPD is to manage the international work placement

⁴ The global café is organised by SAGZ's study associations. The programmes facilitate this informal meeting, where students are given information (by returning students and by lecturers) about the global opportunities for a period of study or a work placement abroad.

process more effectively and efficiently, to constantly monitor the quality of international work placements and to ensure that our students are kept safe while they are abroad.

A good example of international student mobility are the joint graduation assignments. A Dutch student undertakes his/her graduation assignment in Sweden, collects the data in Sweden and is supervised by a Swedish lecturer as well as by a Dutch lecturer. The assignment is assessed in accordance with the Dutch criteria, but the cooperation on the graduation assignment allows both programmes to internationally benchmark their graduation level. In 2016, physiotherapy student Trynke Groendijk won the European Thesis Award (ENPHE) with a such a joint graduation assignment.

7. Employees and Internationalisation

Incoming and outgoing mobility of staff is vital for the creation of knowledge networks and to enhance the international ranking of institutions (Vereniging Hogescholen en VSNU, 2014). Within the programme, this requires staff who can operate in a global world: people with intercultural skills who can provide education to international students and collaborate with international colleagues. In order to achieve this, the programme encourages participation in the Intercultural Learning Lab (ICLL) and lecturer mobility.

Education

In order to guarantee the quality of international education, it is important to prepare lecturers effectively for giving lectures and for interaction with international students. The programme has now trained 11 lecturers in international teaching methods and intercultural skills through the Intercultural Competence Lab (ICLL) to help them manage the intercultural differences in education and to interact with lecturers and students from other countries and/or other cultures. This lab, which is based on Deardorff's ICC theory, uses Peer Assisted Learning (PAL). Lecturers share their experiences and learn from each other on a voluntary basis, so there is an intrinsic motivation. Lecturers see the lab as a safe environment in which to learn from each other and find out how to improve the way they work in an international context. The aim is that all lecturers who:

- lecture on the IPP programme/in an international classroom;
- supervise international work placements;
- collaborate with partner universities;
- participate in international conferences;

are proficient in international teaching methods and skilled in dealing with lecturers and students from other countries and/or other cultures. Eventually, all these lecturers will attend ICLL training. These staff members are asked to complete the International Competences Matrix (Hanze AS tool) as a form of self-evaluation and as a reference framework for the assessment of lecturer competences in an international work environment. They discuss the outcome of this in their performance appraisal with their manager.

Over the past ten years, when recruiting new lecturers, we have specifically looked for people with international experience and a high level of proficiency in English. Currently, there are three international (non-Dutch) lecturers working in the Physiotherapy Programme. The Physiotherapy Programme's recruitment policy is designed to achieve a good mix within the team between Dutch lecturers and lecturers with an international background (lecturers with international experience and/or who come from abroad).

Lecturer mobility

Another way the programme provides its staff with the skills they need to function effectively in a global world and to collaborate in diverse international teams is by encouraging lecturer mobility. In line with the Hanze UAS Charter, the programme endeavours to enable lecturers and staff to participate in an education and research-related activity abroad. International mobility of personnel is specifically designed to strengthen international networks and to provide opportunities for professional development. Some 20% of lecturers annually have gained substantial experience of education and/or research activities abroad and the aim is to increase this number as the programme develops.

Lecturer mobility involves:

lecturers visiting an international partner university under the Erasmus+ programme, to teach, compare curriculums and, where possible, swap curriculums and to share experiences with regard to the planning of education, assessment, etc. with lecturers from partner universities.

But there are also visits to partner universities and work placements outside Europe: to the USA, South Africa and the Caribbean, amongst others.

Two international postdocs have been appointed under the IHS budget: Dr Sandra Jorna-Lakke (focus on patient-therapist communication) and Dr Paul Hodselmans (focus on fall prevention and persons at risk of pre-frailty). Collaboration with international partners plays a key role in this context.



Collaboration at European level: Ulla Svantesson (from the University of Gothenburg's Sahlgrenska Academy) and Paul Hodselmans (Hanze UAS) are collaborating on research into fall prevention and frailty.

Attendance and presentations at international conferences and symposia:

- Cohehre (Consortium of Higher Education in Health and Rehabilitation in Europe): in 2014, the programme organised this international conference in Groningen;
- EACH (European Association for Communication in Healthcare);
- EAIE (European Association for International Education);
- ENPHE (European Network of Physiotherapy in Higher Education): representatives from Hanze UAS in the practice-based learning working group (Marleen Hazeveld, RPT) and in the research group (Anne Griet Brader, RPT); the president of the ENPHE is a lecturer on the programme (Dr Patricia Almeida Duarte);
- ER-WCPT (European Region – World Confederation for Physiotherapy);
- NAFSA (Association of International Educators);
- WCPT (World Confederation for Physiotherapy).

During the WCPT in Cape Town, South Africa, Dr Betsy Weening-Dijksterhuis, PT, and Dr Geranda Slager, PT, represented the programme through a presentation (Effects of physical exercise on ADL, physical fitness and care dependency in institutionalised elderly people) and a poster (Normative values of aerobic fitness of Dutch adolescents).

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Appendix 1 SAGZ Internationalisation Competences

Taking into account the points of departure defined by Hanze UAS in its review of internationalisation (Hanze UAS, 2013), the Physiotherapy Programme uses the following SAGZ competences for internationalisation, which describe the competences that graduates must have.

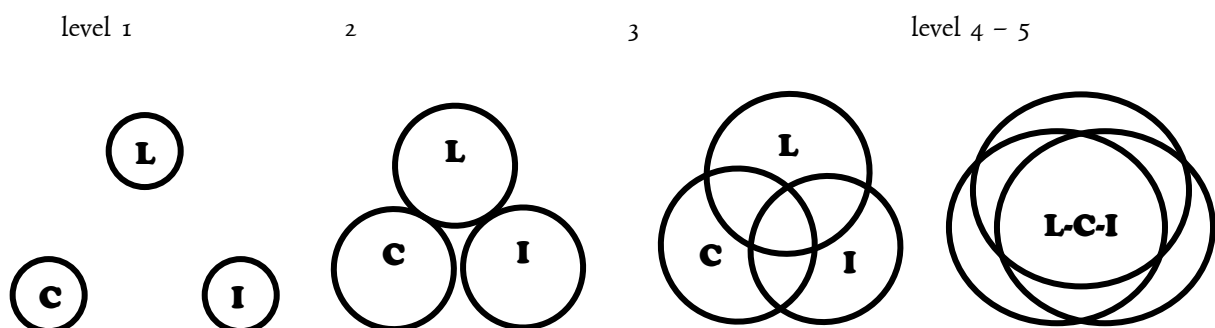
These competences are subdivided into five levels, which are based in part on the Hanze UAS framework assessment policy:

- level 1: orientation
- level 2: application
- level 3: contribution
- level 4: integration within professional practice
- level 5: integration transcending the professional practice

NB:

In the School of Health Care Studies' programmes, students must achieve a minimum of level 4 in their major. In other words, they can follow and review the specialist literature, monitor and interpret international developments and communicate with patients who speak other languages.

The competences that have been defined are presented as separate entities: language (L) – cross-cultural (C) – knowledge of international professional practice (I). In an international work context, however, these competences may be treated as one. As students' mastery of the various competences grows, the correlation between them will become more apparent.



A. Passive/active command of specialised terminology in English

Level	Operationalisations	Components (examples)
Level 1: Orientation Can express themselves in English, both verbally and in writing, at intake level (level CEFR A2 – start)	1. Can read texts in English 2. Can talk about familiar topics	Getting-to-know-you sessions
Level 2: Application Can read specialist literature in English and can communicate verbally on the profession at a basic level (level CEFR A2 – end)	1. Can read (specialist) texts in English 2. Can talk about familiar topics, including their studies	Tasks in Years 1 and 2, e.g. in the context of EBP/ project assignments/PBL tasks or academic counselling, amongst others.
Level 3: Contribution Can critically review specialist literature that is written in English and can present (on specialist topics) in English (level CEFR B1)	1. Can interpret (specialist) texts written in English, translate according to the context and write a summary 2. Can present on a specialist field to their peers	Assignments in the context of EBP
Level 4: Integration within professional practice Can follow international developments (passive command – level CEFR C1); Can communicate in English with patients and colleagues (active command – level CEFR B2)	1. Can search in different databases for relevant literature and can read and understand it 2. Can interpret (specialist) research literature written in English and write a summary for a bachelor's thesis 3. Can hold (professional) one-to-one meetings	Research English summary of bachelor's thesis
Level 5: Integration transcending professional practice Publishes and presents on professional practice or their own new insights at international forums (level CEFR C2)	1. Writes (specialist) articles 2. Discusses the specialist field 3. Adjusts tone and use of language to audience (colleagues and patients)	Conference presentations

B. Intercultural (communication) skills

Level	Operationalisations	Components
Level 1: Orientation Is aware of own cultural standards and values	1. Can explain cultural variables 2. Can describe own standards, values and beliefs in different contexts (general, within studies)	Skype/academic counselling e.g. based on Hofstede literature
Level 2: Application Is aware of different cultural standards and values	1. Can name characteristics of cultures or the cultural characteristics of a country 2. Can specify differences between their own and other cultures	Exploration of other countries/regions
Level 3: Contribution Can identify with a different perspective and act accordingly.	1. Can explain social or ethical issues from a different cultural context; can take a particular viewpoint and justify it	Case studies/clients/patients during work placement/course
Level 4: Integration within professional practice Can identify with a different perspective and act accordingly in professional practice.	1. Can take the cultural context of patients/colleagues into account in professional practice 2. Can adopt an appropriate work style based on the cultural background of patients or colleagues	Communication with colleagues and patients with different cultural backgrounds Peer forum
Level 5: Integration transcending professional practice Can function effectively in a different cultural environment.	1. Can work with others in a multinational, multicultural environment	Employment abroad Research

C. Knowledge and application of international (para)medical professional practice

Level	Operationalisations	Components (examples)
Level 1: Orientation Understands own professional practice	1. Can describe the position of their own profession within the healthcare sector	Legislation and regulations
Level 2: Application Understands international professional practice	1. Can relate political, social, economic and intercultural developments in regions and/or countries to professional practice and organisation of care	Study of an international topic Undertaking of an international comparative study (e.g. positioning)
Level 3: Contribution Can identify with a different (professional) perspective and act accordingly	1. Can apply specialist knowledge, models and techniques in an international context	Study of an international topic Undertaking an international comparative study and organisation of care Collaboration on Skype project
Level 4: Integration within professional practice Can apply international developments within their own professional practice	1. Follows and interprets international developments	<ul style="list-style-type: none"> - International work placement - International Global Health and Quantified Self minor - International Healthy Ageing minor
Level 5: Integration transcending professional practice Can function effectively in an international environment	1. Can work as part of an international team 2. Can work abroad	Employment abroad Research

Appendix 2 Learning outcomes for Internationalisation (from Maius)

Physiotherapeutic conduct

INT 1CD-E/FH 1: The student can justify the choices he/she makes in terms of physiotherapy using specialist literature written in English in consultation with a fellow student in an educational context.

INT 1CD-E/FH 2: The student can describe in an assessment or prevention plan in an educational context how a patient's cultural background and perspective might explain his/her behaviour.

INT 1CD- E/FH 3: On the basis of experiences from the Skype project and/or the internal work placement, the student can explain to his/her peers how cultural differences between the physiotherapist and the client can influence the choices he/she makes in terms of physiotherapy.

INT 2CD- E/FH 4: On the basis of a case study, the student can independently justify the choices he/she makes in terms of physiotherapy using specialist literature written in English.

INT 2CD- E/FH 5: In the context of the internal work placement, the student can adapt his/her professional conduct to the cultural background and specific situation of the patient.

INT 3CD- E/FH 6: In a case report based on a complex case, the student can give different explanations for a client's health problem from a cultural anthropological and medical anthropological perspective.

INT 3CD- E/FH 7: The student can incorporate information from specialist literature written in English into his/her clinical practice.

INT 3CD- E/FH 8: In the context of the external work placement, the student can adapt his/her professional conduct to the cultural background and specific situation of the patient.

Communication

INT 1CD- E/C 1: The student can explain to his/her peers how Watzlawick's TOPOI model contributes to a better understanding of intercultural communication.

INT 1CD- E/C 2: The student can interpret and explain information from specialist literature written in English to his/her peers in an educational context.

INT 1CD- E/C 3: The student can explain to his/her peers how cultural differences based on ethnicity, nationality, social and/or religious background can impact on communication between physiotherapist and client.

INT 1OD- E/C 4: In the context of the Skype project, the student can make him/herself understood in English in contacts with the international student.

INT 2CD- E/C 5: The student can use the TOPOI model in an educational context to analyse his/her communication with people from a different culture.

INT 2CD- E/C 6: In the context of the internal work placement, the student can explain his/her choices in terms of physiotherapy on the basis of information derived from specialist literature written in English, taking into account the cultural background of the client.

INT 3CD- E/C 7: In the context of the minor, the student can adapt his/her communication and conduct to the cultural background and specific situation of the patient.

INT 3CD- E/C 8: In the context of the external work placement, the student can adapt his/her communication and conduct to the cultural background and specific situation of the patient.

Collaboration

1OD- E/Sam 5. When learning concepts and skills, both within the educational institution and outside it, the student is willing and able to collaborate with his/her peers, whatever their ethnic, cultural and religious backgrounds and ideological beliefs.

1OD- E/Sam 6. The student is willing and able to help his/her peers within the educational institution find solutions to study-related problems and issues, whatever their ethnic, cultural and religious backgrounds and ideological beliefs.

Social responsibility:

INT 1OD- E/M 1: The student can describe his/her own cultural identity in an educational context and can use this when interacting with people from a different culture.

INT 1OD- E/M 2: In the context of the Skype project, the student can compare the components of professional practice in his/her home country with the components of professional practice in other countries.

INT 3 OD- E/M 3: The student can describe in an argument how the concepts of health skills, illness and disease are defined from a cultural anthropological perspective.

INT 3 OD- E/M 4: The student can describe in an argument how the concepts of health skills, illness and disease are defined from a medical anthropological perspective.

Organisation

INT 1OD- E/O 1: In the context of the Skype project, the student can make a positive contribution to the maintenance of his/her international physiotherapy network.

INT 2OD- E/O 2: In the context of lifelong learning, the student can independently consult his/her international network, in order to keep up to date with international developments within his/her profession.

INT 3OD- E/O 3: The student can organise a day programme for peers in consultation with international students, in the context of exchange programmes or during international conferences.

Sharing knowledge/pursuit of scholarship

INT 1BD- E/KD/W 1: The student can explain the status (identity) of his/her profession within the Dutch healthcare system to students from a different culture.

INT 2BD- E/KD/W 2: The student can explain to his/her peers how cultural differences based on ethnicity, nationality, social and/or religious background can affect the professional relationship between physiotherapist and client.

INT 3BD- E/KD/W 3: The student can present his/her findings from applied scientific research at an international conference, taking into account the multicultural nature of the audience.

Professional conduct

INT 3BD- E/PH 1: In contacts with others (patients, clients, colleagues in his/her own professional practice and within a multidisciplinary team), the student shows empathy which demonstrates that he/she can identify with the cultural background of the target group.

INT 3BD- E/PH 2: In contacts with others (patients, clients, colleagues in his/her own professional practice and within a multidisciplinary team), the student shows professional conduct which demonstrates that he/she has taken into account or anticipated the cultural background of the target group.