



THE LEADING KNOWLEDGE FORUM IN PHYSIOTHERAPY HIGHER EDUCATION
IN EUROPE. A HOME FOR EDUCATORS, STUDENTS AND PROFESSIONALS.

GOVERNANCE GUIDELINES

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ABOUT THE GUIDELINES

This section is a public document. It contains background about the objectives, use and target group of the governance guidelines

GUIDELINES OBJECTIVES

The objective is to create a practical governance framework with guidelines that regulate as much as necessary but as little as possible. The intention is not to make processes more complicated or overly formal, but to make governance more systematic, more explicit and more transparent.

The aim of the ENPHE governance guidelines is to ensure that the structures, responsibilities and functions of boards, committees, working groups and operational management recognize the expectations of its members. This includes to tune the network's strategic and operational set-up towards an effective running and transparent decision-making.

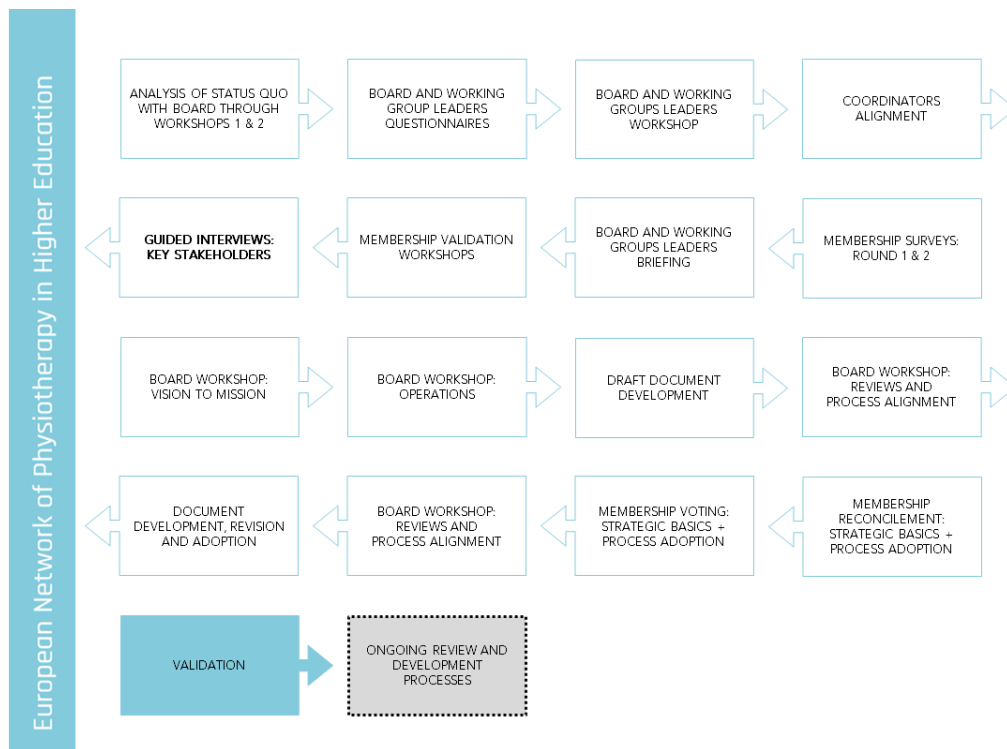
ADDED VALUE

By applying this principled governance framework, ENPHE will be well grounded in relation to the needs and wants of its member organisations, and capable of facing the network's changing environments.

The guidelines shall provide more clarity in terms of mutual expectations, better coordinated appearance to the outside, more efficient implementation of strategies into concrete action, easier transfer of tasks for example after a change of board members, and more continuity and dynamics in periods between meetings and events.

DEVELOPMENT PROCESS

The ENPHE governance guidelines are the result of a transparent and participative process supported by an external consultancy between 2018 and 2020. The holistic development included workshops, surveys and dialogue with the board, committees, working group leaders and full membership.



TARGET AUDIENCE

The guidelines have both inward-looking and outward-looking function.

They are primarily prepared for ENPHE board members and others with key governance roles in the network. The guidelines assist them to implement a transparent governance operating model. It provides guidance to ENPHE committee and working group members, and staff to follow the board’s decision-making. It allows the ENPHE membership to comprehend, if and how their mandate is implemented strategically and operationally.

In its outward-looking function, the manual also addresses partners and other stakeholders of ENPHE in order to make the purpose, the objectives and the activities of the network comprehensible and transparent.

However, this does not mean that all parts of the governance package must be available for everyone. Therefore, each section is clearly marked whether it is an internal or public document.

HOW TO READ

The guidelines are prepared in thematic chapters. Each chapter contains a short introduction so that the reasoning can be understood. Then a short description of the agreed status quo is provided. The folder system allows to easily distribute and update all information.

As a credible driver of value-based educational developments in the field, ENPHE may seek to have own holistic good governance systems in place to be credible. Such a more formal and in-depth system would focus on the integrity of ENPHE. However, the present guidelines do not constitute such a formal good governance system.

LIMITATIONS

These guidelines are tailored towards the specific needs and set-up of ENPHE. They focus on being practical, useful, feasible, transparent, and accepted by all members. However, governance is always work in progress.

Changes in the membership, the environment or unexpected challenges will confront the network. But also concepts of good practice change over time. This means that no governance guidelines are universal prescriptions and these guidelines cannot be set into stone forever.

Constant revision and improvement of these guidelines is mandatory for a successful governance of ENPHE. The single sections of the governance guidelines need to be regularly updated by the ENPHE Governing Organs. Depending on the chapter, this is recommended at least on a bi-yearly basis.

GOVERNANCE APPROACH

The governance approach is an internal document for the ENPHE governing organs and membership. It outlines the greater process which ensures that the network complies with own given governance principles, and it applies processes leading towards action.

BACKGROUND

There is no universally agreed definition of governance as it highly refers to the specific internal and external circumstances a network is facing. In principle, governance is understood as a management process which ensures that a network complies with given requirements. It sets strategic direction, outlines operational priorities and policies, and monitors and evaluates network performance.

With it, there is no single governance approach that can fit all networks, as every network is different. Instead, every network needs to develop their own, specific governance approach that should be based on proven, sound and simple principles and a clear operational and regulatory framework.

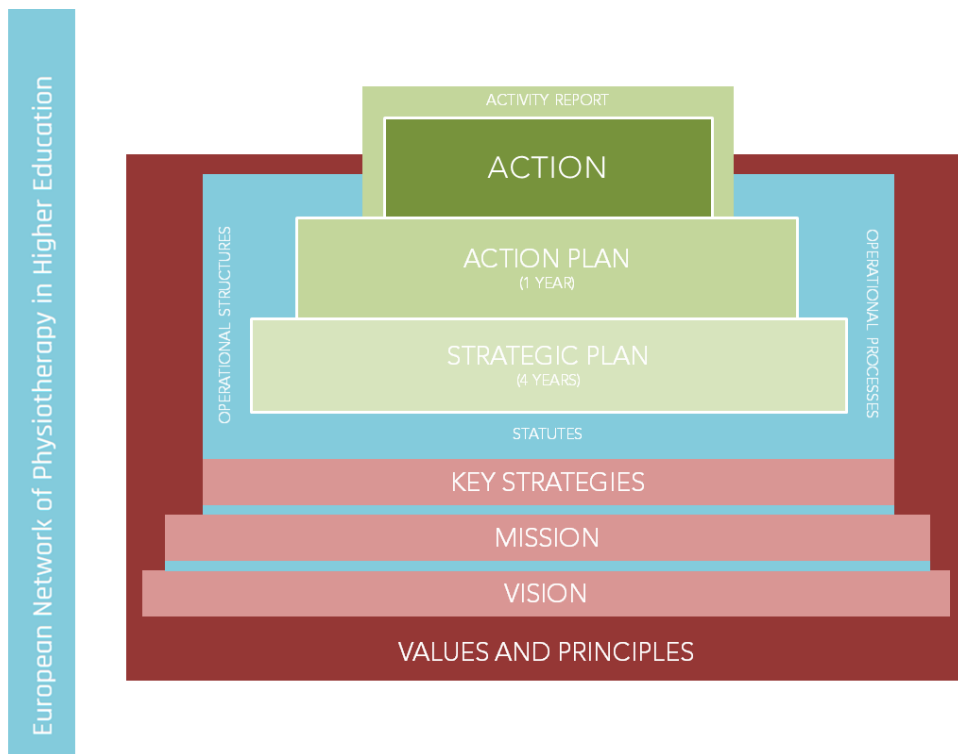
FRAMEWORK

The following figure describes the ENPHE governance model. It links individual building blocks which – taken together – make up ENPHE's specific governance framework.

The governance model describes a multi-layered bottom-up process leading towards action. ENPHE's values and principles form the foundation and build the framework. Based on the values and principles, the mission and vision for the network have derived. They lead into key strategies.

In order to translate overarching objectives into concerted action a four-year strategy and annual action plans are developed and executed. Considering ENPHE's limited human and financial resources, and the voluntary character of its committee structures, prioritization is important when implementing them.

As a key principle Board of directors follows-up on its strategies and action plans to evaluate what has been achieved. With an annual activity report, the network holds itself accountable for setting realistic objectives and following up on them.



Finally, our statutes and operational guidelines concerning structures and processes provide a stable regulatory and operational bracket around ENPHE's content driven agenda and activities.

PRINCIPLES

The governance model identifies the individual building blocks of ENPHE'S governance approach and brings them into an order. It describes "what" is involved in the governance approach. The following principles describe "how" ENPHE approaches things and "how" the Board of Directors foresees to govern the network in practice.

GOOD GOVERNANCE: Acting on behalf of ENPHE means to fully adhere to the generally accepted principles of Transparency, Accountability, Democracy, Integrity and Ethical Behaviour. ENPHE's work is based on trust and transparency related to objectives, processes and the use of resources.

DEDICATION AND OPENNESS: The governance of ENPHE is built around the principle of a dedicated leadership that is fed by active contribution. Acting on behalf of ENPHE means to act honestly, in good faith and in the best interests of ENPHE and its members, in order to support the network in fulfilling its mission and discharging its accountabilities. This implies openness from all stakeholders.

SIMPLICITY AND FLEXIBILITY: As a network with limited resources, ENPHE strives to keep things simple. It regulates and structures its collaboration framework to a certain

degree in order to effectively reach its objectives. However, it tries to handle collaboration as simple and hands on as possible. This includes to ensure that ENPHE structures and processes are flexible so that they can be adapted to accommodate change and be kept up to date.

COMMITMENT: As a network ENPHE is aware of the danger that day-to-day business frequently demands postponing important but less mandatory network activities. Thus, a focus on pursuing the network activities from start to finish line is foreseen. If necessary, the scope of the ENPHE cooperation will be adapted (limited) to an extent so that the voluntary board and members can complete the activities that were started under the given resources.

INCOMPATIBILITIES: The mandates of the boards of the European Association of Higher Education in Physiotherapy - AEESF will last for 4 years. No member may simultaneously be a member of the Directors Board, the Supervisory Board or the Board of the General Assembly.

STRATEGIC DIRECTION STATEMENT

The statement of strategic direction is a public document. It outlines the future the network is trying to create on behalf of its members and in partnership with its stakeholders. The strategic direction statement is a compilation of several interconnected organisational statements: It informs about the (a) values and principles, (b) vision, (c) mission, and (d) key strategies of ENPHE.

VALUES AND PRINCIPLES

The values and principles statement defines the common base for all ENPHE members. It makes explicit what principles and values collaboration within the network is based on. It forms an important part of ENPHE's vision and mission statements.

We believe that ENPHE must be oriented towards the future being driven by innovativeness and active collaboration. Our network is open to new ideas and approaches, and we treat our members equally. Our work is based on trust and transparency related to objectives, processes and the use of resources.

VISION

The vision statement provides an inspiring idea of physiotherapy in Higher Education in Europe. It says what ENPHE would like to achieve or accomplish in the mid-term or long-term future. It describes a future status but no activity. It is inspiring and emotional but realistic.

ENPHE is the leading Knowledge Forum related to Physiotherapy Higher Education in Europe that anticipates trends and forces in the changing society that shape professional practice and education.

ENPHE provides a Home for Educators, Students and Professionals where they can openly engage and collaborate, and where they can find support to align and improve educational developments in the field.

MISSION

The mission statement declares ENPHE's purpose and why it exists. The mission statement describes the added value which it brings to the sector.

ENPHE exists so that ...

- *Physiotherapy higher education has a voice that speaks out and lobbies for aligned educational development in physiotherapy. ENPHE is a VOICE.*
- *Physiotherapy higher education stakeholders have a forum to engage and drive forward new developments. ENPHE is a FORUM.*
- *Different approaches in physiotherapy higher education become visible and are connected so that they have best impact for future professionals. ENPHE is a CONNECTOR.*

KEY STRATEGIES

The key strategies support to achieve the mission. Each strategy or group of strategies should have an obvious connection to one (or more) aspects of the mission. Specific programmes, targeted audiences, significant projects, membership strategies, revenue development etc. are not involved but are part of the strategic plan.

In order to achieve its mission, ENPHE will ...

- *Become proactive in the social discourse around education in physiotherapy and health. It will represent the views and ideas of its members.*
- *Engage and involve its members through interactive fora and working groups. It will make knowledge publicly accessible for all its members.*
- *Facilitate learning, innovation and co-creation for improved educational structures and approaches.*
- *Actively involve students of physiotherapy to support learning and personal development.*
- *Engage and collaborate with other educational and professional stakeholders. It will foster inter-professional learning and inter-professional collaboration.*

The Association's objectives are:

- *Promotion of educational and scientific developmental projects in health field, with a greater focus on physiotherapy and all associated health areas.*
- *Organization of seminars, lectures, colloquies, as well as all activities that may be necessary to promote the corporate purpose.*
- *Development of research projects.*
- *Development of pedagogical and teaching models in the area of health, specifically in the area of physiotherapy.*
- *Training of trainers.*
- *Training in all areas related to the corporate purpose.*

- *Pursuing all acts, activities, research and teaching skills aimed at improving the performance of physiotherapy and related activities.*
- *Development of projects in the community, in Portugal and abroad.*
- *Training, research and development of students' technical and scientific knowledge*
- *Organization and participation in events, namely colloquiums, congresses, seminars, workshops and lectures to promote the scientific development of students and assistants.*
- *Acquisition of administrative and pedagogical material for data analysis.*
- *All activities can be carried out in Portugal and/or abroad.*

ABOUT US – BOARD MEMBERS

This about us section is a public document that contains a full list of ENPHE Governing Board Members.

BOARD MEMBERS

To govern ENPHE and to advance and protect the long-term interests of the network throughout Europe and the world, a governing board is established. The following list presents the presidents / chairpersons and members of the ENPHE governing board since 1995.

2021 – 2025

Direction Board

- Patrícia Almeida – Alcoitão Health School (ESSA), Portugal (president)
- Jasmin Pekaric – University of Applied Sciences Utrecht, The Netherlands (vice-president)
- Bjorg Gudjonsdottir – University of Iceland, Iceland (treasurer)
- Ipek GÜRBÜZ - Hacettepe University, (secretary)
- William Steed – Satakunta University of Applied Sciences, Finland (student board member)
- Helma Hillebrand - University of Applied Sciences Utrecht, The Netherlands (EB Assistant)

General Assembly Board

- Griselda Gonzalez - University of Vic - University of Central Catalonia, Spain, (president)
- Vilma Dudoniene - Lithuanian Sports University, Lithuania (secretary)
- Katrijn D'Herdt - Vrije Universiteit Brussel, Belgium, (officer).

Supervisory Board

- Daniela Simões - Escola Superior de Saúde de Santa Maria, Portugal, (president)
- Thim van der Laan, SUPSI - University of Applied Sciences Southern Switzerland, Switzerland, (officer)
- Cláudia Silva - Instituto Politécnico do Porto, Portugal, (officer)

2019 – 2021 - Patrícia Almeida – Alcoitão Health School (ESSA), Portugal (chairperson)

- Bjorg Gudjonsdottir – University of Iceland, Iceland (vice-chairperson)
- Jasmin Pekaric – University of Applied Sciences Utrecht, The Netherlands (treasurer)
- Maija Kangasperko – Satakunta University of Applied Sciences, Finland (member-at-large)
- Joost Van Wijchen – HAN University of Applied Sciences, The Netherlands (member-at-large)
- Lea Heinrich – Satakunta University of Applied Sciences, Finland (student board member)
- Helma Hillebrand - University of Applied Sciences Utrecht, The Netherlands (EB Assistant)

2015 – 2019 - Patrícia Almeida – Alcoitão Health School (ESSA), Portugal (president)

- Katri Kammarainen – Lahti University of Applied Sciences, Finland (until 2016)
- Vilma Dudoniene - Vilnius College in Higher Education, Lithuania (until 2017)
- Govert Verhoog – Saxion University, The Netherlands (until 2017)
- Bjorg Gudjonsdottir – University of Iceland, Iceland
- Maija Kangasperko – Satakunta University of Applied Sciences, Finland
- Joost Van Wijchen – HAN University of Applied Sciences, The Netherlands
- Jasmin Pekaric – University of Utrecht, The Netherlands
- Helma Hillebrand – (administrative) University of Utrecht, The Netherlands (since 2018)
- Greetje Annik – (administrative) Saxion University, The Netherlands (until 2018)

2013 – 2015 - Raija Kuisma - Brighton University – United Kingdom (president)

- Wil Delis – Saxion University, The Netherlands
- Vilma Dudoniene - Vilnius College in Higher Education, Lithuania
- Katri Kammarainen – Lahti University of Applied Sciences, Finland
- Greetje Annik - (administrative) Saxion University, The Netherlands

2011 – 2013 - Raija Kuisma - Brighton University – United Kingdom (president)

- Wil Delis – Saxion University, The Netherlands
- Milda Zukauskiene – Vilnius College in Higher Education, Lithuania
- Mark Sacco – University of Malta, Malta
- Pirjo Vuoskoski – Joensuu University of Applied Sciences, Finland (1 year)
- Greetje Annik - (administrative) Saxion University, The Netherlands

2009 – 2011 - Raija Kuisma - Brighton University – United Kingdom (president)

- Wil Delis – Saxion University, The Netherlands
- Milda Zukauskiene – Vilnius College in Higher Education, Lithuania
- Mark Sacco – University of Malta, Malta
- Christoff Zalpour – Hochschule Osnabrück, Germany
- Klaudyna Renkel - (administrative) Saxion University, The Netherlands

2007 – 2009 - Antoon Ven – Artevelde University College – Ghent University, Belgium (president)

- Bodil Vassard – University College South, Denmark
- Milda Zukauskiene – Vilnius College in Higher Education, Lithuania
- Joop de Looff – Avans University, The Netherlands
- Ferda Dokuztug, Istanbul Bilgi University, Turkey
- Sophia Schatteman - (administrative) Artevelde University College / Ghent University, Belgium

2005 – 2007 - Antoon Ven – Artevelde University College – Ghent University, Belgium (president)

- Bodil Vassard – University College South, Denmark
- Milda Zukauskiene – Vilnius College in Higher Education, Lithuania
- Joop de Looff – Avans University, The Netherlands

- Sophia Schatteman – (administrative) Artevelde University College / Ghent University, Belgium

2002 – 2005 - Antoon Ven – Artevelde University College – Ghent University, Belgium
(president)

- Dekker - Artevelde University College / Ghent University, Belgium
- George Simpson - Salford, United Kingdom
- Nicolas Estevez - Valencia, Spain
- Markus Schenker, Switzerland

1999 – George Simpson (Salford, United Kingdom) (president)

- Karel Stappaerts (Leuven, Belgium)
- Dominique Perrein (Paris, France)
- Bodil-Marie Vassard (Næstved, Denmark)
- Michela Bozzolan (Ferrara, Italy)

1999 – No president

- Karel Stappaerts (Leuven, Belgium)
- Lone Mikkelsen (Aarhus, Denmark)
- Cristina Melo (Porto, Portugal)
- Agneta Nilsson (Linköping, Sweden)
- Dominique Perrein (Paris, France)

1997 - Pirkko Kuurne (Helsinki, Finland) (president)

- Karel Stappaerts (Leuven, Belgium)
- Mary Garrett (Dublin, Ireland)
- Hugo Moolenaar (Utrecht, Netherlands)
- Jean-Michel Lardry (Dijon, France)

1996 - Karel Stappaerts (Leuven, Belgium) (president)

- Mary Garrett (Dublin, Ireland)
- Hugo Moolenaar (Utrecht, Netherlands)
- Filip Staes (Leuven, Belgium)
- Michel Paparemborde (Lille, France)

1995 - Karel Stappaerts (Leuven, Belgium) (president)

- Mary Garrett (Dublin, Ireland)
- Henri Bour (Utrecht, The Netherlands)
- Michel Paparemborde (Lille, France)

ABOUT US – SECTOR BACKGROUND

This about us section is a public document. It provides brief background information related to physiotherapy in higher education and ENPHE's field of work.

SECTOR BACKGROUND

Physiotherapy in higher education refers to educational programmes in physiotherapy that are offered by higher education institutes.

Physiotherapy education is offered at both scientific universities, universities of applied sciences universities and equivalents. It is an education at European Qualification Framework outcome-based levels (EQF levels) 6 or 7 for the entry level, EQF level 7 for specialisations and EQF level 8 for a research career (PhD).

Being an autonomous profession, physiotherapy is a science and has its own body of knowledge and epistemology. The theoretical framework of physiotherapy programmes is based on two key concepts characterising the physiotherapy profession; i.e. movement and functioning across the life span. The concept of movement is based on current theories in human movement science.

Associated to these concepts, are other scientific areas that the physiotherapists need to develop deeply in their body of knowledge and competences. These are considered as associated scientific areas: movement sciences, motor control, anatomy-physiology, pathology, psychology, social sciences, medicine and specialities, exercise, research, health management and policies, and educational sciences.

Physiotherapy education demands a learning process within this scientific body of knowledge and its associated areas, which requires a curricular structure with different scientific areas of a minimum of 3 to 5 years of education; combining theory, skills, and scientific critical thinking and clinical reasoning.

Physiotherapy education programmes are usually organised within health care, human movement sciences, or applied sciences education.

DEGREES

The situation of physiotherapy in higher education in Europe is relatively diverse. Most European countries offer physiotherapy education at higher education level whilst some provide programmes at lower educational levels. Most institutions offer entry-level study programmes of physiotherapy leading to BS degrees which is the first cycle in the education system. Fewer universities in Europe offer entry-level study programmes of

physiotherapy through MS degrees. The latter requires the students to finish both a 3 years' bachelor study programme and a 2 years' master study programme in order to become eligible for a professional license in physiotherapy. In addition, many universities offer doctoral studies in physiotherapy to further develop the profession.

POLICY POSITIONING

Because of the current and future epidemiological changes in society, higher education in physiotherapy and the training of highly skilled professionals is included in the European Commission's priorities and agenda to increase and better qualify the current health-care workforce (cf. Report "Recruitment and Retention of the Health Workforce" by the EU Consortium for the Study of Effective Health Workforce Recruitment and Retention Strategies in 2015).

KEY STAKEHOLDERS

The main stakeholders of ENPHE are educational institutions and their respective lecturers and students. Given the fact that higher education aims to educate professionals for the practice, also professionals' organisations such as the European Region of the World Confederation for Physical Therapy (ER-WCPT) are relevant stakeholders for ENPHE. In addition, European policy stakeholders, such as the European Commission, and other networks related to higher education are relevant for ENPHE. Citizens of Europe are also stakeholders since they are the users of physiotherapy services.

ABOUT US – EVENTS

This section is a public document. It provides a list of ENPHE events held since 1995.

EVENTS

Since the foundation of ENPHE, the network has organised regular conferences and seminars to allow for co-creating and sharing knowledge to its members, and beyond. The ENPHE seminars are driven by the network's working groups and focus on co-creating and sharing knowledge inside the ENPHE membership. The seminars usually take place once a year in spring. The yearly ENPHE conferences usually take place in autumn and are every second year connected with an ENPHE General Assembly. The conferences are open to members and non-members in order to disseminate ENPHE knowledge and practices inside and outside the full membership scope. Both events are accompanied by a variety of satellite events of the different ENPHE committee and group structures.

LIST OF CONFERENCES

- 2022 - Physiotherapy Education in an Agile World – 15-17 September 2022 in Famalicão, Portugal (General Assembly)
- 2021 – Co-creating the future through the interplay between theory and practice (online)
- 2019 – The end of Physiotherapy? Towards New Ideas on Health – Hanze University of Applied Sciences, School of Health Care Studies, in Groningen, Netherlands (General Assembly)
- 2018 – Education for Innovation and Multidisciplinarity - Ecole D'Assas – Paris, France (General Assembly)
- 2017 – Education in a Changing Society - University of Iceland - Reykjavik, Iceland (General Assembly)
- 2016 – The Future of Physiotherapy Education – FH Joanneum University of Applied Sciences – Graz, Austria
- 2015 – ENPHE 20th Anniversary - University of Ghent – Ghent, Belgium (General Assembly)
- 2014 – Tartu Health Care College - Tartu, Estonia (General Assembly)
- 2013 – Lahti University of Applied Sciences (LAMK) University - Lahti, Finland (General Assembly)

- 2012 – FH Campus Wien – Vienna, Austria
- 2011 – Alcoitão Health School - Estoril, Portugal (General Assembly)
- 2010 – Transparency in Physiotherapy Education without Borders - Riga Stradins University - Riga, Latvia
- 2009 – Innovative approaches in physiotherapy education - Rotterdam University of Applied Sciences - Rotterdam, The Netherlands (General Assembly)
- 2008 – Assessment in a competence-based physiotherapy programme - Stockholm, Sweden
- 2007 – Harmonic innovative curricula in physiotherapy after Bologna - Charles University Prague Faculty of Physical Education and Sport – Prague, Czech Republic (General Assembly)
- 2006 – Competence-based PT education: Steppingstone to international education and improved mobility? - Brussels, Belgium (General Assembly)
- 2005 – Enhancing physiotherapy competences in innovative learning environments - Metropolia University of Applied Sciences - Helsinki, Finland
- 2004 – Learning and teaching strategies to acquire competences - Alcoitão Health School - Estoril, Portugal (General Assembly)
- 2003 – Developing PT educational competences within the Bologna implementation in Europe - Druskininkai, Lithuania
- 2002 – The therapy of pain: desideratum or reality? (FRAK-ENPHE Conference) - Slanic Moldova, Romania
- 2001 – Multidisciplinary education (ENOTHE-ENPHE Conference) – Amsterdam University of Applied Sciences – Amsterdam, The Netherlands
- 2000 – Quality assurance in physiotherapy education - Hochschule Fresenius - Idstein, Germany
- 1999 – Strategies and pedagogical approaches in physiotherapy education – Arhus Universiteit - Arhus, Denmark
- 1998 – Alcoitão Health School - Estoril, Portugal
- 1997 – Educating for mobility - Brussels
- 1996 – No conference
- 1995 – Organisation of the physiotherapy educational system in Europe - Catholic University of Leuven, Belgium (General Assembly)

LIST OF SEMINARS

- 2022 – ENPHE Spring seminar 2022 – April 28-30, 2022 Vilnius University, Lithuania
- 2021 – Working Group seminar – Co-Create the Future – Online seminar
- 2019 - Working Group seminar - HSG Bochum University of Applied Sciences - Bochum, Germany
- 2018 - Working Group seminar -University College Sjaelland, Denmark
- 2017 - Working Group seminar -Polytechnic Institute Porto - Porto, Portugal
- 2016 - Working Group seminar - Universidate Ramon Llul - Barcelona, Spain
- 2015 – Working Group seminar - Centro Universitario San Rafael-Nebrija – Madrid, Spain
- 2014 - Working Group seminar - Istanbul Bilgi University - Istanbul, Turkey
- 2013 – Working Group seminar - Vilnius, Lithuania
- 2012 - Focus Group Seminar -University of Udin – Bibione, Italy
- 2011- Focus Group Seminar -
- 2010 - Focus Group Seminar - Sigtuna, Sweden
- 2009 - Group Seminar - University of Malta, Malta
- 2008 – Student-centred learning: what does it mean for students, lecturers and institutions? - Universitat de Valencia - Valencia, Spain
- 2007 - Quality management in competence-based physiotherapy education - National Sports Academy “Vasil Levski”- Sophia, Bulgaria
- 2006 - Learning in a clinical environment: the best way to acquire physiotherapy competences? - Istanbul, Turkey
- 2005 - The research skilled student: a challenge to the physiotherapy education. - Warsaw, Poland
- 2004 - Competences in PT education in Europe: curriculum design - University College Dublin, Ireland
- 2003 - Developing a European profile in physiotherapy education - Universitat de Valencia - Valencia, Spain
- 2002 - Integration of theory and practice in physiotherapy education - Paris, France

- 2001 - Facilitating research in physiotherapy education - University of Salford - Manchester, United Kingdom
- 2000 - Problem based learning - Linkoping University - Linkoping, Sweden

MEMBERSHIP

This section is an internal document for the ENPHE governing boards and membership. It provides information about membership categories and fees, and it tracks the current membership of the network.

PROCESS

In order to become a member of the European Association of Higher Education in Physiotherapy, it is necessary to fill in the appropriate form, pay the Registration Fee, and obtain approval from the Directors Board. If the opinion of the Board is negative, the applicant may appeal to the General Assembly, which will have to pronounce itself favorably in this regard by a majority of 2/3 of the members present.

In the event of expulsion of any member of the European Association of Higher Education in Physiotherapy due to serious damage to the association, the General Assembly will have to resolve on the majority of 2/3 of the members present.

CATEGORIES

The partners can be founders, full members, honorary and observers (associated members).

Founding members are the full members who were part of the formal registration, having signed a memorandum of understanding for this purpose, stating that there are no benefits, powers and responsibilities different from those of the other full members.

Full members are all members who correspond to a Higher Education Institution providing Physiotherapy Education in the geographical area of Europe.

Honorary members are those who, after the end of their collaboration with the association, are proposed by another full member with due presentation of the reasons for this consideration. The proposal is reviewed and approved by the General Assembly Council in consultation with the Coordinators Council.

Observer members (associated members) are all the others who do not meet the requirements of full members.

The members are represented by their human resources, which can be: professors/lecturers, students and internationalization managers.

For full membership, ENPHE welcomes all higher education institutions from the European region, which provide at least EQF level higher education degree program in physiotherapy and which implicitly support the aims and objectives set out by the informal network's strategic statement and statutes. The higher education degree program and diploma in physiotherapy must be nationally recognized for the entry level. Only members having fully paid their membership fee on time can be acknowledged as full members and obtain voting rights plus eligibility to represent ENPHE in all its organizational structures.

ENPHE associate membership is applicable for institutions not meeting one or more of the criteria mentioned above. The associate membership grants access to the network, its activities and services. However, the associate membership does not grant voting rights in the general assembly. It does not grant eligibility to any positions within the Governing Board and the Coordinators Council. And it does not grant leadership roles within the working groups or organizing an ENPHE conference.

OPERATIONAL STRUCTURE - OVERVIEW

The organisational structure is a public document that presents the functional units of ENPHE. It includes the network's main hierarchical arrangements and responsibilities.

PRINCIPLES

ENPHE is a network with the legal status of non-profit association. The Association is officially named Associação Europeia de Ensino Superior em Fisioterapia-AEESF, with the international brand name European Network of Physiotherapy in Higher Education-ENPHE, registered office at Óbidos Technological Park – Edifícios Centrais, Rua da Criatividade 2510-216 , parish of Santa Maria, S. Pedro and Sobral da Lagoa de Óbidos, Portugal with the VAT number 516604546.

It has rather limited human and financial resources. It is strongly based on the principles of trust and transparency. At the same time, the network seeks to allow for innovativeness and new ideas. For its operations, ENPHE hugely relies on the voluntary commitment of its membership. This includes the General Assembly that has the highest sovereign board of the Association and the formal positions in the Governing Boards and Administrative support and the specific structural positions in the Thematic Working Groups and Coordinators' Council as represented in the organisational chart below. All ENPHE positions are voluntary and unpaid, except for the administrative support. Any reimbursement of expenses is regulated by the *ENPHE Financial Governance* documentation (chapter 22). Applications to the Board of Directors, Supervisory Board and of the General Assembly Board must be signed by the candidates and by a minimum of 5% of the members. The lists must be made up of an odd number of effective elements and may have alternate elements.

Regardless of a clear organisational structure, ENPHE is driven by flat hierarchies. It means that information flows both from top down and from bottom up, and that there is deliberately left room for emergent developments. At the same time, ENPHE's front-line representatives are empowered to make a range of decisions on their own if these are based on the network's governing principles.

ORGANISATIONAL CHART

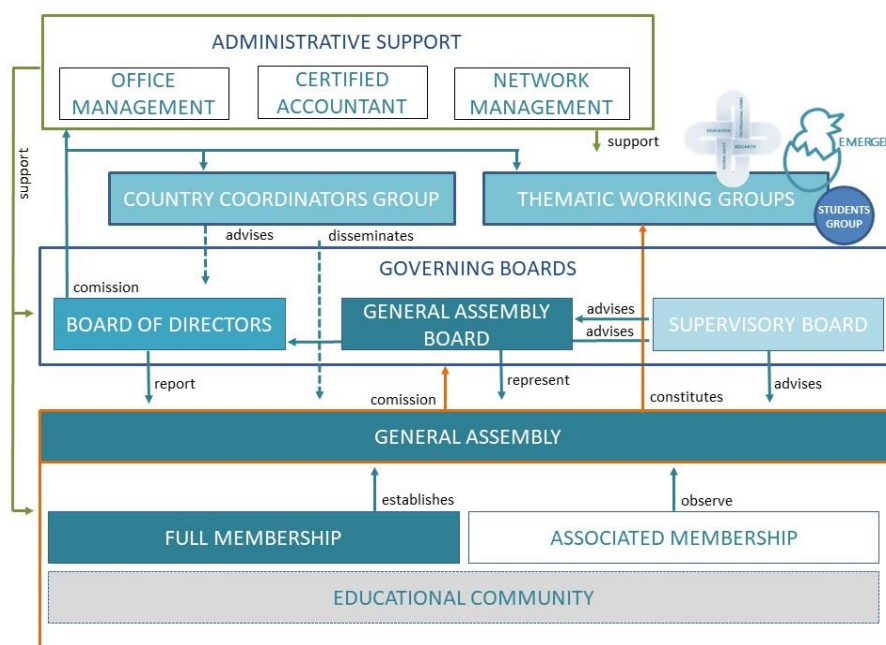


Figure 1 - ENPHE organisational chart

MAIN UNITS

GENERAL ASSEMBLY: The General Assembly is ENPHE’s highest decision-making body. It consists of one official representative per full member institution. The General Assembly owns ENPHE with its products and services. It holds the ultimate responsibility to ensure that ENPHE is achieving its purpose and vision. The roles and responsibilities of the General Assembly are detailed in chapter 14.

GOVERNING BOARDS: The Governing Boards have the duty to govern ENPHE and to carry out all actions it considers necessary to implement the mission and vision of the network in accordance with the strategic statement and charter of ENPHE. It consists of three independent boards: Board of Directors (previous Executive Board), General Assembly Board and Supervisory Board. The roles and responsibilities of each board and respective position are detailed in chapters 16 and 17.

COORDINATORS’ COUNCIL: The Coordinators’ Council liaises and facilitates between the ENPHE full membership and the Governing Board. It supports the Governing Board to govern ENPHE and to carry out actions necessary to implement the mission and vision of the network in accordance with the strategic statement and charter of ENPHE. The council consists of two representatives per full member country (= country consortium) which are one coordinator and one deputy coordinator. The roles and responsibilities of the Coordinators Council are detailed in chapters 15 and 19.

THEMATIC WORKING GROUPS: The Working Groups enable in-depth thematic cooperation between representatives of the ENPHE member organisations. The aim of a thematic working group is to co-create related to current European physiotherapy higher education needs. Any products or services developed in the framework of a working group are collectively owned by ENPHE. Each group consists of a group leader and up to three additional core members who can be both educators and students of ENPHE member organisations. The roles and responsibilities of the Thematic Working Groups are detailed in chapter 20 and for the students group in chapter 25.

EMERGENT DEVELOPMENT SPACE: The emergent development space is a pop-up unit that allows for learning and co-creation. It aims to develop innovative and creative solutions related to complex challenges the network is facing. It is characterized by strongly reduced hierarchical structures and new forms of collaboration. It provides room for dealing ad-hoc with unexpected matters and developments. The emergent development space can be initiated and joined by any ENPHE member. It is facilitated by the Governing Board.

ADMINISTRATIVE SUPPORT: The Management Unit consists of an office management a network management and a certified accountant. The office management unit is responsible to support the full membership with all logistic and administrative tasks related to the network's activities. The network management unit is responsible to support the Governing Board, the Coordinators' Council and the Working Groups with the professional communications and marketing of the organisation. The certified accountant is responsible to collaborate with the treasurer in the financial management and reporting according to the Portuguese fiscal system. The roles and responsibilities of the Administrative Support are detailed in chapter 18.

It will lose the title of holder of any board, whoever:

- a) Lose quality and membership.
- b) Request the resignation of the position.
- c) Is covered by rules contained in the regulations of the board to which it belongs and which culminate in the loss of mandate, namely due to unjustified absences from meetings.

The mandates of the boards of the European Association of Higher Education in Physiotherapy - AEESF will last for 4 years. No member may simultaneously be a member of the Directors Board, the Supervisory Board or the Board of the General Assembly.

STRATEGIC ACTION PLANNING

The strategic action planning section is an internal document for the ENPHE Governing Board and membership. It includes key principles and background related to the development and implementation of the Strategic Plan and the Action Plan.

PRINCIPLES

Strategic planning is used to set priorities, focus resources, and strengthen operations to pursue ENPHE's strategy. The identification of key strategic challenges follows a regular review of the network's purpose, and the external and internal environments. A good process for this is a membership survey followed by a SWOT analysis (see separate document). Then, the development of a strategic and action plan follows (see separate documents). These need to be connected to the ENPHE strategic statement (see separate document).

STRATEGIC CHALLENGES

Key strategies challenges are factors in ENPHE's external or internal environment that have the greatest potential to impact on the overall purpose of the network. It is important to balance the number of challenges to be addressed with the network's ability to address them. ENPHE focuses on three to five key challenges at a time. The following strategic challenges have been outlined for 2020 to 2023:

(1) The current organisational set-up as an informal network as this does not allow for adequate financial governance and improved funding structures.

(2) The lack of a professional network management by employed staff leads to the fact that the board concentrates on the operational management of the network and does not allow to concentrate on the strategic governance of ENPHE.

(3) There is a lack of involvement from the student board into the governance of ENPHE; this includes a lack of co-creation of strategies and content and the co-implementation of common activities.

(4) There is a lack of involvement of thematic experts when it comes to legal and financial management, fundraising, network governance, or legal aspects.

STRATEGIC ACTION PLAN

A common mistake made with strategic planning is trying to do too much; often this results in nothing being effectively achieved. A key part of the ENPHE strategic planning is therefore the ability to know how much can be done with the resources available, and to prioritize by the impact on strategic outcomes. Summarizing the key elements of a strategic plan onto a single page captures its essence visually and makes it valuable as a reference.

The ENPHE strategic plan describes the strategic outcomes to be achieved over the period of 4 years and the associated performance measures. Strategic outcomes are the network's high-level, longer-term deliverables. This is a key step in translating strategic intent into more tangible results. The outcomes support the vision and address the key strategic challenges of ENPHE. The key performance indicators (KPI) link to the strategic outcomes and are used at all levels within the network for monitoring short-and long-term performance.

=> SEE CURRENT STRATEGIC PLAN 2020 to 2023

KEY ACTION PLAN

The ENPHE strategic plan translates into the ENPHE Action Plan that supports to produce results. Achieving a strategic outcome is the cumulative result of several key activities. These key actions are budgeted and clearly assigned to one focal point who is responsible to assure the implementation on time. This responsibility includes to break the key action plan further down into operating procedures with single tasks for the person implementing a key action. Business as usual activities are important activities which enable the network to fulfil its purpose; however, they are not part of the key action plan.

=> SEE CURRENT KEY ACTION PLAN 2020

RESPONSIBILITIES

The General Assembly holds the ultimate responsibility to ensure that ENPHE is achieving its purpose. On behalf of the general assembly, the Governing Board has the responsibility to govern ENPHE and to carry out all actions it considers necessary to implement the mission and vision of the network in accordance with the strategic statement and charter of ENPHE. The Governing Board is supported by the Coordinators' Council.

The Governing Board develops and oversees the implementation of the strategic and action plans. The key action plan is developed prior to each fiscal year. The governing board reviews the yearly key action plan together with the operating budget plan at each

board meeting and revises the plans accordingly, if needed. The strategic plan must be regularly reviewed and aligned with the annual action plans, at least at an annual basis.

Individual responsibilities related to the strategic leadership of ENPHE are listed in the role descriptions of the governing board members, of the national coordinators and the management unit staff members.

APPROVAL

The General Assembly ultimately approves the strategic and action plans during the general assembly meetings. The approval happens based on the presentation of a consolidated presentation prepared by the office manager on behalf of the chairperson.

ANNEXES

- Strategic Plan 2020 to 2023
- Action Plan 2020

