

The Physiotherapist

Profile of Competencies

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Table of Abbreviations

BMG	Bundesministerium für Gesundheit (Ministry of Health)
EC	European Commission
ENPHE	European Network of Physiotherapy in Higher Education
EQF	European Qualifications Framework
EQR	Europäischer Qualifikationsrahmen (für Lebenslanges Lernen) (European Qualifications Framework)
ER-WCPT	European Region of the World Confederation for Physical Therapy
ESCO	European Skills, Competences, Qualifications and Occupations
EU	Europäische Union (European Union)
FH	Fachhochschule/n (University of Applied Sciences)
FH-MTD-AV	FH-MTD-Ausbildungsverordnung (Ordinance on Education and Training for Higher Medical-Technical Professions at UASs)
MTD	gehobene medizinisch-technische Dienste (Higher Medical-Technical Professions)
PHC	Primary Health Care

Introduction

The profession of a physiotherapist is an integral part of a modern and qualitative health care system. To be able to cope with the changing and future demands and to guarantee patient care on a high qualitative level, it has been an important precondition and an important step to deal with the competencies and related learning outcomes.

This publication presents the current profile of competencies of physiotherapists including the related learning outcomes. In Austria the development of a profile of competencies has been closely linked to attempts within the European Union (EU) to make profiles of competencies comparable, and consequently to promote mobility. Referring to developments occurring simultaneously in Europe, the profile of competencies was established in accordance with health political developments and trends in higher education on a European level.

Additionally, the current valid professional profile is depicted in the context of health related and professional political developments.

1. The Physiotherapy Profession

The physiotherapy profession physiotherapy is a diverse and highly responsible job that has been changing due to changes in society, health politics, and technical progress as well as scientific developments, and future developments that have to be considered in advance. Below the current professional profile is depicted outlining the issues that are going to be influential in the future.

1.1 Professional Profile Physiotherapy

The main focus of the physiotherapy profession is to promote, develop, maintain and regain the ability of movement of an individual. This focus comprises tasks to maintain and promote health, to develop health promoting environments and health promoting procedures and projects. Physiotherapy affects the human being as a whole, interacting with movement systems, organ functions, cognitive level, level of experience and behavior. The central task of physiotherapy is the ability to move, which is a result of finding the best possible ability to allow the movement system and organ system to function, and which also considers development and control of movement, as well as experience and behavior and functional and neurologic connections.

All these facts have to be considered in the framework of the salutogenetic health paradigm, which is based on evidence based effects and knowledge, current developments and knowledge in physiotherapy and its reference sciences, especially natural science, human medicine, pedagogics, psychology, sociology and public health.

The profession of physiotherapy comprises all profession specific procedures within the physiotherapeutic process, like taking a patients history, examination, analyses, developing a physiotherapeutic diagnosis, planning, conducting and evaluating all physiotherapeutic procedures in health promotion, counseling, prevention, rehabilitation, cure and palliative care for people of all ages and groups in and outside hospitals, as well as in primary, secondary and tertiary health care in the fields of human medicine, science, research, industry as well as evaluating the health related framework conditions.

Tasks also comprise establishing expert opinions and being a qualified expert.

Physiotherapists are permitted by the respective professional laws to transfer tasks to other health allied professions and to assume supervision of these tasks. This specifically comprises supervising

exercise therapists, medical masseurs, therapeutic masseurs, as well as students of physiotherapy and other health allied professionals in education.

1.2 A Profession Going through Changes

In the course of constantly increasing knowledge and challenges in medicine and physiotherapy, as well as changes in society, including demography, health landscape and politics, physiotherapy is constantly developing further. New technologies, e-health and scientific knowledge are more and more integrated in professional routines. Changes in framework conditions for exercising the profession not only pose challenges, but also offer chances for the profession. Specialization, new professional fields and careers are being established.

The health landscape in Austria currently revolves around the health reform. A major pillar of the health reform is primary care and establishing a primary health care (PHC) model. Physiotherapists are an integral part of this structure.

Therefore, it is necessary to define the tasks, competencies and qualifications necessary for a physiotherapist working in primary, secondary and tertiary care. Furthermore, the issues of physiotherapists as “best point of service” and a possible self-referral of patients (and/or direct access) to physiotherapy, constitute influential factors. A factor of success for PHC, in general for optimal care of patients, is the multi-professional cooperation and transparency of diverse competencies of various professions interacting in the team.

Other topics like improving health competencies and developing health promoting environments are issues that belong to the range of competencies of physiotherapy.

2. Developing a Profile of Competencies and Learning Outcomes

With the aim to develop a clear, transparent and future oriented portfolio „Physiotherapy 2020“ in the context of an international professional development, the executive board of Physio Austria commissioned the expert network of higher education to develop a profile of competencies including learning outcomes.

The expert network of higher education consists of the heads of all Austrian physiotherapy programs of the Universities of Applied sciences as well as of all persons who represent the Austrian Education programs in the international networks ER-WCPT and ENPHE. The goal is to develop physiotherapy training in Austria in accordance with European developments, to ensure coordinated physiotherapy study programs throughout Austria, and to support the training of professional and competent physiotherapists. Accordingly, the present profile of competencies has been developed within a coordinated integrative process and has been adopted as a basis for the Austrian study plans in physiotherapy.

2.1 Definition of Terminology

Formulations developed by the working group are based on the following understanding of terms

2.1.1 Clarifying the terms Profile of Competencies and Qualification Profile

The terms competencies, profile of competencies and qualification profile are defined in different ways in literature and applied without making clear distinctions. The following definitions shown in figure 1, serve to make the meaning of the basic terminology, used in this document, clear by the authors.

Competence is ...	Qualification is ...
... the ability and willingness to do something, but also comprises the responsibility for doing it	... the sum of all acquired skills, knowledge and behavior patterns in the education process
... the coordinated application of diverse individual tasks	
... dependent on the situation, available in the context of executing several tasks and demands	... the precondition to satisfy the demands when assuming diverse functions
Competencies combine knowledge and ability (ability and skills) to the ability to act	Qualification is depicted with all indicated Learning Outcomes and can be assessed in individual parts of the dimensions. .
Competencies cannot be directly observed.	
The profile of competencies describes tasks executed, when assuming a specific function/role and completing activities that are necessary to be able to conduct these tasks in a specified way.	The qualification profile describes dimensions of performance that can be assessed (Learning Outcomes), that are presented by a graduate of a defined education process.

Figure 1: Clarifying Competence – Qualification

2.1.2 EQF and EQR

The European Qualification Framework (EQR in German) has been defined as EQF by the EU and has then been published in the respective language of each country; in Austria EQR (Europäischer

Qualifikationsrahmen). The levels presented in this document have been defined according to the EQR of the EU.

2.1.3 Evidence based

Referring to/based on the current situation of evidence (integrating individual clinical expertise involving best available external evidence of systematic research)

2.1.4 interdisciplinary

Establishing a correlation among individual disciplines, combining partial aspects of various disciplines, developing solutions derived from combining these partial aspects

2.1.5 intraprofessional

Referring to their own profession, within their own profession

2.1.6 multiprofessional

Referring to members of several professions, their way of working characterized by additive synthesizes of expertise of disciplines involved, profiting by focusing on partial areas

2.2 Qualification Profile

Based on the fact that the qualification profile comprises measurable learning outcomes at a defined point in time (end of an educational process, end of an education program), it has to be pointed out here, that qualification profiles and the profile of competencies are of importance when developing curricular for higher education.

While the profile of competencies determines the direction for the process of primary qualification for the profession, the qualification profile depicts the sum of all learning outcomes acquired on completion of education. Learning outcomes, which work towards the core competency/role expert, are completely acquired during the education, when attending a degree program in higher education. Learning outcomes referring to roles that are comparable to multi-professional ones (e.g. communicator, manager, team worker) can be partly acquired outside the framework of a degree program, too. These learning outcomes are prepared in the course of an education prior to a vocational one and/or are acquired additionally in non-formal educational settings.

Guaranteeing the whole qualification profile in all its dimensions finally occurs at the qualifying educational institute, when graduating from a physiotherapy program at the respective university. Therefore, the degree program is also eligible to award the accreditation in the form of a degree. This model of components of a personalized qualification profile, which stems from the individual educational biography of a graduate, can be applied analogically to a higher qualification in the profession, too (see figure 2, Eckler2015).

The learning outcomes, as in the primary qualification, are assessed independently based upon the established components of the individual education plan. The responsibility to guarantee the qualification profile at the point of graduation has to be with the educational institute awarding the degree.

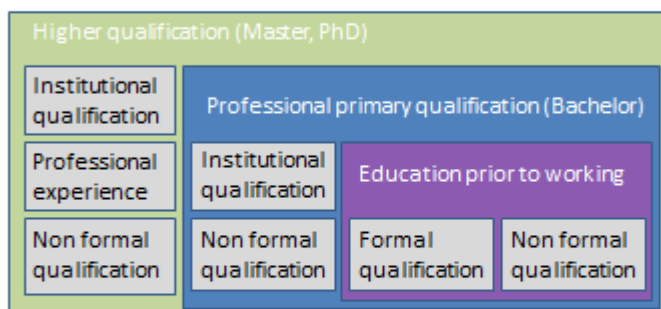


Figure 2: Components of a Personalized Qualification Profile, Eckler 2015

2.3 Process of Development

2.3.1 Definition of Levels and Roles

In the light of EQF levels, the levels of degrees have been defined. The levels have been collated with tasks that can be found in diverse roles of physiotherapists.

After reviewing several documents (EU directives/ENPHE, EQF, ESCO, diverse documents of European institutes of higher education) the group has decided for the role model described in EU directives/ENPHE as a recommendation for ESCO – to ensure the development of the profession within a national and European context. For each role level 6 and 7 have been elaborated.

Level 6 corresponds to the first study cycle according to the qualification framework in the European Higher Education Area, which is the bachelor level and thus in physiotherapy to the professional beginner and level 7 to the second study cycle, which is the master level and "strategic professional".

2.3.2 Generating a Profile of Competencies

The profile of competencies has been generated, applying a circular process with feedback and reflection loops, together with the board and in the course of the conference of the expert network for higher education (Tagung des fachlichen Netzwerks Hochschulbildung) from May 2014 until June 2015.

2.3.3 Generating Learning Outcomes

During the following step, learning outcomes were formulated for all roles and all competencies, and they were then adjusted to the FH-MTD-AV in its current edition (BGBl. I Nr. 70/2005).

The process of development followed the same systematic procedures regarding feedback and reflection loops with the expert network of higher education as well as the board. In December 2015 the profile of competencies and the learning outcomes were accepted by the board.

3. Results

The describing of the competencies in this document, has been done assuming a future oriented perspective and in the light of an international professional development scheme, with the aim to support a modern professional profile. The competencies are complemented by learning outcomes with the aim to offer institutes of higher education a comprehensive and clear help to streamline their educational processes.

3.1 Description of Roles of a Physiotherapist

The description of roles has been done in the following sequence:

- Physiotherapy expert
- Communicator
- Team worker/Collaborator
- Manager
- Health Care Promoter
- Innovator
- Professional

3.2 Competencies and Learning Outcomes

The Competencies and Learning Outcomes are described in the following charts.

COMPETENCIES AND LEARNING OUTCOMES

<p>Role</p>	<p>Expert Physiotherapists are experts in function, movement and mobility of the human body, they apply the ICF classification when assessing and follow the structure of the physiotherapeutic process.</p>				
<p align="center">Description of Competencies Level 6</p>	<p align="center">Learning Outcome Level 6</p>	<p align="center">Description of Competencies Level 7 (= Level 6 + listed competencies)</p>	<p align="center">Learning Outcome Level 7 (= Level 6 + listed competencies)</p>		
<p>Establishing the need to have information and gathering information about aspects that are relevant for health, associated prior history, prior health interventions and related results.</p>	<p>The Graduate</p> <ul style="list-style-type: none"> - assesses information presented for its physiotherapeutic relevance - identifies information deficits - gathers information that is missing - recognizes atypical (healing) processes - deduces restrictions for the subsequent steps in the physiotherapeutic process - recognizes the limitations of his/her performance (see role Manager) 				

<p>Selection and application based on hypotheses to identify problems</p>	<p>The Graduate</p> <ul style="list-style-type: none"> - formulates hypotheses about pathophysiological and pathobiological mechanisms and their correlation with the ICF levels - selects evidence based and profession specific procedures for the examination - applies examination procedures in a systematic and standardized way - recognizes life threatening conditions and administers first aid 	<p>Identifying several ways to review hypotheses in an efficient way and to differentiate them according to economic points of view</p> <p>Prioritizing procedures based on how qualified and appropriate they are</p>	<p>The Graduate</p> <ul style="list-style-type: none"> - evaluates hypotheses based on pathophysiological and pathobiological mechanisms and their correlation with the ICF levels - prioritizes procedures according to their suitability, adequacy and economic aspects 		
<p>Evaluating the results derived from the diagnostic process</p> <p>Formulating the physiotherapeutic diagnosis</p>	<p>The Graduate</p> <ul style="list-style-type: none"> - evaluates the hypotheses based on the results of the examination - combines the results in the physiotherapeutic diagnosis 	<p>Evaluating results from the diagnostic process against the backdrop of unstable and/or highly complex situations</p> <p>Evaluating interdependencies</p>	<p>The Graduate</p> <ul style="list-style-type: none"> - evaluates the hypotheses based on the results from the examination against the backdrop of unstable and/or highly complex situations - evaluates the interdependencies according to their relevance for the physiotherapeutic diagnosis 		
<p>Defining therapy aims that can be verified according to bio-psycho-social aspects</p>	<p>The Graduate</p> <ul style="list-style-type: none"> - defines therapy aims - categorizes therapy aims according to qualitative and quantitative criteria - establishes evidence based re-assessment parameters 	<p>Defining and prioritizing therapeutic aims based on bio-psycho-social aspects</p>	<p>The Graduate</p> <ul style="list-style-type: none"> - defines therapeutic aims according to the ICF-model considering the bio-psycho-social model - prioritizes the therapeutic aims based on evidence and preferences of the patient 		
<p>Selecting and applying suitable methods and procedures for treatment</p>	<p>The Graduate</p> <ul style="list-style-type: none"> - selects evidence based procedures for treatment (incl. re-assessment) 	<p>Considers unstable and/or highly complex situations in the therapeutic setting</p>	<p>The Graduate</p> <ul style="list-style-type: none"> - selects evidence based procedures for treatment against the backdrop of unstableand/or 		

	<ul style="list-style-type: none"> - applies treatment procedures (incl. procedures for re-assessment) in a systematic and standardized way for individuals and groups - reacts in an appropriate way to group dynamic processes 		highly complex situations		
Reviewing efficiency of the treatment procedures	<p>The Graduate</p> <ul style="list-style-type: none"> - reviews the efficiency of the treatment procedures based on re-assessment parameters 				
Terminating therapy	<p>The Graduate</p> <ul style="list-style-type: none"> - assesses the current situation of the patient at the time of terminating the treatment - develops perspectives for further (self-)management of the patient - communicates the results of terminating the therapy (see Role Communicator) 				
Standardized documentation of the physiotherapeutic process	<p>The Graduate</p> <ul style="list-style-type: none"> - documents in a complete and comprehensible way - makes working steps and results of the physiotherapeutic process available for further use 				
Developing movement and perception competence	<p>The Graduate</p> <ul style="list-style-type: none"> - perceives motor actions in a selective way - masters imitating motor "patterns" - describes motor actions verbally - gives instructions for individuals and groups to conduct movements 	Integrating movement and perceiving competencies	<p>The Graduate</p> <ul style="list-style-type: none"> - adapts physiotherapeutic action by integrating information from proprioceptive and perceptive systems 		

	- utilizes proprioceptive and perceptive abilities for action control				
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COMPETENCIES AND LEARNING OUTCOMES	
Add-on for Role of Expert	<p>Expert with Direct Access</p> <p>Physiotherapists, in their role as experts with direct access, decide during the physiotherapeutic process, applying an additional screening process, if there is an indication for physiotherapy, and if further steps in the physiotherapeutic process may be commenced.</p>
<p>Executing a systematic screening process with the aim to</p> <ul style="list-style-type: none"> identify symptom patterns, that require attention of a physician, identify indications/contraindications for a further physiotherapeutic examination 	<p>The Graduate</p> <ul style="list-style-type: none"> decides, based on the information gathered, on the indication for a physiotherapeutic diagnostic process creates the screening process in an evidence based way reasons his/her way of procedure in a comprehensible way identifies the health problem of the client based on current scientific knowledge identifies his/her expectations regarding the problem solution creates the history taking in a systematic way, to identify the kind, localization, history and severity of the signs and symptoms and their correlation reviews the current problem for dangers ("clinical red flags", "clinical yellow flags, blue flags, black flags, atypical history")

<ul style="list-style-type: none"> clarify which physiotherapeutic competencies are required to solve the problem at hand 	<ul style="list-style-type: none"> conducts a physical examination when required applies relevant measurement instruments documents decision making based on indication and contraindication for the physiotherapeutic diagnostic process applying current guidelines, laws and regulations reviews his/her decisions evaluates his/her decision making process counsels his/her client how to proceed further informs, if necessary, with consent of the client, the attending physician about the results of the screening process
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COMPETENCIES AND LEARNING OUTCOMES					
Role	Communicator As communicators physiotherapists enable relationships, based on trust, within their environment and convey information in a target-group-specific way.				
Description of Competencies Level 6	Learning Outcome Level 6	Description of Competencies Level 7 (= Level 6 + listed competencies)	Learning Outcome Level 7 (= Level 6 + listed competencies)		
Effective communication with patients, relatives and clients to develop a professional, therapeutic relationship	The Graduate <ul style="list-style-type: none"> applies language adapted to listeners' needs selects the appropriate communication strategy applies the appropriate verbal, non-verbal, written and electronic communication techniques listens actively feels obliged to assume an empathetic attitude 	Processing complex information and communicating this information adapted to the listeners' needs	The Graduate <ul style="list-style-type: none"> analyses complex information deduces central elements of information evaluates the quality of information based on specific criteria creates the transfer of information applies language adapted to the listeners' needs 		
Effective communication and decision making in an intra and inter professional team	The Graduate <ul style="list-style-type: none"> masters jargon discusses facts evaluates arguments in an objective and clinical way 	Steering communication processes on an organizational and social level	The Graduate <ul style="list-style-type: none"> integrates facts when discussing results weighs arguments makes decisions 		

	<ul style="list-style-type: none"> - appreciates differentiating aspects - demonstrates willingness for consensus - promotes decision making within the team 		<ul style="list-style-type: none"> - weighs consequences of decisions made 		
Professional conduct when dealing with stakeholders to represent the Physiotherapy profession	<p>The Graduate</p> <ul style="list-style-type: none"> - processes information for relevant stakeholders - applies professional presentation techniques - adapts personal demeanor and acts according to the situation given 	Being able to conduct dialog on social, expert and scientific level to be able to participate in health-political dialog including situations that involve representing the profession	<p>The Graduate</p> <ul style="list-style-type: none"> - demonstrates communicative skills in diverse and complex situations 		

COMPETENCIES AND LEARNING OUTCOMES

Role		Team worker/ Collaborator Physiotherapists are team workers in a multi-professional and interdisciplinary team, with the aim to provide optimal care for clients.			
Description of Competencies Level 6	Learning Outcome Level 6	Description of Competencies Level 7 (= Level 6 + listed competencies)	Learning Outcome Level 7 (= Level 6 + listed competencies)		
Effective cooperation focused on patients and clients with colleagues from other professional groups belonging to health and social care	The Graduate <ul style="list-style-type: none"> - participates in cooperation focusing on clients and patients - uses resources of a multi-professional/interdisciplinary team based on the knowledge and competencies represented in other professional groups 	developing strategies to use resources effectively and models of performance to create innovative approaches for multi-professional cooperation (e.g. in the framework of Primary Health Care Units)	The Graduate <ul style="list-style-type: none"> - feels obliged to contribute in a professional way to create innovative approaches for cooperation 		
Being aware of interfaces and contributing to establish symmetrical, and professional relationships (therapeutic, multi-professional, interdisciplinary and intercultural)	The Graduate <ul style="list-style-type: none"> - recognizes interfaces among team members - appreciates competencies of all team members - contributes to establish relationships 	Managing interfaces and promoting to establish symmetrical, professional relationships Actively shaping team development	The Graduate <ul style="list-style-type: none"> - analyses interfaces among team members - promotes effective professional relationships 		
Recognizing upcoming conflicts in a multi-professional/interdisciplinary team, and contributing to implement strategies for solving problems	The Graduate <ul style="list-style-type: none"> - recognizes conflicts in a team - reveals conflict situations - contributes to solving conflicts 	Conflict management: Preventing escalations of conflicts	The Graduate <ul style="list-style-type: none"> - analyses mechanisms involved in emerging conflicts - initiates professional approaches for solving conflicts 		
Clarity about their own role in a multi-professional team	The Graduate <ul style="list-style-type: none"> - is aware of his/her own role in the respective team - accepts the responsibilities that go along with the role 	Evaluating their own tasks to promote teambuilding	The Graduate <ul style="list-style-type: none"> - reflects their own role in the team - deduces tasks to promote team building 		

COMPETENCIES AND LEARNING OUTCOMES

Role	Manager As managers physiotherapists take over the responsibility for planning, organizing, prioritizing, implementing and evaluating work processes considering all resources available				
Description of Competencies Level 6	Learning Outcome Level 6	Description of Competencies Level 7 (= Level 6 + listed competencies)	Learning Outcome Level 7 (= Level 6 + listed competencies)		
Utilizing resources available, including personal resources, balancing demands of patients/clients, organizational needs and framework conditions set by health care systems	The Graduate <ul style="list-style-type: none"> - applies relevant resources that are available - enters relevant co-operations when there is lack of resources (including the personal physiotherapeutic performance spectrum) 	Analyzing and utilizing available resources according to their degree of effectiveness Assuming leadership tasks within a team	The Graduate <ul style="list-style-type: none"> - evaluates resources based on their effectiveness - organizes utilization of resources - coordinates team members to promote a performance related work process 		
Supporting the implementation of quality management concepts and development of quality within the profession and/or organization	The Graduate <ul style="list-style-type: none"> - accepts procedures of quality management and further development determining their own professional tasks - reflects on the tasks given 	Creating and implementing sustainable and effective procedures for a quality management system	The Graduate <ul style="list-style-type: none"> - develops procedures for a quality management system supporting professional team work - conducts procedures of quality management - evaluates those procedures 		
Active creation of a professional career, planning of personal and professional development processes	The Graduate <ul style="list-style-type: none"> - reflects on personal and professional development - develops priorities when planning professional and personal further education 	Reflecting on creating an individual professional career Supporting team members when planning their work, professional practice, career and maintaining a personal balance	The Graduate <ul style="list-style-type: none"> - creates his/her professional and personal development considering his/her professional career - evaluates the current work situation of team members - promotes the personal and professional development of team members 		

COMPETENCIES AND LEARNING OUTCOMES					
Role		Health Care Promoter As health care promoters, physiotherapists apply their expertise to instruct and attend individuals, groups and the society with the aim to maintain and optimize health and well being.			
Description of Competencies Level 6	Learning Outcome Level 6	Description of Competencies Level 7 (= Level 6 + listed competencies)	Learning Outcome Level 7 (= Level 6 + listed competencies)		
Identifying bio-psycho-social factors influencing health Considering bio-psycho-social influential factors when defining health aims and when selecting procedures promoting health	The Graduate <ul style="list-style-type: none"> - recognizes the influence of bio-psycho-social factors on health - deduces the definition of individual and general health aims - selects appropriate procedures 	Utilizing positive bio-psycho-social influence factors to optimize health and well-being	The Graduate <ul style="list-style-type: none"> - evaluates the influence of bio-psycho-social factors on health - induces a process to optimize health and well-being 		
Assuming tasks within their own profession to prevent and promote health and well-being of individuals and groups	The Graduate <ul style="list-style-type: none"> - is aware of the role of his/her profession in health promotion - accepts the responsibilities that are linked to this role 	Actively participating in health strategic developments	The Graduate <ul style="list-style-type: none"> - helps to form health strategic developments 		
Improving health behavior of clients/patients by counseling, sensitizing and motivating them as well as instructing and attending specific, health promoting and preventive procedures	The Graduate <ul style="list-style-type: none"> - transfers therapeutic concepts in the setting of health promotion and prevention 	Forming, implementing and evaluating concepts for health promotion and prevention	The Graduate <ul style="list-style-type: none"> - develops concepts for health promotion - applies these concepts - evaluates these concepts 		
COMPETENCIES AND LEARNING OUTCOMES					
Role		Innovator As innovators physiotherapists engage in Life Long Learning based on reflecting practice, and they develop, pass on and apply evidence based knowledge in the contexts of an intra- multi professional and interdisciplinary framework.			
Description of	Learning Outcome	Description of	Learning Outcome		

Competencies Level 6	Level 6	Competencies Level 7 (= Level 6 + listed competencies)	Level 7 (= Level 6 + listed competencies)		
Reflecting the personal development and applying a personal strategy for continuous learning	The Graduate <ul style="list-style-type: none"> - identifies personal potentials for development - advocates decisions made in a responsible way - implements procedures that support the process of continuous learning 	Steering the process for Life Long Learning against the framework of local and national requirements of the professional field	The Graduate <ul style="list-style-type: none"> - weighs local/national requirements when planning Life Long Learning 		
Reflecting on individual competencies against the framework of the physiotherapeutic process	The Graduate <ul style="list-style-type: none"> - analyzes the personal competencies against the framework of the physiotherapeutic process 	Evaluating professional competencies when applying the physiotherapeutic processes (e.g. Guidelines, Standards)	The Graduate <ul style="list-style-type: none"> - evaluates competencies against the framework of professional standards 		
Reflecting the personal competencies (practice based evidence + evidence based practice)	The Graduate <ul style="list-style-type: none"> - researches current scientific literature in national and international context - reasons decisions during the physiotherapeutic process based on evidence 	Evaluating and applying quality management of professional competencies (practice based evidence + evidence based practice)	The Graduate <ul style="list-style-type: none"> - evaluates professional competencies against the framework of evidence 		
Applying a systematic process to gather and analyze information with the aim to evaluate the personal actions and to make data accessible for further scientific processing	The Graduate <ul style="list-style-type: none"> - practices systematic data collection - classifies collected data - formulates relevant questions for research for his/her professional field 	Applying a systematic process to gather, analyze, select and synthesize information with the aim to evaluate practical work and to generate new knowledge Initiating and conducting applied research projects within the context of practice	The Graduate <ul style="list-style-type: none"> - selects and synthesizes data - deduces new knowledge from this process - develops scientific questions - forms research processes - selects relevant scientific research methods - applies research methods, and processes the data collected to answer the questions - develops scientific phenomena for further professional and scientific advancement 		
		Developing innovative contributions and solutions	The Graduate <ul style="list-style-type: none"> - transfers knowledge from 		

		for multi-professional and interdisciplinary questions	research into multi-professional and interdisciplinary practice		
Attending and supporting learning processes of students in the course of applied education	The Graduate - engages in the development of practical competencies of students	Continuously analyzing, selecting and transferring dimensions of professional competencies in the framework of education and further education	The Graduate - promotes the development of professional competencies of students and people who are in the multi-professional field - evaluates national and international developments in reference to professional teaching and learning contexts		

COMPETENCIES AND LEARNING OUTCOMES

Role	Professional As professionals, physiotherapists feel obliged to adhere to social and professional values.				
Description of Competence Level 6	Learning Outcome Level 6	Description of Competence Level 7 (= Level 6 + listed competencies)	Learning Outcome Level 7 (= Level 6 + listed competencies)		
Recognizing and applying to the ethical, moral and legal principles when interacting with others from the professional field	The Graduate - feels obliged to adhere to the ethical, moral, ecologic and legal principles	Taking on responsibility for implementing ethical- moral and legal principles	The Graduate - promotes and considers the ethical-moral and legal principles		
Accepting the autonomy and individuality, considering the diversity of all people involved in the working process	The Graduate - appreciates aspects of diversity				
Taking over responsibility to form a better understanding of the profession within society	The Graduate - feels obliged to promote and form an understanding of the profession	Taking over responsibility to form a better understanding of the profession within society	The Graduate - supports colleagues to represent the profession in a positive way		

4. Conclusion

The profile of competencies, presented in this document, serves as a basis to further develop the profession and establish the profession within the academic field. With this profile the expected competencies, can be assigned to the respective level and offer an orientation for developing curricular for physiotherapy degree programs in higher education and for describing competencies when developing specialization programs in the field. The description of competencies defines the level of education, necessary to fulfill current and future tasks, in the professional field.

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