Hello everybody and I welcome you all to this World Physiotherapy webinar titled 'Physiotherapist education framework'.

A very warm welcome to everybody across the globe who has chosen to join us on this three quarters of an hour session, where we shall have the opportunity to talk a bit about one of the latest documents related to education published by World Physiotherapy. As a brief introduction World Physiotherapy has prepared a document on physiotherapist education framework, the purpose of which is to position components of physiotherapy education and also to provide guidance for physiotherapist entry level education as well as continuous professional development.

So, as I said a very warm welcome to our international audience and a very warm welcome to our esteemed panelists.

I shall introduce them to you and I shall then introduce myself at the end.
I would like to introduce Djenana Jalovcic from Canada who is a member of the World Physiotherapy staff.

Oscar Ronzio from Argentina, Alice Jones from Hong Kong, as well as Jonathan Quartey from Ghana. We were hoping to have Kathy Davidson from Canada with us on this webinar, but unfortunately they are having some issues due to some environmental issues, where she lives and she is not able to join us at this time.

I am John Xerri de Caro, I am a World Physiotherapy board member and I am also a senior lecturer from the University of Malta.

Before we dive into exploring this wonderful document that we want to share with everybody at this point in time.

I just have the obligation to explain a few housekeeping rules for the people attending. For your information the persons who are attending as participants are automatically on
mute and their camera is automatically off. That means you will not
be seeing each other and you will only be seen the panelists
as you are seeing currently on your stream.
If you have questions that you would like to put forward
or any comments to the panelists I like to invite you to
use the Q&A button at the bottom of your screen where you
can interact with the panelists and we shall pick up those questions
and see how we can interact with them moving forward, and
finally should you encounter any difficulties at any moment,
please email our supporting staff on info@world.physio and
hopefully we can try and manage to sort out any problems
that may arise in as short time as possible. So moving forward
we have 45 minutes for this webinar and I would like to invite
Djenana Jalovcic to give us a
presentation about the physiotherapist education framework
and an overview of that. So over to you.

Thank you very much.

Thank you John and I have pre-recorded the presentation so we'll just run it.

Hello everyone, I'm delighted to have this opportunity to speak about World Physiotherapy's physiotherapist education framework.

Physiotherapy is a growing rehabilitation profession globally.

60 years ago, World Physiotherapy had 11 member organisations with 20,000 physiotherapists.

Today World Physiotherapy has 125 member organisations with almost 660,000 members that are part of the global workforce of an estimated 2 million physiotherapists.

They're all responding to the rehabilitation needs that are projected to grow in the future requiring more physiotherapists to meet them.

Physiotherapist education is the key to preparing a confident global workforce to respond to the current and future needs.
It is estimated that one-third of the world's population live with the condition that would benefit from rehabilitation. So, what competencies should physiotherapists have when they complete entry-level education, what components should an entry-level education programme have to ensure competent graduates? How do physiotherapists maintain their competence to practice through continuing professional development. These are some of the questions physiotherapist educators around the world are asking.

The physiotherapist education framework has been developed in collaboration with physiotherapists from all over the world. It is grounded in World Physiotherapy policy statements and guidelines. It is a document that should be used in consideration with local contacts, local priorities needs, evidence and system characteristics.

The purpose of this document is to position the components of physiotherapist education along the lifelong learning continuum and to provide
guidance for physiotherapist entry-level education and continuing professional development. The physiotherapist education framework has three main sections, first one is domains of physiotherapist practice competence, the second one is physiotherapist entry-level education programmes and the third one is continuing professional development. In the first section of the framework domains of physiotherapist practice competence were identified and competence is defined as a proven ability to use knowledge, skills, and personal, social and methodological abilities in practice or study situations and in professional and personal development and competence is linked to measurable durable and trainable behaviours that contribute to the performance of activities up to a defined standard. The framework describes the competence domains of core physiotherapy practice. Graduates of the entry-level education programmes are expected to have upon the completion of the
programme. The mains are physiotherapy assessment and intervention, ethical and professional practice, communication, evidence-based practice, interprofessional teamwork, reflective practice and lifelong learning, quality improvement, and leadership and management. The entry-level education programmes are designed and implemented to ensure their graduates achieve entry to practice threshold competence.

The competence domains are also relevant for maintaining continuing competence through continuing professional development.

The largest section of the framework is devoted to physiotherapist entry-level education programmes. They must be grounded in the nature and scope of physiotherapy as described in World Physiotherapy policy statement on 'Description of physiotherapy', as well as domains of competence of physiotherapist practice that we have just described. They also must ensure that the graduates are competent to practice. As well as
they must enable the graduates to meet professional standards consistent with the full physiotherapy guidelines. The programme must be delivered at minimum as a bachelor's level degree with physiotherapy in its title.

The physiotherapist education framework covers six components of high quality physiotherapist entry-level education programmes and those include programme foundations, curriculum, teaching, learning and assessment, infrastructure and culture, academic staff and quality assurance.

The third section of the framework is devoted to physiotherapist continuing professional development, lifelong learning and a commitment to professional development is an attribute of a competent physiotherapist. CPD is a part of a continuum of learning that starts with admission to an accredited physiotherapy
programme and continues throughout professional life. Physiotherapists who provide professional services need to have and maintain a broad range of knowledge, skills and abilities that are appropriate to the roles and responsibility they have in practice, education, management, research and policy.

The CPD section of the framework covers the elements of continuing professional development from the perspective of an individual physiotherapist. It starts with needs assessment - identification of learning activity, reflection, application, practice and documentation of CPD. It also provides information on the quality of CPD, from both the perspective of providers and users.

So here it is - a tool in your hands: physiotherapist education framework. Download your copy from the World Physiotherapy website and do not forget to share your experiences of using it. Send us your feedback at info@world.physio.
Thank you very much for that really succinct summary of a very dense and important document. Actually it is a summary and if I would like to imagine that people will engaged by reading the document.

I would just like to say hello to everybody across the globe, really we have people that are tuning in from the Philippines, Bulgaria, Hungary, Chile, Argentina, Ireland, Italy, Thailand, South Africa, UK. Really a nice trip all across the globe. We shall now move forward to listening to our panelists’ views on the education framework and we shall take the approach of hearing a bit about the strategic and practical implications of this document, as well as how in a second iteration we shall come back and listen a bit about how this has possibly positively influenced the local and national agendas of
physiotherapists education. I would like to invite Alice Jones now
to let us give us her intervention on this. So Alice the floor is yours.

Thank you John and good evening everybody.

I'm very privileged to have the opportunity to share with
you my reflections on the physiotherapist education framework.

I found this an excellent reference for practicing physiotherapists
and an essential guide for physiotherapy educators.

In my view this document portrays the integrity and attributes
of the physiotherapists and can therefore be appropriately deployed
to advocate for our profession. That clear descriptions of
the various domains of competencies expected of a practicing physiotherapist
can act as an inspiration for global development of
physiotherapy practice, within countries where physiotherapy is
still a developing profession, this framework can used as a beacon for physiotherapists of those
countries. The clear description of the essential components of
the high quality entry-level physiotherapy programme,
provides essential practical guidance for
physiotherapy educators and especially during the establishment of the
learning outcomes that needs minimal international standards
of a contemporary physiotherapy programme. The physiotherapy education
framework provides a consistent message for global physiotherapy
and this is actually a document with authority. Therefore
it provides confidence for anyone using this framework for
promotion of physiotherapy education,
or to advocate for our profession. To me, the framework
is the mother tank for physiotherapists around the world.
Thank you.
Thank you Alice for your reflections on this document and
I'd like to remind the audience that the Q&A panel is open
and if you have any questions, please use that Q&A function

so that we can interact with you in a short while. I would like
to pass now onto Oscar Ronzio from Argentina.

Thank you very much.

Hi everyone. In Latin America many countries do not have a
standardised curricula for entry-level programmes.

So there is a lack of homogeneity between institutions in how physiotherapy is taught.

This problem, in a global context, impacts negatively professional autonomy. During the past year, since many countries have faced political and economic problems, we have seen an increase in migrations.

There are some trade agreements between countries, which in some cases include free professional mobility.

But in general, it not implemented because of this heterogeneity. For example, in Argentina we

we have been working last year with the physiotherapy education standards.
The minimal number of hours of clinical practice has been established in 500s, much less than the European region has, which will cause problems for the title homologation. The other option of the World Physiotherapy education framework would help to solve these problems. Even when universities do not have the intention of being evaluated by World Physiotherapy, they should work to adapt their curriculum to these recommendations, thinking of the global inclusion of their graduates. I would also like to mention that there are no regulations about continuing professional development in Latin America, so this is another reason to work in the next year and this framework will be very useful for that. Thank you very much. Thank you Oscar. So there was a little perspective from the other side of the world and I shall hold onto some questions I have as well and I will share them with everybody after.
Jonathan's intervention. Jonathan from Ghana please would

you take the floor?

Thank you so much.

I would also like to thank World Physiotherapy for the opportunity to indicate my reflections on these documents. I have had the privilege of reading the document, and as an academic myself I find it a very useful document. However, on the African continent,

where we have 54 countries, we have disparities as far as the entry-level physiotherapy is concerned.

Again, I am very privileged to be looking at a tailor-made training programme in one African country where we are trying to raise the level of physiotherapy in that particular country, where there are only 4 physiotherapists in the whole country of around 7 million people. So this document I think is a masterpiece, but for us to implement it, and I like what Djenana said in her opening remarks about the document, where culture actually becomes very important.
However, we need to raise the standard of physiotherapy around the world and therefore this document actually, for me, the first thought that comes is that it provides a very good platform where we could actually have a lot of collaborations around the world as far as physiotherapy is concerned. Do proper accreditation directly from World Physiotherapy for us to raise the standard of physiotherapy around the world so that countries where they are less privileged they will benefit from this document in it's entirety and be able to raise the level of physiotherapy training and implementation in those countries.

So, I think that briefly this is what I want to see. I would like to make myself available for the Q&A so that we will be able to delve more into it.

Thank you so much John. Thank you Jonathan and in anticipation of your questions and I have some questions myself for the panel. However, before going to those questions I would like to recognise the invaluable
contribution of a large number of people that has gone into
the creation of this document. This document, its inception was
in 2017-18.
When the World Physiotherapy board at that time felt the need to revise
and revisit the whole idea of education and still trying
to put the pieces all together.
We have a lot of documents of World Physiotherapy that are concerned with
education and others that are indirectly related to education.
It was felt at the time that we needed to put this together. It started
in 2018, it took a very good 4 years to come to an end with
a number of project leads coming in and out of the of the project
as it kept on developing and I would just like to recognise that
the length and the term of the production of this document was
such that it felt it was needed in order to come to this stage.
World Physiotherapy did not feel it was necessary to rush through the process and so we wanted to make sure that this was done correctly and appropriately to meet today's needs. I do have a question for the panelists myself and basically I would like to ask you what are your reflections on the value of a single document and what does a single document establish in your opinion? when placing this framework on a global level? Thank you very much for your question.

I think it's actually a useful question. Again, I have been privileged to work with the West Africa Health Organisation where we are trying to come up with one single physiotherapy curriculum for the entire West Africa region, which includes French, Portuguese and English speaking countries and therefore language is one of the things that has been introduced as far as that single document
is concerned and I think that if we have one document like
this and like I said in my intro,

I mean that brings collaboration
to the fore.

If you are able to do a proper collaboration with other physiotherapist training anywhere in the world, you
should
also be able to work anywhere in the world with the same
standard irrespective of culture and some of the challenges that are associated

with some countries. So for me, I think that once the West Africa
Health Organisation is working in this direction and what is that isn't
working in this direction and World Physiotherapy is actually
a strong global body.

I think that this is something that can be very useful for
physiotherapy across the world.

That's just my brief answer to that question.

Thank you Jonathan. Alice?
Yeah, I would like to echo what Jonathan said.

I think it's actually more than just a single document because the formulation of this single document is actually based on a lot of people from different countries, different cultures and different programmes experience and input.

There is a lot of evidence involved in it, so if we look at the detail of the document, actually it really explains the philosophy behind this, so it's not just a few persons' ideas.

This is a very evidenced based document and it actually forms, as Jonathan said, a common platform for everybody to work on and to collaborate, so I think it's a really useful document.

Thank you Alice.

Well, I think that having a one single document established the
base for the clinical practice in the whole globe.

We have to think that the profession now is global and we have PTs from different parts of the world moving from different regions and we have to think that the PTs should have the same skills in different countries and different regions to treat the patient efficiently. So I think it is very good to standardise entry-level programmes.

Thank you.

Thank you Oscar and it's interesting to hear your reflections on the value of a document. Alice talks about it being more than a single document, it is amalgamated all together so we are really experiencing how across the globe there are situations nowadays where we are a very mobile profession and there is a lot of mobility between countries and therefore it becomes very pertinent
for physiotherapy education and educators to ensure that physiotherapists are fit to practice in more than the country in which they are being trained and I suppose that the value of this document also brings some sort of consistency across programmes and this will move and lead to a modern phenomenon which is a more global mobility, where we see physiotherapists moving between countries. I speak with knowledge of the region I know best which is the European region and within the European region the data that comes from the European Union actually shows that physiotherapists are the fourth most mobile profession across professions and not only health care professions across Europe, and so this makes it even more important to work to ensure that the standards of physiotherapy education are kept the same across across the globe. We do have a couple of questions from our participants,
they're asking - It seems that the framework proposal moves from an APTA model to the IFC interaction model and the participant is asking if this is so? I don't know if Djenana might be able to take that question? We have another question - Is there a plan on how to convince physiotherapy regulators in different countries to abide by this document? This is an interesting question about regulation. I'm interested to know what do the panellists feel about regulation and are these meant to move hand-in-hand or are they sitting side-by-side but separate? Oscar, you mentioned some aspects within the South American region, what is your view on this? Well, yes, I think this argument could be used by the member organisation to establish the regulations in each country, so when you have a global document it's easier
to establish the local regulations for the practice, for

the education, so it's much easier to to support in in a global
document and to present to the authorities, the local
authorities. So the educators and the member organisation, the local
member organisation that are part of World Physiotherapy, could use this document
and work together for these regulations.

Thank you Oscar.

John, if I may answer the question about ICF and the foundations of the programme.

I think that in the document we try to emphasise the need to
ground the programmes in theoretical and philosophical frameworks and we have
given an example of ICF as a model that should be included
in the programme.

However, the emphasis is on really respecting the local context
and local environment and I wouldn't say it's a move from
a particular model or view, but it is just an
example of how a certain model can be. He was in a programme.

So, it is really providing guidance to, I think introduce a little base foundation across the globe,

but on the other hand the guidance leaves enough space for contextual issues to come up in designing the programmes.

Thank you for that Djenana.

I think it is a very important point that you make here, and that World Physiotherapy has tried to bring good examples from across the globe as well.

I wouldn't say this is very 'best practice' because we don't want to exclude other practices, but we are trying to bring good examples and good practices to share them with the global community. So thank you for that and we have a question to Jonathan from Mike Landry, and he makes this point, where he says Oscar makes an interesting point when he says all physios from different countries need the same competencies and therefore Jonathan would you agree that point across the West and East Africa?
I would certainly want to look, well not to agree or disagree, but look at the realities on the ground in West and East Africa for instance.

We have entry level training for physiotherapists in some countries where the need is so bad, I mean they will look at mid-level training which is the physiotherapy assistants or the physiotherapy technicians who will actually be mid-level workers who manage these conditions under the few available physiotherapists within their countries. However, let us not forget that in some countries people have also moved on to the DPT, which means that they are at a higher level and that is the reason why I agree that this single document becomes a very useful document, because any country
wants to start, or is already engaging in physiotherapy training, can tap directly into it without

having to change culture because culture is one of the things that is embedded

in this document. It actually respects culture.

So look at the culture within these countries where they have these challenges.

But for me the keyword, and that's what I said, World Physiotherapy

with its might needs to collaborate a lot with some of these countries

with the regulators and the associations to see how best they can

work in tandem with the training institutions to make sure we

can have a single document

for the training institutions to tap into. Then for every country or every continent

or around the world, that we know that there's a single document

that they are tapping into to train physiotherapists

to work anywhere in the world. That way collaboration

is actually strengthened where these countries have challenges

we can help them because for instance like I said, not to
mention names, but I am running a training programme in one of the West African countries to upgrade the knowledge of the teachers.

I mean as far as the training is concerned, but basically I mean internet is the biggest of the issues.

I mean in that particular institution.

So I think that collaboration is actually a keyword as far as this document is concerned to make sure we can all be at a certain level everywhere around the world in my opinion. And, good afternoon to Mike Landry.

I hope everything is well with you out there in the US.

Thank you.

Hi John

Alice?

May I just come in on the question regarding convincing physiotherapy regulators to abide by this document. I think this is a really important point and especially in countries where
physiotherapy is not yet a mature profession and there’s no regulation yet.

I think because the framework, actually this document really illustrates the essential competency level required of the practicing physiotherapist and also the essential elements of a physiotherapy entry-level programme. So they have to really follow something which is meeting the minimum international standard and other contemporary programme and contemporary practice. So I think it is important if this can be encouraged for the countries where the profession is not yet mature to convince the government to abide using and adopting this framework.

Thank you Alice, and you see a great value in the advocacy here and using this and document in a positive way beyond the education sector in the direct area.

We have a question from a participant, who would like
to know the plan is in terms of disseminating and making

sure that steps in and around the programme are implemented in
countries from low middle income areas? Maybe Djenana can take
that question? The first step that is in progress is actually
translating the documents into different languages. Currently we have translations
in Japanese and Chinese and more translations are coming.
I think that the further dissemination will also depend on the
engagement of member organisations, individual physiotherapists, educators,
who are actually using in practice and we will try to bring
it up in a Facebook group that we have for physiotherapist educators.
It's a physiotherapist educators' network where we include
discussions and questions related to the implementation.
Thank you Djenana. This is one of the works of World Physiotherapy at the moment to make sure that
the reach of our documents is as broad as possible and to
be a wider and diverse and inclusive community and this is
one of the things that we have been working on strongly in the past few years is the translation of these documents, as Djenana never mentioned. And in this respect I would like to say we always need volunteers who are ready to read the documents and see the translations and offer their professional reflections on the translations because this is a very laborious process and you know we want to strive to make it good at all times.

I read a couple of questions that are coming in about and are touching on or around the topic of accreditation. With some questions talking about whether World Physiotherapy gets involved or will be involved in the accreditation programme and whether or not, or how World Physiotherapy would advise on the quality assurance mechanisms to make sure that these standards that we are setting out within this framework are set and also kept? So that is also attaching a bit around
quality insurance and and, in the wider term, accreditation.

I know that we have had some discussion between us already on the value of accreditation on this aspect.

What is your view on this Oscar?

Well, World Physiotherapy is involved in accreditation, but even when the university do not have the accreditation of World Physiotherapy, just reading the document and adopting as much as they can this recommendation would be very useful for the global community. In those terms, you should think that if the university or the local programme is already certified by the local organisation, like the government or whatever, World Physiotherapy will adapt it and support that, but if the institution wants something else, for example some accreditation or global accreditation, they can communicate with World Physiotherapy.
Thank you Oscar. Alice, do you have any reflections on that?

I agree with Oscar. I think it's very important and it's best for countries that don't have a good accreditation system.

This document can really be a very good handbook and guidelines because it actually describes very clearly the competence level required and also the elements required of the entry-level programme, academic staff qualification required, the educator supervision required. So I think this is a really useful document to guide accreditation, even for internal review or whatever you like to call it.

But it will help to maintain the standards of physiotherapy programme.

Thank you.

Thank you Alice, and I just asked Jonathan if he wanted to add any comments.

For me, I do agree with most of most of the submissions that have been made.

I think that World Physiotherapy
needs to strengthen member organisations to be able to have a dialogue with training institutions.

Because it is very important in case they don't have a regulatory body in the country. Once World Physiotherapy is working with the member organisation they can dialogue very well with the training institutions and work with the existing document.

It is good for the institution to tap into this document to use it for the training. So once all these institutions within a country, within the continents, within the globe, are having these kind of discussions, then we know we are moving towards a single currency, if I can use 'currency', as far as physiotherapy training is concerned around the world.

So I think member organisations need to get strong backing from World Physiotherapy to be the ones to lead these kind of discussions in countries.

I like the term 'currency'. Having a 'standard currency' across the world is a very nice description.
Jonathan, maybe we will actually take it up and use it moving forward. And as somebody who has engaged with accreditation processes on either side of the review process, as a reviewer on the accreditation committee. I can actually attest that this document really adds value to either the institutions seeking accreditation, but also those that might not be seeking accreditation for whatever reason, maybe it does not fit into their current modus operandi, or they might not afford it, it is still a document that can be used and that can be followed so that you know that you are moving in the right direction.

So it does not have to be a formal accreditation process. It can be used in an informal way just the same. We are nearing the end of this 45 minute allocation for this webinar and I would just like to go around the panel quickly, maybe 1 minute.
for each panelist to ask you if you have any examples of how

you have engaged with this in your country or in your university?

I will start with Alice this time.

Thank you John. Yes, I am very excited to share with you, I have actually

had 3 opportunities to use the framework as a tool

to facilitate advancement of the profession.

First, I helped to co-ordinate the translation of the

framework into Mandarin Chinese and then after the endorsement

of the translated version by World Physiotherapy, I uploaded

the translated version through

WeChat Media in China and now it has reached over 3,000 qualified

physiotherapists and rehabilitation medical doctors as well.

I have also received positive feedback

from the qualified physios in mainland China that they

consider this framework has helped them to better understand expected
My second opportunity was to use the framework as an educator tool through an organised webinar to deans and teaching staff of different physiotherapy programmes in mainland China. The focus of this webinar was to explain and discuss the elements required for quality entry-level programme, so again in a way preparing for accreditation, but not a formal accreditation.

They at least have this to guide them along this pathway, so I'm sure this activity will raise the standard of the physiotherapy education in China. And lastly, I was involved in a physiotherapy education webinar in Hong Kong in September.

The webinar title was 'A contemporary physiotherapy education curriculum'. The interesting point was that in the seminar many speakers actually use the physiotherapy education framework to support their views, understanding that they came from different countries. So in my opinion, this is an excellent example to show that the framework is able to portray a powerful consistent
and unified message illustrating the global standard of physiotherapy practice.

So I'm sure there are a lot of opportunities we can use this framework in advocating for our profession.

Thank you.

Thank you for sharing your experiences and Jonathan do you have any experiences that you might want to share at this point?

Thank you. Firstly, as an academic having reviewed curricular within my own university, I also help to draw a new curriculum for another university in my country. I drew a curriculum for another university in another west African country, and then I also worked with the West African Health Organisation trying to draw a curriculum for the entire of West Africa. Some other countries have actually had the opportunity to tap into the west Africa Health Organisation document because I went there. They contacted me and I asked them
to contact the secretariat to pick up the document.

00:45:52,300 --> 00:45:56,300
So what am I trying to say here - the bottom line is that actually

00:45:56,300 --> 00:46:02,400
I am very excited about this physiotherapy education framework because if we are

00:46:02,400 --> 00:46:04,500
able to have these documents, as I said

00:46:04,500 --> 00:46:08,800
if it becomes a single currency across the world, whether

00:46:08,800 --> 00:46:12,100
with or without accreditations, because some countries have

00:46:12,100 --> 00:46:14,300
accreditations already.

00:46:14,300 --> 00:46:17,500
They can go ahead with the accreditations. If World Physiotherapy

00:46:17,500 --> 00:46:18,900
needs to help with accreditation

00:46:18,900 --> 00:46:22,600
they can also help with accreditation, but then it means

00:46:22,600 --> 00:46:26,100
that we will have a certain standard around the world that we

00:46:26,100 --> 00:46:31,100
we can use. Based on the little experience that I have where we have physiotherapy

00:46:31,100 --> 00:46:34,900
education programme, where in some countries we have mid-level

00:46:34,900 --> 00:46:39,000
manpower and then in some other countries people can move on to do

00:46:39,000 --> 00:46:43,800
the DPT, so I think that this is actually a perfect document
that needs a lot more work than it is now for us to be able to drive it across the globe. So translating it into countries is for me a very positive aspect of it and then we need to do a lot more to be able to get this thing going.

Based on my experiences this is what I would like to see about this document.

Thank you.

Thank you very much Jonathan. Finally, Oscar

Yes, well after receiving the document we shared it with the member organisations of South America and the local organisations shared it with the chairs of each of the universities. So it is very useful for that, for implementing the changes and to examine the curricula. For example, we used one of the tools that is included in this document that is how to evaluate the
clinical practice of our students, so we changed the way of evaluating our students using this document. We used an Australian tool and the teachers and everyone was very happy because they evaluate not just one aspect of their practice, but they examined it in a much much deeper way, in every aspect, so yes, you can use many many tools and many aspects of these document. For example, to increase and to evaluate your academic staff, we observed that in some universities the chair or the director was not a PT so we recommended, with this document as support, to change that to a PT. Thank you. Thank you very much Oscar, and one little anecdote from my university. I presented this framework to our faculty board. I was just curious to show it to them and you know to share
it with them and head of department of our nursing division

actually fell in love with the document, picked it up and

wanted to read it and see how she could emulate the same

things in their profession. So it is also getting an interprofessional

dimension as well. I'm just mindful that we are

at the very end of the session and we want

to close up very shortly. There are a few questions that have not been

answered directly but they have been put into the responses of

the panellists and if there any burning questions that need

to be answered our staff can address and forward any questions

or requests for some assistance at a later point in time.

I would like to

remind participants that they are also very welcome, especially if they are educators, to

join the physiotherapy educators network on Facebook which is normally

a very active site where we share experiences and where
it is possible to continue this discussion. And in coming to the close

I would like to acknowledge Djenana's work in this framework and webinar this week

and therefore I will pass to you for the closing remarks.

Thank you very much John and thank you everyone for joining

us and thank you for the wonderful panellist and the chair for moving this discussion forward.

This is just the beginning not the end, so I think the most important thing is to use

the framework, to provide feedback and share experiences and as Jonathan said, co-operation is the way forward so thank you all for joining us today. Thank you Djenana.

Thank you Oscar, thank you Alice, thank you Jonathan.

And a very big thank you to the persons who are behind the scenes at the World Physiotherapy offices managing the webinar. A very big
thank you to you guys as well and you're invisible, but you are indispensable and thank you to all the participants who have taken their time to join us this afternoon, this morning or this evening to join us and we look forward to seeing you around at some point or another in time.

Bye bye

Thank you John.

Everyone have a nice day.