

WCPT Glossary: Terms used in WCPT’s policies and resources
Annex 1: Terms specific to the European Region of WCPT
July 2017

This Annex contains terms used by the European Region of WCPT in their documents and policy work that are not already included in the WCPT glossary, along with some additional explanatory notes that apply in the region to terms contained in the main WCPT glossary.

Terms have been referenced to original sources. Where terms have been developed by ER-WCPT they should be referenced to this Annex:

European Region of WCPT. WCPT Glossary: Terms used in WCPT’s policies and resources. Annex 1: Terms specific to the European Region of WCPT. Version 2. Belgium, Brussels: ER-WCPT; 2017.

Term	Definition
Academic level	<p>Academic standard — see WCPT Glossary</p> <p>European Region-WCPT explanatory note: it is stressed that there should be comparable levels of qualification systems across the European Region, and that this will be facilitated by guidance documents such as the European Qualifications Framework and its relations to the Bologna Cycles and Directives on Professional Qualifications (2016)</p>
Academic quality	<p>Academic quality — see WCPT Glossary</p> <p>European Region-WCPT explanatory note: The Member Organisations of the European Region of WCPT have an important role to contribute to and support the development of physiotherapy education in the Higher Education Institutions (HEIs) through their quality enhancement activities.</p> <p>Quality is an important dimension in European Union (EU) policy formation. An important aspect for establishing a knowledge society is the need to coordinate policies across different areas, linking higher education with research and innovation (Elken & Stensaker 2011).</p> <p>A range of measures are employed within the countries of the European Region of WCPT to carry out quality Assurance within higher education as indicated by several surveys performed by the Education Matters working group and the ER-WCPT over the years.</p> <p>Quality Assurance measures in Physiotherapy Education: Recommendations for actions including a toolkit</p>
Bologna process	<p>Bologna process — is the process of creating the European Higher Education Area (EHEA) by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe, in particular under the Lisbon Recognition Convention.</p> <p>It is based on cooperation between ministries, higher education institutions, students and staff from 47 countries, with the participation of international organisations. It began with the signing in 1999 of the Bologna Declaration by Education Ministers from 29 European countries. It was opened up to other countries who signed up to the European Cultural Convention of the Council of</p>

Term	Definition
	<p>Europe. Further governmental meetings have been held in Prague (2001), Berlin (2003), Bergen (2005), London (2007), Leuven (2009), Budapest-Vienna Declaration (2010), Bucharest Communiqué (2012) and Yerevan Communiqué (2015).</p> <p>See: http://www.ehea.info/ and Academic Standard</p>
<p>Competence</p>	<p>Competence — see WCPT Glossary</p> <p>European Region-WCPT explanatory note: in the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.</p> <p>The overarching definition of competence that is widely used in European education and training policies is: the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development</p> <p>European Qualifications Framework for lifelong learning</p>
<p>Competent authority for professional qualifications</p>	<p>Competent authority for professional qualifications — any authority or body empowered by an EU Member State specifically to issue or receive training diplomas and other documents or information, and to receive the applications and take the decisions, referred to in the Directive of recognition of professional qualifications. They also may regulate or control the practice of health care workers.</p> <p>Directive 2005/36/EC of the European Parliament and of the Council of 7th September 2005 on the recognition of professional qualifications. Official Journal of the European Union, Vol. 48, 30th September, L 255/22- L255/142, 2005. (Article 3 of the Directive 2005/36/EC).</p> <p>Regulators, Licensing Authorities, Boards and Government Departments: Countries refer to organisations that control the practice of health care workers by different terms. They include: Boards, Government Departments, Central and Local, Licensing Authorities and Regulators.</p>
<p>Continuing professional development (CPD) portfolio</p>	<p>Continuing professional development (CPD) portfolio — a tool that helps individuals record and evaluate learning activities undertaken for professional development, and that provides a resource for planning future learning.</p> <p>See also continuing professional development in WCPT master glossary.</p>
<p>European Economic Area (EEA)</p>	<p>European Economic Area (EEA) — the EEA unites the 28 EU Member States (*) and the three EEA European Free Trade Association (EFTA) States (Iceland, Liechtenstein, and Norway) into an internal market governed by the same basic rules. These rules aim to enable goods, services, capital, and persons to move freely about the EEA in an open and competitive environment, a concept referred to as the four freedoms.</p> <p>European Commission. European Economic Area</p>

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<p>European Higher Education Area (EHEA)</p>	<p>The European Higher Education Area (EHEA) – is the result of the political will of 48 countries, which has built an area using common tools. These 48 countries implement reforms on higher education on the basis of common key values – such as freedom of expression, autonomy for institutions, independent student’s unions, academic freedom, free movement of students and staff. Through this process, countries, institutions and stakeholders of the European area continuously adapt their higher education systems making them more compatible and strengthening their quality assurance mechanisms. For all these countries, the main goal is to increase staff and students’ mobility and to facilitate employability.</p> <p>Its essential parameters were established in the Bologna Declaration signed by 29 European States on 19 June 1999.</p> <p>The European Higher Education Area (EHEA)</p>
<p>European Physiotherapy Benchmark Statement (EPBS)</p>	<p>European Physiotherapy Benchmark Statement (EPBS) — an initiative undertaken by the ER-WCPT Education Working Group to extend the applicability of the QAA Physiotherapy Benchmark Statement to all European regions. The statement describes the nature and characteristics of higher education programmes in Physiotherapy, while representing general expectations about the standards for graduate entry. The statement articulates the attributes and capabilities that those possessing a Physiotherapy qualification should be able to demonstrate. The document was adopted by the ER-WCPT in the General Meeting of Barcelona in 2003.</p> <p>European Region of the World Confederation for Physical Therapy. European Physiotherapy Benchmark Statement. Brussels, Belgium: ER-WCPT; 2003. http://erwcpt.eu/file/85</p> <p>See also Education Policy of the ER-WCPT and Quality insurance information of the ER-WCPT</p> <p>The Quality Assurance Agency for Higher Education. Benchmark statement: health care programmes phase 1—Physiotherapy. Gloucester, UK: QAA; 2001.</p>
<p>European Professional Card (EPC)</p>	<p>The European Professional Card — is not a plastic card, but an electronic certificate issued via the first EU-wide fully online procedure for the recognition of qualifications.</p> <p>This digital procedure is based on the well-established Internal Market Information System (IMI) and allows professionals to communicate with the relevant authorities inside a secure network. The IMI also provides for an official, multilingual communication channel between the regulating authorities for professionals in EU countries to facilitate their cooperation and enhance mutual trust.</p> <p>The EPC does not replace the 'traditional' recognition procedures under the Professional Qualifications Directive, but it does offer an advantageous option for professionals who wish to work either temporarily or permanently in another EU country.</p>

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	<p>The European Professional Card (EPC) available from 18 January 2016 for five professions (general care nurses, physiotherapists, pharmacists, real estate agents and mountain guides). It might be extended to other professions in the future.</p>
<p>European Qualification Framework (EQF)</p>	<p>The European Qualifications Framework (EQF) is a translation tool that helps communication and comparison between qualifications systems in Europe. Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills and competences. This allows any national qualifications systems, national qualifications frameworks (NQFs) and qualifications in Europe to relate to the EQF levels. Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems.</p>
<p>Health professions framework</p>	<p>Health professions framework — describes the minimum range of expectations, necessary to provide safe and competent practice for patients/clients, common to all registered professionals within a variety of health and social care settings.</p>
<p>Internal Market Information System (IMI)</p>	<p>Internal Market Information System (IMI) — a secure online application developed by the European Commission that allows national, regional and local authorities to communicate quickly and easily with their counterparts abroad. It is designed as a flexible system that can be used for many pieces of single market legislation. It is used by competent authorities at national, regional and local level in the European Union (EU), Iceland, Liechtenstein and Norway who deal with the specific legislation supported by it. Currently, it covers the following directives: Professional Qualifications Directive (2005/36/EC) and Services Directive (2006/123/EC).</p> <p>See http://ec.europa.eu/internal_market/imi-net/about_en.html (Access date 13th March 2013)</p>
<p>Skills</p>	<p>Skills — The ability to apply and use knowledge to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tool and instruments).</p> <p>Office for Official Publications of the European Communities. The European Qualifications Framework for Lifelong Learning. Luxembourg: Office for Official Publications of the European Communities; 2008.</p> <p>http://ec.europa.eu/dgs/education_culture/publ/pdf/eqf/broch_en.pdf (Access date 23rd March 2010)</p> <ol style="list-style-type: none"> 1. Core skills: basic essential skills required by a physical therapist. 2. Generic enabling skills: skills commonly shared across professions to improve health. 3. Skill Mix: the mix of skills held by the healthcare workforce needed to deliver a service. It can refer to the grade mix within one profession, the

Term	Definition
	proportion of professionals and assistant staff and/or the combination of multi-professional staff within the team.

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