



Università degli Studi di Padova

CORSO DI LAUREA MAGISTRALE IN
SCIENZE RIABILITATIVE DELLE PROFESSIONI SANITARIE
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TESI DI LAUREA

**A SURVEY ON INTERNATIONALIZATION STATUS IN REHABILITATIVE HEALTH
PROFESSION DEGREE COURSES AT THE UNIVERSITY OF PADUA.**

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Anno Accademico 2022/2023

Index

Abstract	1
1 Introduction	2
1.1 EMI: English as a Medium Instruction	4
1.2 The Bologna Process.....	6
1.3 EMI in Europe	7
1.4 EMI in Italy.....	9
1.5 EMI, Internationalization and Mobility programs at the University of Padua	10
2 Objectives of the Study.....	15
3 Materials and Methods	16
3.1 Study Design	16
3.2 Subjects Involved	17
3.3 Context of application	18
4 Results	32
4.1 Quantitative Analysis	32
4.2 Qualitative Analysis	42
5 Conclusions	47

Bibliography

Attachments

Abstract

Introduction

The Internationalization of Academic Organizations goes hand in hand with the growing importance of Internationalization globally, and the increasing adoption of English as the language of instruction in Universities and different Academic contexts. All professions benefit from internationalization, and this is also true for the Health Professions that have increasingly, over the years, based their growth on international studies, conferences, or training courses. In this context, the EMI PROJECT fits centrally. English as a Medium of Instruction (EMI) in the University context refers to the use of the English language to teach subject contents in a country where the first language of the students and lecturers is not English.

Objectives

The idea to develop this Thesis was born during the first year of study for this Master's Degree, attending the optional course called: "THE INTERNATIONALIZATION OF ACADEMIC ORGANIZATIONS AND EMI PROJECT". The objective of this Thesis is to investigate the levels of Internationalization within the classes of Rehabilitative Health Professions Degree Courses at the University of Padua.

Materials and methods

The first step was to identify the criteria that could determine the Internationalization status of a Degree Course. After doing this, through a semi-structured interview made to the coordinators of each Degree Course, we tried to evaluate the relative level of internationalization. The aim was to collect data to allow us to make a quantitative and qualitative analysis of the levels of internationalization. After doing that, a direct comparison with the level of internationalization of the Master's Degree in the Rehabilitative Sciences of Health Professions was performed.

Conclusions

The analysis we made shows us, how the degrees of Speech Therapy, Physiotherapy, and the Master's Degree in Rehabilitative Health Profession are characterized by a higher international profile, getting as a result, a higher internationalization score, as more involved in internationalization activities. The remaining degree classes of the health professions were found to have a more basic internationalization profile.

1 Introduction

The objective of this thesis, developed at the end of my Master's degree on the Rehabilitative Sciences of Health Professions, is to investigate the levels of internationalization within the classes of Rehabilitative Health Professions Courses at the University of Padua. The idea to develop this thesis was born during the first year of study for this Master's degree, attending the optional course called: “THE INTERNATIONALIZATION OF ACADEMIC ORGANIZATIONS AND EMI PROJECT”, given by both the supervisor and co-supervisor of this thesis.

The internationalization of academic organizations goes hand in hand with the growing importance of internationalization globally, and the increasing adoption of English as the language of instruction in Universities and different academic contexts.

All professions benefit from internationalization, and this is also true for the health professions that have increasingly, over the years, based their growth on international studies, conferences, or training courses. It is therefore essential to contribute, at the University level, to the growth of students with an open and international mindset, increasing language skills, text comprehension, and use of scientific English for studies. In this context, the EMI PROJECT fits centrally. English as a Medium of Instruction (EMI) in the University context refers to the use of the English language to teach subject contents in a country where the first language of the students and lecturers is not English. This thesis studies the spread of English across the world, but a special focus is given to the situation in Europe, in Italy, and on the level of internationalization in the Health Professions degree courses at the University of Padua.

Higher education in Europe is increasingly using the EMI principles to teach subject contents in various fields, such as Economy, Engineering, Psychology and many others. To understand where EMI comes from, we have to focus on the ‘Bologna Process’ (1999), an European declaration signed in the Italian city of Bologna, whose main aim was to harmonize Higher Education across Europe and to foster the development of English in Higher Education.

In Europe, EMI has been implemented to fulfill the aims of the Bologna Process and, in particular, of the European Union.

The dissertation is divided into two parts. The first is more general and it describes the various reasons for the spread of English in the University context. The second part is more specific and it is based on the research conducted at the University of Padua, aiming to evaluate the level of internationalization of the seven Classes of Degree Courses in Rehabilitative Health Professions. A brief description of the Rehabilitative Health Professions is provided, and then, through the analysis of each individual Rehabilitative Health Professions Degree Course offered at the Paduan Athenaeum, the level of internationalization of each individual degree is estimated. The thesis is specifically evaluating the number of subjects delivered in English, the relative number of CFU corresponding to these subjects, the availability of places for the enrolment of non-EU students, the number of Erasmus agreements signed for these courses, the number of potential Erasmus students expected, as well as the assessment of the potential availability of places for students mobility in international Universities offered by the Ulysses Program. We estimated the level of internationalization of each degree course in this study, analyzing the data previously collected. The level of internationalization of the Master's Degree in Rehabilitative Sciences of Health Professions has also been evaluated, and the results were then compared with all the Bachelor's Degrees of Rehabilitative Health Professions to obtain a direct comparison between the collected data.

1.1 EMI: English as a Medium of Instruction

English-Medium Instruction or EMI, can be defined as “the use of the English language to teach academic subjects in countries or jurisdictions where the first language of the majority of the population is not English” (Dearden, 2015). The definition of EMI is open to challenges, if we analyze the phrase “the use of the English language” we might ask: “the use of English by whom? Do we mean that English is being used by the teacher of an academic subject, by the learners, or by both?”, and also English is “the” medium of instruction, or it is “a” medium of instruction? (Macaro, 2018). EMI is used generally in non-English speaking countries, where English is a foreign language, or in those countries where English is a second language. The most frequently used labels are: English medium instruction, English medium of instruction, English as a medium of instruction, English-medium education and English as the lingua franca medium of instruction. Another label used in literature is EMEMUS (English-Medium Education in Multilingual University Settings) but this label does not seem to be as specific as EMI. It is important to take into account that the spread of English in the world is inseparable from globalization. Globalization is resulting in the formation of a new global order affecting many societies on an unprecedented scale; a complex phenomenon, with positive and negative social impacts, embracing economics, culture, identity, politics and technology (Marsh, 2006). Due to the fact that globalization affects all these sectors, there is the need to have a shared linguistic medium, and English has assumed its place as the language of communication within the new linguistic global order. English is increasingly projected as a language that is universally needed, an opportunity to be grasped and it is now of global significance (Phillipson 2015). It is the language that is much used in the world’s communicative exchanges and EMI is the “obvious choice to participate in the international community” (Wilkinson and Walsh, 2008). Due to its relevant position in the world, “English is used as a global lingua franca in an enormous range of domains, from international politics to entertainment, from air traffic to academia, trade, diplomacy and social media” (Mauranen, 2010).

As regards Higher Education in particular, globalization influences both language use and the economics of this field. In particular, universities have always been interested in internationalization, which is described as the “process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”. This interest in internationalization involves both the academic staff and the students. As regards the academic staff, “collaboration with colleagues in other institutions is a basis for most academics, including through staff exchange, academic visits, and congress” (Wilkinson and Walsh, 2008). As regards students, they have also been involved in this process of internationalization, for example through the participation in programs for spending a period of time abroad in a foreign University (e.g. Erasmus +, Ulysses program). In order to facilitate the relationships between academics and students from different nationalities, English has become a global commodity in Higher Education and Universities have started to provide courses in a language that is different from the language of the country where the institution is based. For this reason, EMI programs have become a contemporary feature of Higher Education in Europe, but also worldwide (Wilkinson, 2018). Therefore, English has become the main language of communication between people from different nationalities. English has certainly become the main foreign language that is used as a means of instruction at Universities in Europe and worldwide, “the academic system is directed towards and by English, a language increasingly seen as the inevitable instrument for successful internationalization” (Guarda and Helm, 2016).

Moreover, “English is the language of science. That it is the language we have to use if we wish to prepare our students for an international career in a globalized world” and at the same time “while the global status of English impels its adoption in Higher Education, the adoption of English further advances its global influence” (Coleman, 2006). It is also easier to obtain up-to-date textbooks and research articles of sciences in the English language than in other languages. As a result, it is rather accepted that “Universities not offering English courses to their students risk exclusion from the scientific and academic worlds” (Costa and Coleman, 2013).

1.2 The Bologna Process

The role of English is increasingly important in the scientific community around the world, and the European response to the international tendency of education resulted in the so-called “Bologna Process”, a Declaration signed on 19th June 1999 in the Italian city of Bologna, which was initially formalized by 31 European countries. Actually, it derives from the Sorbonne Conference and Declaration of 1998. It aimed at creating a borderless and democratic European Higher Education Area (EHEA) and the countries that have officially signed it are 48. Among others Italy, Spain, Latvia, Greece, Finland, Lithuania, Cyprus, Estonia, Ireland, Iceland, Moldova, Netherlands, Denmark, France, United Kingdom, Croatia, etc. Another member is the European Commission, and there are also consultative members, namely the Council of Europe, UNESCO, EUA, ESU. This Declaration was designed to harmonize Higher Education across Europe and to provide mutual recognition of qualifications with the “adoption of a system of easily readable and comparable degrees, in order to promote European citizens' employability and the international competitiveness of the European higher education system” (Bologna Declaration, 1999). The Declaration aimed also to enhance mobility among students and graduates and to enable European Higher Education institutions to attract international students more easily. In fact, the Bologna Process proposed to create an area in which students could move freely between countries, “using prior qualifications in one country as acceptable entry requirements for further study in another”. Moreover, the Declaration proposed a university system based on two main cycles, undergraduate, lasting a minimum of three years, and postgraduate, followed by the establishment of a system of credits to promote student mobility. The aim has also been to increase competitiveness with other educational strongholds in the world, such as the US and, increasingly, China (Dimova, 2015). Following the decision to enhance mobility and to avoid obstacles to free movement, the European Commission has launched different programs (Erasmus+, Ulysses, etc.) in order to improve the internationalization of Higher Education among European Universities. The mobility of people and the Bologna Process required the development of new language policies and the first universities to provide changes in language instruction were concentrated in the north of Europe. Then, EMI became established as a trend also in other parts of Europe (Ament , Pérez-Vidal, 2015).

1.3 EMI in Europe

The origins of EMI were placed in Europe in 1992 together with the Maastricht Treaty and they are linked with four other ventures: the mother tongue plus two other European languages policy, the CLIL (Content and Language Integrated Learning), the Erasmus program and the Bologna Process. The aim of these proposals is to foster the development of an articulate language-related policy.

The Bologna Declaration (1999) contributed to facilitating the mobility of students across countries. It is a four-page document that stresses the need to collectively work towards an internationally competitive European Higher Education Area that would promote mobility and employability of its citizens, and would aim at greater compatibility and comparability of the higher education systems.

The adoption of English in Higher Education embodies both economic and linguistic reasons. Among the economic ones, firstly, is to consider that English Taught Programs have been implemented to attract more national and international students and lecturers (Guarda and Helm, 2016). This could be useful to have “Brain Gain”, which is the result of the recruitment of academic staff, top talents, and students from outside the country, who could become a future workforce (Wächter and Maiworm, 2014). Secondly, EMI programs are important to prepare domestic students for the global labor market and thirdly to raise the profile of the institution (Doiz, 2011)

The introduction of EMI in Europe has given rise to different reactions in different nations. In some parts of Europe, it has been met with resistance, such as in Italy and France, where EMI was viewed by some as a threat to the national language. In other parts of Europe, EMI has been introduced with less resistance, such as in Croatia and Germany. But the part where EMI seems to have been implemented without much resistance was the North of Europe.

Northern European Countries have a stronger tradition in offering whole degree courses in a language, mostly English, which differs from the student’s native language. The Netherlands started as a pioneer in EMI, and now it stands out as the country with the largest number of Master’s programs in English, followed by Germany, Sweden, and Denmark (Wilkinson, 2013).

However, it is not possible to say this in relation to Southern European countries. “Mediterranean citizens have an average lower level of communicative competence and academic skills in English with respect to Northern Europeans” (Pulcini and Campagna 2015) and this is confirmed by several local and comparative studies. One example of a Southern European Country is Spain, which is slow in the process of implementing EMI courses. “Today, more and more universities in Spain are starting to design language policies, usually including Spanish and English” (Morell et. al, 2014) as at the University of Alicante, which is one of the five public universities of the Valencian Community. It is a bilingual University, where both Spanish and Catalan are taught. This University is undertaking a process of internationalization (Morell et al., 2014) and this process is the result of the introduction of subjects taught in English and the attitudes towards EMI have resulted to be very positive. Another example is Italy, which is a newcomer to English-Medium Instruction in Europe. For this reason, Italy is certainly behind many Northern European Countries in regard to the implementation of English-Taught Programs. In fact, courses in English have recently begun to be taught and this language is generally not used outside the school. As well as in Spain, despite being slow, the situation in Southern Europe is evolving rapidly and, nowadays, the number of courses in English is increasing (Helm, 2015). EMI is a recent phenomenon in Italy and the turn towards English as a medium of instruction, which started in the 1990s, is only in its early stages. The introduction of a new law about universities, the Gelmini Law nr° 240 of 2010, represented a crucial stage in the implementation of EMI courses in Italy. This law aims to increase cooperation between universities as regards study and research, to improve students’ and lecturers’ mobility, and to introduce some courses of study in the University Curriculum taught in a foreign language.

1.4 EMI in Italy

Italy is mainly monolingual, with Italian as the official language, and bilingualism is present in two regions in the North of the country: Trentino Alto Adige, which borders with Austria, and Val d'Aosta, which borders with France and Switzerland. Despite the growing role of the English language internationally, Italy found itself behind other European countries, in terms of multilingualism, and in particular with the learning of English (Murphy, Zuaro2021). This is the reason why, since the 1990s several educational reforms have been introduced to improve English language skills, as for example, the introduction of English from the beginning of elementary school, as a compulsory subject. Most recently, primary and secondary school reforms and documents (Law Moratti 53/2003; DL 17.10.2010 nr.226) have been introduced to modernize the educational system. The Gelmini Reform, approved in 2010, has also given “autonomous status” to universities, among other innovations. This means that each University was free to offer curriculums in line with social and local needs, to set specific educational goals, to adopt admission prerequisites, to apply innovative teaching methods, and to offer opportunities for vocational experiences such as job placements. Despite these reforms, Italian University students seem to have in general a poor English level, if we take EMI into consideration, and they also admit it (Costa, 2016, Costa and Coleman, 2013). As a matter of fact, EMI is a top-down phenomenon in Italy and this means that often it derives from the needs of the institutions rather than from a need felt by lecturers. Moreover, Italy does not seem to be very international. English as a subject, is taught everywhere in Italy during compulsory education, but most university students have only a basic knowledge of English, with serious problems in comprehension and communication skills; and an excellent level of knowledge in English is a utopia in the Italian context of Higher Education (Pulcini and Campagna 2015).

As a conclusion, it can be stated that the reasons for the introduction of EMI programs in Italy are: increasing students' comprehension and their written production skills, the improvement of the University international profile, the attraction of foreign students and the preparation of students for the global market.

1.5 EMI, Internationalization and Mobility programs at the University of Padua

The University of Padua started to introduce EMI in the academic year 2009/2010, even if, at that moment, it offered only individual courses. Therefore, the presence of English in Higher Education in Italy represents a fairly new phenomenon and this decision was taken to follow the same trends of other European institutions. The main reasons for the introduction of University Curriculums in English were precisely to attract foreign students and promote the internationalization of the institution (Helm and Guarda, 2015). Then, the University started to create entire curriculums in English and the reasons for their implementation were to promote internationalization and international mobility. Students could also join international programs such as Erasmus + or Ulysses, and the opportunity of internationalization was also given with the Marco Polo Program.

One of the most important entities which helps the development of EMI at the University of Padua is the CLA, that is the University Language Centre. During the academic year 2013/2014 it launched, in collaboration with the International Relations Office of the University of Padua, the LEAP Project (Learning English for Academic Purposes). This was created to help lecturers in the new experience of teaching in English, giving them both language and pedagogical support. Its aim is to ensure high-quality and effective EMI, to identify the need of lecturers involved and to assess the quality of curriculums.

Some training activities were offered, such as an International Summer School, an intensive Summer Course at the University of Dublin and individual Language Advising. A selection was made because of the limited number of places and precedence was given to those lecturers who were already teaching in English. In fact, one of the primary aims of the International Relations Office was to improve the quality of existing courses (Guarda and Helm, 2016).

Erasmus +

Erasmus+ is the European Union Program in the fields of Education, Training, Youth and Sport, for the period 2021-2027. Inclusive and high-quality education and training, as well as informal and non-formal learning promoted by Erasmus+, support participants of all ages and enable them to achieve the qualifications and skills necessary for active participation in a democratic society, real intercultural understanding and the transition to the labor market.

Building on the success of the Program in 2014-2020, Erasmus+ increases opportunities for more participants and a wide range of organizations. Within the Program, key issues such as social inclusion, environmental sustainability, the transition to digital, and the promotion of participation in democratic life by younger generations assume central roles. Spending time in another country to study, learn and work should become the norm, as well as being able to speak two other languages in addition to the native one. For the period 2021/2027, Erasmus+ has reached a budget of €28.4 billion, which is almost double the amount of the previous Program (2014-2020).

Erasmus+ supports the priorities and activities set by the European Education Area, the Digital Education Action Plan, and the European Skills Agenda.

The specific objectives of the program include:

- Promoting learning mobility of both individuals and groups, fostering collaboration among individuals, focusing on the quality of study, inclusion and equity, excellence, creativity and innovation at a higher level of education and promoting training organizations and exchange policies;
- Promoting mobility for non-formal and informal learning, active participation of young people, collaboration, quality, inclusion, creativity and innovation at the level of youth organizations and policies;
- Promote learning mobility of sports staff and collaboration, quality, inclusion, creativity and innovation at the level of sports organizations and policies.

Erasmus+ is structured in 3 key actions:

1. Individual mobility for learning purposes,
2. Innovation and good practices,
3. Support for policy-making and cooperation.

Key Action 1 aims to encourage the mobility of students, staff, youth workers and young people. Organizations may plan to send students and staff to other participating countries or welcome students and staff from other countries. They can also organize educational, training and volunteering activities.

Key Action 2 aims to develop the education, training and youth sectors through five main activities:

strategic partnerships, aimed at supporting innovative practices and joint initiatives to promote collaboration, mutual learning and exchange of experience; Knowledge Alliances, aimed at fostering innovation in and through higher education, together with business, as well as fostering new approaches to teaching and learning, entrepreneurship in university studies and the modernization of higher education systems in Europe; Sector skills alliances, to respond to skills needs and align vocational education and training systems with labor market needs. There is no shortage of opportunities to modernize vocational education and training, foster the exchange of knowledge and good practices, encourage professional activities abroad, and increase the recognition of qualifications; higher education capacity-building projects to support the modernization, accessibility and internationalization of higher education in partner countries; skills development projects in the field of youth, to foster the development of youth work, unconventional learning and voluntary activities, as well as to promote informal learning opportunities with partner countries.

Key Action 3 aims to increase the participation of young people in democratic life, especially in debates with policy-makers, and to develop knowledge in the fields of education, training and youth. (<https://www.erasmusplus.it/>, <https://erasmus-plus.ec.europa.eu/>)

Ulysses Program

The University of Padua promotes student mobility toward non-European Countries within mobility agreements signed with selected Universities. The new Ulysses Program enables students to spend a period of time/semester or an internship abroad, or to carry out a research thesis at partner Universities from four different continents: Europe, Americas, Asia, and Australia. The recognition of all the activities carried out abroad is ensured by the Learning Agreement signed by all institutions involved.

The foreign partner Universities, available as mobility locations under the Ulysses program, can be consulted in the interactive portal available at this link: www.unipd.it/mobility-agreements. In the interactive portal, it is possible to find the main information related to each partner University, which is useful to guide the choice of the student. It is possible, for example, to find: the number of places available and the expected mobility period; language requirements; specific courses eligible for selection and any limitations; possible activities to be carried out abroad (courses and exams, research for writing a Thesis, internship); financial contribution (where applicable).

Student mobility in non-EU countries is also promoted within the Erasmus+ Program previously shown. Through the "Erasmus+ Call for Mobility for Study beyond Europe". This call allows students to spend a mobility period of up to a maximum of 12 months for each cycle of study (1st cycle: three-year, 2nd cycle: Master's Degree, 3rd cycle: Doctorate). The student in mobility receives an economic contribution, has the opportunity to attend courses and takes advantage of the facilities available at the host institution without additional registration fees, with the guarantee of full recognition of the training activities carried out abroad (with positive outcomes), only if they are approved in the Learning Agreement.

Marco Polo Program, an opportunity of Internationalization

The Marco Polo Program, launched in Italy in 2005 and signed in 2004 by the Conference of Rectors of Italian Universities (CRUI) at the direct request of the Presidency of the Italian Republic, was born with the aim of promoting the Italian University System in China and facilitating the integration of Chinese students in Italian Universities. It is a chance for the Internationalization of the system and for our University but is based on the Italian language, in fact, it is an agreement that facilitates the incoming of Chinese students, and English communication or lessons are just an option for them. While students departing to China must take advantage of the agreements stipulated under the Ulysses program, in this case, the access to English language courses for outgoing students becomes a privileged communication opportunity in the destination country. According to the agreement in force since 2006, concluded between the People's Republic of China and the Italian Republic, it is possible to request a preliminary entry visa to study the Italian language here in Italy (from

November to August) and then access the chosen degree course (after passing the admission test if provided) without the obligation to return to China for a new visa. Access to the courses is allowed only to those who have passed the Italian language proficiency test provided at the end of the course (level B1 / B2), and the admission tests to the courses as required by the relative teaching regulations.

The agreement between the Italian and the Chinese Governments allows the facilitated issuance of an entry visa for study purposes on condition of pre-enrolment at Italian Universities. Enrolment in the preparatory course of Italian language organized at Italian universities for a minimum duration of 10 months and a minimum score in the final state exam - the "Gaokao" comparable to our Maturity exam - not less than 380 points out of 750. In order for Chinese students to have access to the chosen faculty, therefore, it is essential that they attend an Italian language course in Italy in the months preceding the academic year of enrolment. This language training course is a precious moment not only for the achievement of the linguistic skills necessary for adequate preparation in view of access to universities, but also represents the delicate moment of insertion into Italian reality, life and culture. Students, in fact, move to a new city of residence and, for this reason, it is essential that their experience is positive in order to be able to face their academic path in Italy.

2 Objectives of the Study

The idea of this thesis was born during the first year of this Master's Degree in Rehabilitative Sciences of Health Professions, attending the optional course: “*THE INTERNATIONALIZATION OF ACADEMIC ORGANIZATIONS AND EMI PROJECT*”. The internationalization of academic organizations goes hand in hand with the growing importance of internationalization globally, and the increasing adoption of English as the language of instruction in Universities and different academic contexts.

The objective of this thesis has therefore become to evaluate and analyze the status of Internationalization of the Degree Courses of the Rehabilitative Health Professions of the University of Padua. The first step was to identify the criteria that could determine the internationalization status of a degree course. After doing this, through a semi-structured interview made to the coordinators of each degree course, we tried to investigate the corresponding level of internationalization. The aim was to collect data to allow us to make a quantitative and qualitative evaluation of the levels of internationalization.

Specifically, we tried to understand how the different degree courses have created international relations with other Universities, how they have exploited the existing agreements for student mobility to expand the educational offer, and how the courses given in English are widespread in these degree classes.

After doing that, a direct comparison with the level of internationalization of the Master's Degree in the Rehabilitative Sciences of Health Professions was performed.

3 Materials and Methods

3.1 Study design

The first step was to identify the criteria that can define the internationalization level of a degree course, and after a careful analysis of the bibliography, using the following evaluation criteria, we assessed the internationalization status of the University of Padua Rehabilitative Health Professions Curriculums:

- 1) Nr. of subjects delivered in international English
- 2) Nr. of credits related to the above subjects
- 3) Nr. of Erasmus+ conventions
- 4) Nr. of students expected in Erasmus+ mobility
- 5) Nr. of locations available for the Ulysses Program
- 6) Nr. of places available for enrolment in the degree course reserved for non-EU students

In the study a brief description of the degree courses related to the health professions of rehabilitation science is provided, and then, the analysis of each individual degree course of the health professions offered by the University of Padua is done, and the level of internationalization of these courses is assessed. The assessment was done by investigating the number of subjects delivered in English, the relative number of credits corresponding to the subjects delivered in English, the availability of places for the enrolment of non-EU students, the number of Erasmus+ agreements and the relative number of students foreseen in this mobility, as well as the evaluation of the potential availability of international locations offered by the Ulysses project.

The method of investigation chosen was the semi-structured interview. Open and closed questions were asked to the various coordinators, or to persons in charge of the teaching activities at the bachelor's degree courses of the seven health professions of rehabilitation offered by the University of Padua.

The six criteria identified were investigated through a closed question, while to analyze the type of relationship that the degree course undertakes with the foreign partner, the following open question was asked:

- Are the relationships between the Erasmus+ locations only of a formal nature (sending documents or emails) or are there real relationships such as meetings with the affiliated Universities or other types of exchange activities such as seminars or summer and winter schools?

3.2 Subjects Involved

The present study was conducted with Dr. Beatrice Borgato, professor of Spanish and English, and in charge of the Internationalization Course at the Master's Degree in Rehabilitative Sciences of the Health Professions at the University of Padua together with Dr. Mag. Antonio Quinci, Professor of the Bachelor degree course in Physiotherapy of the University of Padua, corporate coordinator of training activities at Padova Hospital and Adjunct professor at the University of Padua. In this survey, the graduating student has designed the interview of the 7 coordinators of the Rehabilitative Health Professions Degree Courses offered by the University of Padua, that are therefore:

1. Physiotherapy (qualifying for the health profession of Physiotherapist)
2. Psychiatric rehabilitation technique (qualifying for the health profession of Psychiatric Rehabilitation Technician) PRT/ TERP in Italian.
3. Professional Education (qualifying for the health profession of Professional Educator)
4. Therapy of Neuro and Psychomotricity of the Developmental Age (qualifying for the health profession of Therapist Of Neuro And Psychomotricity Of The Developmental Age/ Neuro-Developmental Disorders Therapist) NDDT/ TNPEE in Italian.
5. Occupational therapy (qualifying for the health profession of Occupational Therapist)
6. Orthoptics and ophthalmological assistance (qualifying for the health profession of Orthoptist and Ophthalmology Assistant)
7. Speech therapy (qualifying for the health profession of Speech Therapist)

The Podiatry Degree Course (qualifying for the health profession of Podiatrist), although part of the degree class of the rehabilitation health professions, is not activated at the University of Padua, so it will not be analyzed in this Thesis.

3.3 Context of application

Here below, the description of the seven degree courses of the rehabilitative health professions is provided. Each course is categorized as follow:

- Professional profile
- Curriculum
- Job Description
- Areas of Expertise

The Physiotherapist

Professional profile

The professional profile of physiotherapists is defined by Ministerial law Nr.741-14 sept '94.

Art. 1.1 defines the Physiotherapist as a health professional qualified to carry out autonomously, or in collaboration with other health professionals, prevention, treatment and rehabilitation in the areas of motor skills, higher cortical functions and visceral functions resulting from pathological events, with various etiology, congenital or acquired.

Art. 1.2 establishes that the Physiotherapist elaborates, also in multidisciplinary teams, the definition of the rehabilitation program aimed at identifying and overcoming the health needs of disabled patients; autonomously practices therapeutic activities for functional re-education using physical or manual therapies beyond occupational therapies; proposes the adoption of prostheses, trains their use and verifies their effectiveness; carries out study, teaching, and professional consultancy activities in health services; verifies the correspondence of the rehabilitation methodology implemented to the objectives of functional recovery.

The physiotherapist carries out its activities within public or private health facilities, as an employee or as a freelancer. Article 2 outlines that the university degree in physiotherapy qualifies to practice the profession, subject to registration in the professional register. Article 3 decrees that the diplomas obtained according to the previous system are equivalent to the university degree.

University Curriculum

The curriculum of this degree class: L / SNT2 offers in the first year, all the basic subjects, preparatory to the learning of more specialized notions specific to the profession. Are offered lessons of anatomy, physiology, statistics, computer science, biochemistry, hygiene and epidemiology, psychology, kinesiology, evaluation in physiotherapy, massage therapy and lymphatic drainage, a profession-related scientific English course is offered. In addition, the student has to complete an internship experience in different professional fields.

In the second year the student deepens the basic knowledge acquired in the first year with the learning of orthopedic, neurological, rheumatological, cardiological and respiratory rehabilitation methods and techniques. The internship experience is aimed at learning methods and techniques of rehabilitation treatment in different age groups and at a progressive hands-on experience by the student.

In the third year the student completes his education learning about methods and techniques of physiotherapy rehabilitation, prosthetics and orthesiology and urogynecological physiotherapy, also deepening concepts related to health organization and professional management. The internship experience is aimed at putting into practice the theoretical and practical knowledge acquired in the previous years of study and at a progressive greater autonomy in patient management and in the co-conduction of rehabilitation activities.

Job description

The physiotherapist uses a variety of techniques and therapies in the treatment and rehabilitation of patients suffering from physical problems caused by illness, disability, injury or aging.

The responsibility of the physiotherapist is:

- Evaluation and treatment of disorders of the motor, visceral and higher cortical functions
- Plan treatment and track patients' progress
- Encourage exercise and movement
- Educate patients, caregivers and the community on injuries prevention and healthy lifestyle
- Collaborate with other healthcare professionals to encourage a multidisciplinary approach
- Keep updating professional knowledge according to scientific evidence
- Active role in scientific research
- Training / teaching

Key skills for good physiotherapists are:

- Excellent theoretical knowledge and clinical preparation according to the specialized curriculum
- Ability to build a positive relationship with patients and caregivers on different backgrounds
- Tolerance and patience
- Good physical health and fitness
- Interpersonal and team working skills

Areas of expertise

The areas of expertise of the physiotherapist are orthopedic, rheumatological, sports, post-surgical, neurological, pediatric, geriatric, uro-gynecological, cardio-respiratory rehabilitation. Practiced in Hospitals, territorial service, Nursing homes, private clinics, rehabilitation centers for developmental age, thermal spas, sports associations or sports centers, schools, companies, as an employee or as a freelance.

The Psychiatric Rehabilitation Technician, PRT / TERP

Professional profile

The regulation concerning the identification of the psychiatric rehabilitation technician is defined by Ministerial Decree Nr. 182 - 29 of March 2001.

Article 2 paragraph 1 establishes that the psychiatric rehabilitation technician is the health worker who, in possession of the qualifying university degree, carries out, as part of a therapeutic project developed by a multidisciplinary team, rehabilitation and educational interventions on subjects with mental disabilities.

Article 2 paragraph 2 outlines the tasks of the psychiatric rehabilitation technician, namely: a) collaborates in the assessment of mental disability and the potential of the patient, analyzes needs and detects the resources of the family and the socio-environmental context where the patient lives; b) collaborates in the identification of training-therapeutic and psychiatric rehabilitation objectives as well as in the formulation of the specific intervention program aimed at the recovery and development of the person being treated; c) implements interventions aimed at the habilitation / rehabilitation of subjects to self-care and interpersonal relationships of varying complexity and, where possible, to work; d) operates in the context of primary prevention on the territory, in order to promote the development of network relationships, to promote the reception and management of risk situations and diseases manifested; e) works on the families and on the social context of the subjects, in order to favor their reintegration into the community; f) collaborates in the evaluation of the outcomes of the qualification and rehabilitation program in individual subjects, in relation to the objectives set.

Article 2 paragraph 3 describes the psychiatric rehabilitation technician as the one who contributes to the training of support staff and contributes directly to the updating of his professional profile.

Article 2 paragraph 4 specifies the scope of professional activity that can be carried out in public or private health facilities and services under dependency or freelance.

University Curriculum

The curriculum, class: L / SNT2, offers in the first year, all the basic subjects, preparatory to the learning of more specialized notions specific to the profession. Lessons are offered in anatomy, physiology, statistics, computer science, biology, biochemistry, genetics, psychology, psychiatry, neurology, neuropsychology and a scientific English course is provided. In addition, the internship experience is aimed at orienting the student in professional fields, acquiring basic skills and starting the process of reflection on relational skills. In the second year the student deepens the basic knowledge acquired in the first year with the learning of the fundamentals of the bio-psycho-social model and the methods and techniques of psychiatric rehabilitation and multi-professional evaluation of psychic disorder in the different stages of life. The internship experience is aimed at learning methods and techniques of rehabilitation treatment in different age groups and at a progressive experimentation by the student of the therapeutic relationship. In the third year the student completes his knowledge about methods and techniques of psychiatric rehabilitation, psychosocial interventions and evaluation of outcomes, also deepening concepts related to health organization and management of the profession. The internship experience is aimed at putting into practice the theoretical and practical knowledge acquired in the previous years of study and at a progressive greater autonomy in the management of the relationship with the patient, in the co-conduction of rehabilitation activities, in the drafting of rehabilitation projects.

Areas of expertise

The areas of competence of the PRT are child and adolescent neuropsychiatry, adult psychiatry, eating disorders, psychogeriatrics, services for addictions (including behavioral) using group or individual interventions, integrated, in presence or telemedicine, of primary/secondary/tertiary prevention.

The Professional Educator

Professional profile

The profile of the Professional Educator is defined by Ministerial Law nr. 52 of 8 October'98. Article 1 defines the Professional Educator as a social and health worker who, in possession of a qualifying university degree, implements specific educational and rehabilitative projects, as part of a therapeutic project developed by a multidisciplinary team, aimed at a balanced development of the personality with educational or relational objectives in a context of participation and recovery in everyday life; takes care of the positive integration into society or psycho-social reintegration of individuals with difficulties.

Article 2 defines that professional educators:

- a) plans, manages and verifies educational interventions aimed at the recovery and development of the potential of individuals in difficulty for the achievement of increasingly advanced levels of autonomy;
- b) contributes to promoting and organizing social and health structures and resources, in order to carry out the integrated educational project;
- c) plans, organizes, manages and verifies its professional activities within social-health services and social-health-rehabilitative and socio-educational structures, in a coordinated and integrated manner with other professional figures present in the structures, with the direct involvement of the interested parties and/or their families, or groups, or communities;
- d) works on the families and social context of patients, with the aim of promoting reintegration into the community;
- e) participates in studies, researches and documentation activities aimed at the purposes listed above.

Article 3 states that the professional educator contributes to the training of students and support staff, contributes directly to the updating of his professional profile and health education.

Article 4 states that the professional educator carries out his professional activity, within the scope of his competences, in public or private social-health and socio-educational structures and services, on the territory, in residential and semi-residential facilities in as an employee or as a freelance.

University Curriculum

The Curriculum, class: L / SNT2, at the University of Padua, provides, in the first year, the basic courses, preparing for the learning of more specialized notions necessary for the profession. Lessons in psychological sciences, pedagogy, educational planning and disability education are offered, and a scientific English course is provided. In addition, the internship experience in different professional fields is launched. In the second year the student deepens the basic knowledge acquired in the first year with the learning of hygiene and therapeutic education, ethics and bioethics, psychiatric diagnosis and educational interventions in the health area of psychiatry.

The internship experience is aimed at a progressive field training for the student.

In the third year student's complete their knowledge about neurology and clinical neuropsychology, pediatrics, child neuropsychiatry, educational aspects in developmental age, clinical practices and research in health contexts. The internship experience is aimed at putting into practice the theoretical and practical knowledge acquired in the previous years of study and at a progressive greater autonomy in patient management.

Areas of expertise

The technical and professional skills of the professional educator include education and rehabilitation, through the elaboration, implementation, verification of educational projects, social promotion and prevention, functional evaluation. In addition, it impulses research, training and management projects.

The areas of competence of the professional educator are minors (mistreatment, abuse, marginalization, exploitation, prostitution, bullying, discomfort at school, juvenile crime), adults (problems related to separations and divorces, poverty and risk of social exclusion, difficulties in integrating immigrants, human trafficking and exploitation of prostitution, prison population), the elderly (loneliness and difficulties of independent life, lack of self-sufficiency), disability (mental retardation, difficulties in school or work integration, difficulties resulting from the death of family members), mental health (stigmatization, difficulty in work integration), pathological addictions (lifestyles with relevant risk factors: tobacco smoking, alcohol, drugs, concomitant use of several substances, prison).

The Therapist of Neuro-Psychomotricity of the developmental age (Tpnee)
Neuro -Developmental Disorders Therapist (NDDT)

Professional Profile

The professional profile of TPNEE is defined by Ministerial Decree No. 56 of 17 January'97. The TNPEE, in possession of the qualifying university degree and in collaboration with a multi-professional team, carries out:

- prevention, therapy and rehabilitation of childhood neuropsychiatric diseases, in the areas of neuro-psychomotricity, neuropsychology and developmental psychopathology;
- study, teaching, research, training and updating activities;
- activities in public and private structures, in dependency and freelance. His intervention is aimed exclusively at children from birth to 18 years.

University Curriculum

Curriculum class: L / SNT2, at the University of Padua, provides, in the first year, the basic subjects, necessary for the learning of more specialized notions needed for the profession. Lessons are offered on human morphology and biological sciences, pedagogy and psychology of the developmental age, statistics, human physiology and kinesiology, fetal motor skills and psychomotor development of the first year of life, the first part of therapy of neuro-psychomotricity of developmental age, children's joint and muscle evaluation. In addition, the internship experience is initiated. In the second year the student deepens the basic knowledge acquired in the first year with the learning of neurology and neurophysiology of the developmental age, neuropsychiatry of the developmental age and psychology, psychomotor rehabilitation with neurological orientation and pedagogy of disability, neuro-psychomotor sciences and the second part of therapy of neuro-psychomotricity of the developmental age. The internship experience is aimed at a progressive on field training offered to the student. In the third year the student completes his knowledge about the rehabilitation sciences of neuro-psychomotricity with neurological orientation, rehabilitation sciences and neuro-psychomotricity with psychomotor orientation. The internship experience is aimed at putting into practice the theoretical and practical knowledge acquired in the previous years of study and at a progressive greater autonomy in patient management.

Job description

The TNPEE carries out with professional autonomy interventions aimed at the prevention, functional evaluation and rehabilitation of patients in developmental age who suffer the following:

- Global development lag, or motor coordination disorders
- Developmental disorders (autism spectrum disorders)
- Disorders of emotional regulation
- Attention deficit disorder, hyperactivity, impulsivity
- Specific learning disabilities
- Intellectual development disorders
- Neuromotor and sensory disorders

The TNPEE collaborates with multidisciplinary teams formed by: child neuropsychiatrist, psychologist, rehabilitation professionals, pediatrician, with school staff and pedagogical operators.

The technical and professional skills of the TNPEE include:

- Prevention in situations of both biological and social risk;
- The observation and evaluation of affective, cognitive, motor aspects.
- The ability to establish therapeutic objectives and intervention strategies and verify results;
- The qualification and rehabilitation of skills not yet emerged (cognitive and metacognitive, interactive and neuropsychological, sensory, neuro-musculoskeletal and movement-related) and reduced or compromised functions;
- The ability to promote functional reorganization processes;
- Neuro-psychomotor education performed at school, in Day Centers, or in socio-educational centers supporting the structure operators;
- The planning and implementation of health promotion information and educational interventions aimed at individuals, groups and to the community;
- The identification of possible areas for clinical research projects.

Areas of Expertise

The areas of competence of the TNPEE are university and hospital child neuropsychiatry services, maternal and child services and / or territorial rehabilitation, day centers, family counseling centers, educational facilities such as 1st and 2nd level infant and primary schools, educational centers, communities.

The Orthoptist

Professional Profile

The professional profile of the Orthoptist is defined by Ministerial law no.743 of 14 September '94. The orthoptist is a health professional with a university degree enabling, on medical prescription, the treatment of motor and sensory disorders of vision, using instrumental-ophthalmological techniques. It deals with visual prevention in childhood, preschool and school, with the execution of screening in schools and clinics and re-education in visually impaired patients. In addition, it participates in the prevention of asthenopia.

They are responsible for the organization, planning and quality evaluation of professional acts. They can work inside health facilities public or private, as an employee or as a freelance.

University Curriculum

The Curriculum, class: L / SNT2, at the University of Padua, provides, in the first year, the basic subjects, preparatory to the learning of more specialized notions specific of the profession. Lessons are offered in anatomy, biology and physiology, scientific English, psychology, statistics and physics, anatomy and physiology of the visual system, computer science, binocular vision. In addition, the internship experience is initiated. In the second year the student deepens the basic knowledge acquired in the first year with the learning of ocular pathophysiology, professionalizing laboratories, orthoptics 1, medical sciences, low vision and orthoptics re-education 2. The internship experience is aimed at a progressive experimentation by the student. In the third year the student completes his knowledge about ocular pathophysiology, instrumental semiology, public health sciences, test of chromatic and

luminous sense and ecographic examination. The internship experience is aimed at putting into practice the theoretical and practical knowledge acquired in the previous years of study and at a progressive greater autonomy in patient management.

Areas of expertise

The technical and professional skills of the Orthoptical include:

- The evaluation of motor and sensory disorders of vision, the evaluation of visual residues in the visually impaired patient, the evaluation of the pre and post intervention, the evaluation of the patient with posture problems;
- Rehabilitation of strabismus or amblyopia, deficit of accommodation and convergence, rehabilitation of visually impaired patients, rehabilitation of asthenopia.

The Orthoptist or assistant of Ophthalmology, works in public or private health facilities, as employee or freelancer. They can carry out their professional activity in orthoptics centers and hospital departments (ophthalmology, rehabilitation, child neuropsychiatry), in health districts, at basic medicine, work and school services, in centers for the visually impaired and in optical centers.

The occupational therapist

Professional Profile

The professional profile of the occupational therapist is defined by Ministerial law nr.136 of 17 January 1997. The Occupational Therapist is the health worker that, in possession of the qualification to practice the profession, operates in the field of prevention, treatment, and rehabilitation of individuals suffering from illness and physical or mental disorders, temporary or permanent disabilities; using expressive, manual, representative, playful activities of everyday life. The Occupational Therapist uses both individual and group activities, promoting the recovery and optimal use of functions aimed at the reintegration, adaptation and integration of the individual into their personal, domestic, and social environment.

University Curriculum

The Curriculum, degree class: L / SNT2, at the University of Padua, provides, in the first year, the basic subjects, preparatory to the learning of more specialized notions specific for the profession. Lessons of anatomy, medical statistics, bioethics, forensic medicine, psychology, biological sciences, human physiology and scientific English are offered. In addition, the internship experience is initiated. In the second year, the student deepens the basic knowledge acquired in the first year with the learning of rheumatological-orthopedic clinic, general medicine, occupational therapy, and neurological clinic. The internship experience is aimed at a progressive in field training for the student.

In the third year students complete their knowledge about functional rehabilitation, aids and accessibility, occupational therapy and work.

The internship experience is aimed at putting into practice the theoretical and practical knowledge acquired in the previous years of study and at a progressive greater autonomy in patient management.

Areas of expertise

The areas of intervention of the Occupational Therapist include:

1. The evaluation of the occupational profile, structures and functions of the body in the contexts where the subject performs;
2. The evaluation of employee performance through the observation of the activity;
3. The design of specific orthosis and training in the use of that;
4. The promotion of the recovery of skills for job placement;
5. The proposal for adaptation and environmental changes.

Job Description

The context in which occupational therapy is inserted is wide and includes public and private structures including hospitals, mental health centers, workplaces, schools, or homes, and retirement homes, operating in the field of prevention, treatment and rehabilitation and treating temporary or permanent physical, mental and psychiatric conditions as employee or as a freelance.

The speech therapist

Professional Profile

The professional profile of the speech therapist is defined by Ministerial law nr.270/2004. The speech therapist is the health worker who, in possession of the qualifying university degree, carries out his activity in the prevention and rehabilitation treatment of language and communication pathologies in developmental, adult, and geriatric age. It deals with education and re-education of all pathologies that cause disorders of voice, speech, oral and written language or communication disabilities.

University Curriculum

Curriculum, class: L/SNT2, at the University of Padua, provides, in the first year, the basic subjects, preparatory to the learning of more specialized notions specific to the profession. Lessons in anatomy and biology, genetics applied to speech therapy, linguistics and philosophy of language, basic speech therapy sciences and scientific English are offered. In addition, the internship experience needs to be completed. In the second year the student deepens the basic knowledge acquired in the first year with the learning of audiology and phoniatrics, speech therapy in dysphagia, speech therapy sciences in the neurological area, orthopedic, general medicine, occupational therapy, neurological clinic and in the area of child neuropsychiatry. The internship experience is aimed at progressive in field training by the student. In the third year, the student completes his knowledge about speech therapy sciences and in the humanities and psychological sciences.

The internship experience is aimed at putting into practice the theoretical and practical knowledge acquired in the previous years of study and at a progressive greater autonomy in patient management.

Job Description

The exercise of the profession is carried out as an employee or as a freelancer, in the public or private area, and it is carried out with reference to an explicit medical diagnosis. The speech therapist taking charge of the patient in a therapeutic relation, takes place in full autonomy, on

the basis of the skills and in accordance with the set of professional acts peculiar to the speech therapist.

The exercise of the profession is carried out through the following speech therapy interventions:

1. evaluation of objective and subjective information through standardized tools, tests, interviews, observations;
2. analysis of clinical documentation produced by the patient;
3. counseling, care, education, rehabilitation of specific problems; interventions and prevention

Areas of expertise

The areas of intervention of the speech therapist are:

1. Dysphonias, Dyslalias, Dysphagias, Aphasias, Dysarthrias
2. Communication disorders in oligophrenia
3. Communication disorders in prelingual deafness
4. Learning disabilities
5. Communication disorders due to socio-cultural inadequacies
6. Communication disorders due to alteration of the dualistic relationship

4 Results

After the design phase of the study, followed by the identification of the six criteria necessary to quantify the level of internationalization of the Degree Courses of the Rehabilitative Health Professions; and after the collection of the required data through an interview with the coordinators of the previously mentioned degrees; a quantitative and then qualitative analysis of the data was performed.

4.1 Quantitative Analysis

How many English-taught Subjects are planned in the University Curriculum?

In relation to the number of subjects delivered in international English, and the number of credits related to that subjects, the data collected are shown in the chart below:

Degree Courses	NR. SUBJECTS	CFU
Physiotherapy	1	3
Speech Therapy	1	3
Psychiatric Rehab. Tech.	1	3
Professional Education	1	3
Orthoptics	1	3
Neuro Devel. Disorders T.	1	3
Occupational Therapy	1	3
Master Degree Health P.	5	25

* Podiatry degree not activated at UniPD

Chart 1. Nr. of subjects delivered in international English and Nr. of credits related

All the Bachelor's degrees analyzed, for the moment offer just the English course on their University Curriculum. The Master's Degree in the Rehabilitative Sciences of Health Professions University Curriculum instead, offers 5 different subjects in English:

- The Internationalization Of Academic Organizations And Emi Project
- Work And Organizational Psychology
- Professional Practice Methodology In Rehabilitation
- Systemic Rehabilitation Of Facial Palsy
- English course

For a total of 25 CFU. A further course could potentially be delivered in English, thus bringing the subjects at 6 and the CFU at 28, to provide the students with even greater elements of internationalization. This course could be the Problem-Based -Learning course (PBL) which would present the right credentials to be delivered in English, but which still appears in the University Curriculum as a course delivered in Italian.

How many Erasmus Agreements are offered?

In relation to the number of Erasmus+ conventions, and the number of students expected in Erasmus+ mobility, the data collected are shown in the chart below:

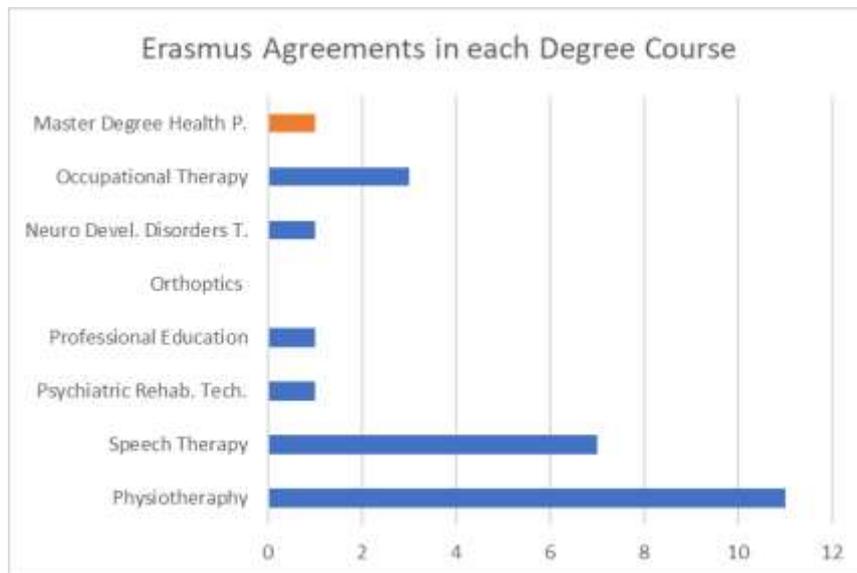
Degree Courses	Nr. Erasmus Agreem.	Nr. Students
Physiotherapy	11	22
Speech Therapy	7	14
Psychiatric Rehab. Tech.	1	2
Professional Education	1	2
Orthoptics	0	0
Neuro Devel. Disorders T.	1	2
Occupational Therapy	3	6
Master Degree Health P.	1	2

* Podiatry degree not activated at UniPD

Chart 2. Nr. of Erasmus+ conventions, and nr. of students expected in Erasmus+ mobility

In this chart we can notice how the great work of affiliation carried out by degree courses such as Speech Therapy and Physiotherapy has allowed these two courses to offer to the students numerous Erasmus mobility locations in European Universities that potentially give to a large number of students the opportunity to study abroad. The Speech Therapy course specifically in 2024 will also add two new other additional Erasmus locations to their list, increasing the number of affiliations to 9. The Orthoptist degree, nowadays it does not present Erasmus agreements, but the procedures of Affiliation with the University of Paris are underway, to provide in the academic year 2024-'25 the possibility of Erasmus mobility to 2 students. The Occupational Therapy Course with 3 affiliated locations offers good alternatives in favor to its students. The Master's Degree in the Rehabilitative Sciences of Health Professions, instead offers only one Erasmus location (Antwerp), and this will negatively affect the final internationalization evaluation score, as we will see later in the course of the analysis.

The number of Erasmus agreements for the year 2022/23, previously described is visually shown in the graph below:



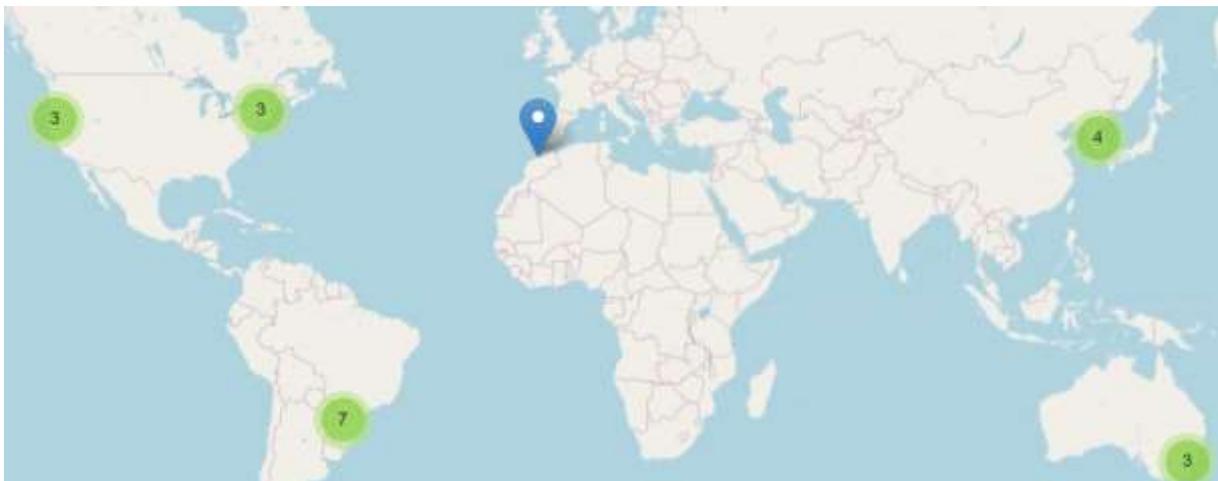
* Podiatry degree not activated at UniPD

Picture 1. Nr. of Erasmus+ conventions at each Health Profession Degree Course.

The graph above visually shows the difference in the number of offers in relation to the Erasmus+ locations of the various degree courses under analysis, highlighting the clear difference in offers between Speech Therapy and Physiotherapy, compared to other courses.

How many Ulysses Agreements are offered?

In relation to the number of Agreements and different locations concerned to the Ulysses Program, the distribution of affiliated Universities with the Degree Courses placed in analysis, follows globally the distribution illustrated below:



Picture 2. Map of Erasmus+ & Ulysses Program Partners around the world for the selected 7 Health Professions.

www.service4mobility.com/europe/PortalServlet?identifier=PADOVA01

The data collected in relation to the number of Ulysses Agreements, and their distribution around the world, are shown in the chart below:

Degree Courses	TOT Ulysses	North America	South America	Oceania	Africa	Asia
Physiotherapy	21	6	7	3	1	4
Speech Therapy	21	6	7	3	1	4
Psychiatric Rehab. Tech.	20	5	7	3	1	4
Professional Education	20	5	7	3	1	4
Orthoptics	20	5	7	3	1	4
Neuro Devel. Disorders T.	20	5	7	3	1	4
Occupational Therapy	20	5	7	3	1	4
Master Degree Health P.	18	3	7	3	1	4

* Podiatry degree not activated at UniPD

Chart 3. Nr. of agreements and different locations related to the Ulysses Program.

Data collected from: www.service4mobility.com/europe/PortalServlet?identifier=PADOVA01

Ulysses locations are related to the University Department which the Degree Course of the Health Professions belongs to. The classes of Rehabilitative Health Professions, are included in the Department of Medicine. Physiotherapy and Speech Therapy offers 21 affiliates Universities belonging to the Ulysses program, including 6 Agreements in North America, unlike the other Health Professions Degrees that offer only 5 affiliate locations to the program for North America. The rest of the locations match among the other degrees. This happens because most affiliations transversally influence this data, created like University Department affiliations and not linked to the single degree course. The same regulation is applied to the Master's Degree on the Rehabilitative Sciences of Health Professions, which benefits from the affiliations obtained transversally by the Department of origin, but without there being specific agreements or privileged contacts between the degree and the various corresponding Ulysses locations. The Master's Degree of the Rehabilitative Sciences of Health Professions belonged until last month to the Department of Molecular Medicine, while from the end of March 2023, the Master's Degree belongs to the Department of Cardio-Thoraco-Vascular Sciences and Public Health. For this reason, agreements in North America differ significantly from the health professions, precisely because of the lack of correspondence between the University Departments of origin.

How many places are reserved for enrolment in the degree course for non-EU students?

In relation to the number of places reserved for enrolment of non-EU students, the data collected are shown in the chart below:

Degree Courses	Extra Ue Students	Chinese (Marco Polo Pr.)
Physiotherapy	5 out of 107	1
Speech Therapy	1 out of 30	0
Psychiatric Rehab. Tech.	1 out of 25	0
Professional Education	4 out of 50	1
Orthoptics	1 out of 15	0
Neuro Devel. Disorders T.	3 out of 20	1
Occupational Therapy	0	0
Master Degree Health P.	0	0

* Podiatry degree not activated at UniPD

Chart 4. Nr. enrollment reserved for Extra UE Students at each Health degree, and number of places in Marco Polo Program

In this chart we can notice that, on average, the places reserved for the enrolment of non-EU students are 1 every 25 students. The Professional Educator Degree offers 2 places for non-EU student every 25 students. Of these places, one is reserved, according to the Marco Polo program, for a Chinese student. Also one of the 5 enrollments reserved for non-EU students related to the Physiotherapy degree is reserved for a Chinese student, as well as for the Neuro Developmental Disorders Therapist Degree that reserves a place for a Chinese student as included in the Marco Polo Program.

The Physiotherapy degree course takes place in 4 separate locations Padua, Venice, Schio, and Conegliano. The Padua campus reserves 2 enrollments for non-EU students, (one for a Chinese student) out of 28 available (if there are no enrolments of Chinese students, 2 students are enrolled from the non-EU ranking). Venice Physiotherapy offers 1 Extra EU enrollment out of 25; Schio and Conegliano one out of 27. For a total of five out of 107 enrollments.

This data does not offer a great contribution in relation to the internationalization of a degree course. Obviously it brings an international factor, but not advantageous for communicative or linguistic purposes, as almost all the extra UE students enrolled speak a good Italian or they adapt to speak in Italian and not in their foreign language, or in English.

*Evaluation of the TOTAL Internationalization Value for the Rehabilitative Health Profession
Degree Courses at the University of Padua.*

As highlighted in the first chapter, the bibliography provides a direct reference to the importance of using English as a Medium Instruction, in order to foster international skills and a global vision of students. As specified in the EMI principles and in the intent of the Bologna Process, the aim of the European Institutions and of European Universities, is to encourage and increase the use of English as a language of higher education, in order to get closer to international standards. For this reason, within this study we have tried to assign scores to the Degree Courses included in the analysis, highlighting situations where there is actually a potential or effective use of the English language, in relation to the potential of internationalization of the Course. The chart below shows a preliminary result of the internationalization total score simply by adding the scores obtained in the survey without distinction in relation to the contribution they make in terms of use of the English language.

Degree Courses	NR. SUBJECTS	CFU	Nr. Erasmus Agreem.	Nr. Students	TOT Ulysses Agreem.	TOTAL
Physiotherapy	1	3	11	22	21	58
Speech Therapy	1	3	7	14	21	46
Psychiatric Rehab. Tech.	1	3	1	2	20	27
Professional Education	1	3	1	2	20	27
Orthoptics	1	3	0	0	20	24
Neuro Devel. Disorders T.	1	3	1	2	20	27
Occupational Therapy	1	3	3	6	20	33
Master Degree Health P.	5	25	1	2	18	51

Chart 5. Balance between subjects taught in English and Erasmus/Ulysses Agreements, and preliminary total score (WITHOUT COEFFICENTS OF INT.)

As can be seen from the chart, the direct evidence of the courses that have carried out actual work in terms of internationalization is quite direct. The Bachelor's degree compensates for the lack of English subjects with a high number of Erasmus Agreements locations, while the Ulysses Agreements cover all the degrees across the board.

As we can see from the chart, the lack of Erasmus and Ulysses Agreements for the Master's Degree, is appropriately compensated from the number of subjects delivered in English and by the corresponding CFU (University Credits). Giving as a result, a good Internationalization score that makes this degree score wise, the one with the higher score in terms of

internationalization in the health professions. It's then evident that the course of Speech Therapy, Physiotherapy and the Master's Degree in Rehabilitative Health Professions differs from the other degrees in terms of Internationalization, obtaining a better score.

These scores would be obtained if each element was assigned a score of 1 for each answer collected. Instead, it was necessary to insert coefficients, in order to reduce the influence of certain scores that didn't bring a benefit to the study in terms of use of the English language. An example of this detail is the number of Ulysses Agreements with South America, or Africa, but this reasoning will be adequately explained in the next paragraph. It was therefore decided to decrease the influence of these values, assigning them a 0,5 coefficient.

The decrease in the overall final Internationalization score, caused by this adjustment of the coefficients, however, will not affect the previously viewed distribution of internationalization totals. Slightly modulating the distribution of data, but not substantially modifying the difference resulted between the various Degree Courses.

Internationalization coefficients

As mentioned in the previous paragraph, not all the parameters evaluated in the study determine an equal contribution to the level of internationalization of a degree course, in relation also to the use of the English language. For the evaluation of the overall internationalization score, we therefore tried to give a slightly lower weight to the various components that do not cause an effective contribution in terms of use of the English language. For this reason, coefficients of internationalization have been introduced. To better regulate the relationship of these parameters to each other, and to reduce the influence of certain values that have a reduced influence on the effective internationalization of a degree course (calculated as potential or effective use of English).

An example of this reasoning are the Ulysses Agreements in South America, then in countries where Spanish and Portuguese are spoken. This offers an opportunity for the internationalization of the degree, but doesn't make contributions to the actual use of the English language, as evaluated in this thesis. The same is applied to non-EU students as

specified in the previous paragraphs. These students end up improving their Italian skills rather than making a contribution on the internationalization of the degree or in the use of the English language. For these reasons, we have assigned an internationalization coefficient of 0.5 to these data (in order to lower their influence compared to other data), as they do not make an effective contribution to the topic investigated. For the Ulysses Agreements with North American, Australian and Asian Universities the assigned coefficient was 0.8 as they potentially offer a real contribution to the internationalization of the course, but in practice they are rarely used and activated, so in reality they offer only a potential contribution. Being then often a potential advantage as already mentioned as transversal Agreements signed by the University Department rather than for direct contacts between degree courses.

Overall, therefore, the coefficients assigned to calculate the final value of Internationalization of a Degree in Health Professions, are as follows:

- Coefficient 1 for subjects performed in English. Because it allows teaching to students from foreign locations and the improvement of the comprehension and production skills of the students of the degree.
- Coefficient 1 for Erasmus locations and for the potential number of Erasmus mobility. Because it allows the effective exchange of students
- Coefficient 0.8 for Ulysses Agreements with North America, Australia, Asia. Because there is the assumption of speaking English. Only for outgoing students. The exchange is not provided. Potentially offers contribution to internationalization.
- Coefficient 0,5 for Ulysses Agreements with Africa (Morocco-French) South America (Spanish or Portuguese language is spoken). Also locations that are difficult to access. Only for outgoing students. The exchange is not provided.
- Coefficient 0.5 for the number of enrolments for non-EU students. Because allows the reception of students, even if with the difficulties of adhesion by the countries involved. Only for incoming students. Often they are Italian speakers.

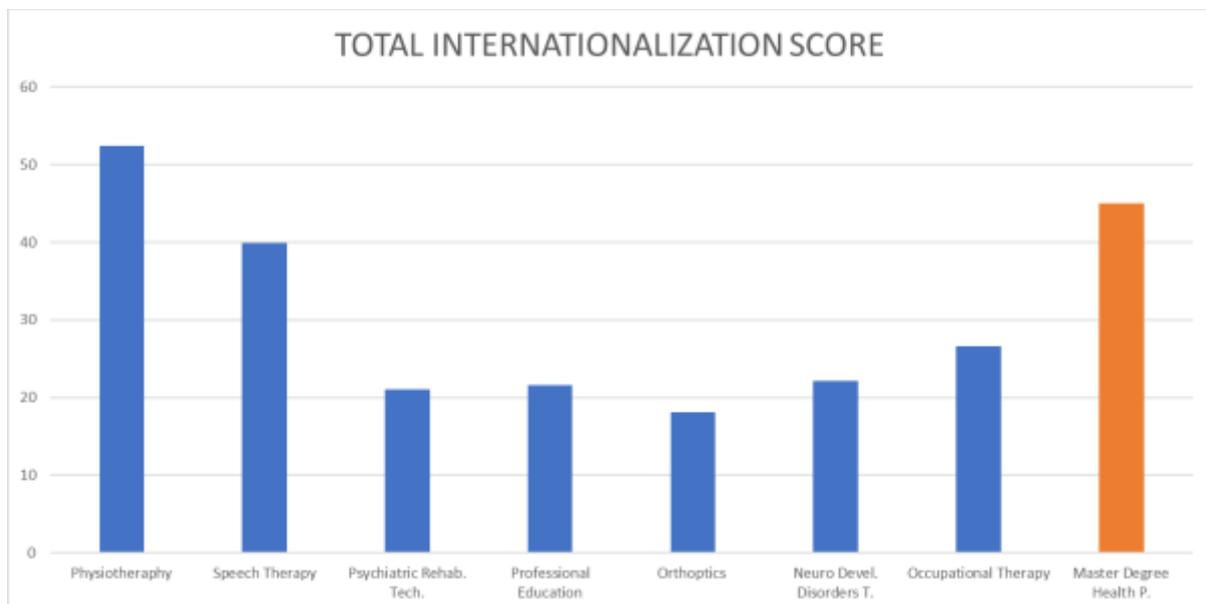
On these bases, the values obtained by adding the various categories, multiplied by the corresponding Internationalization Coefficient, are as follows:

Degree Courses	TOT INTERNATIONALIZATION SCORE
Physiotherapy	52
Speech Therapy	40
Psychiatric Rehab. Tech.	21
Professional Education	22
Orthoptics	18
Neuro Devel. Disorders T.	22
Occupational Therapy	27
Master Degree Health P.	45

* Podiatry degree not activated at UniPD

Chart 6. Final Score of Internationalization of the Rehabilitative Health Professions

The result we have obtained is the Final Score of Internationalization of the Rehabilitative Health Professions of the University of Padua. The scores distribution is represented in the graphic below:



* Podiatry degree not activated at UniPD

Picture 3. Total Internationalization Score of the Rehabilitative Health Professions

Even after the inclusion of the internationalization coefficients, as described above, the courses that have a higher level of internationalization are Speech Therapy and Physiotherapy, where the absence of subjects taught in English is compensated by numerous Erasmus Agreements and international relations.

The Master's Degree in Rehabilitative Health Professions instead obtains a high score, thanks to the numerous credits of subjects that can be delivered in English.

Concerning the other health professions, however, the addition of internationalization coefficients has ensured that the values obtained at a first analysis differ slightly from the previous, obtaining scores more reliable with the actual level of internationalization of each individual degree.

The final result of the quantitative analysis demonstrates how the degrees of Speech Therapy, Physiotherapy and the Master's Degree in Rehabilitative Health Profession obtained a higher internationalization score; this because they are more involved in activities that give at the degree an internationalization character. The remaining degree courses of the health professions were found to have a more basic internationalization profile.

4.2 Qualitative Analysis

The results obtained in relation to the qualitative analysis performed are now exposed. Through an open question carried out throughout interviews made to the coordinators of each degree course, in relation to the type of relationships that the degrees have with foreign Universities, it was possible to obtain the data described in the next paragraph. The Speech Therapy Degree was the one that provided numerous elements of analysis in relation to the question performed and that will now be exposed. From the interviews performed, the following elements have been caught in relation to every single Degree placed under analysis.

Bachelor in Physiotherapy

The Bachelor in Physiotherapy offers to its students 11 Erasmus+ different Agreements for a potential mobility of 22 students. The agreements are made with the following Universities: Brussels and Antwerp in Belgium; Tarragona, Badajoz, Malaga, Bilbao and Madrid in Spain; Grenoble in France; Athens in Greece; Lugano in Switzerland, and the last agreement recently added is with Finland. The relations with the Universities with an agreement are mostly formal (sending documents or mails), apart from Finland whose relations, although recent, are very significant, and with Lugano University, where relations are considerably good, and include visits by incoming and outgoing teachers, as well as the implementation of shared projects. In relation to the Ulysses agreements, the degree in physiotherapy has more concrete and substantial contacts only with the Seton Hall University located in South Orange, New Jersey, USA, in comparison to the other Ulysses Agreements. The subjects of the degree are all taught in Italian with the exception of the English course. The enrollments reserved for non-EU students are 5 on 107 divided in the 4 locations. The degree in Physiotherapy therefore obtains a good score in terms of internationalization, in relation to the numerous Erasmus Agreements and international contacts undertaken and in relation to the other parameters exposed.

Bachelor in Psychiatric Rehabilitation Technique

At the Bachelor in Psychiatric Rehabilitation Technique all the subjects of the degree are taught in Italian with the exception of the English course. The bachelor actually has one Erasmus+ Agreements active. This year is the first year of experience with an active Erasmus Agreement. The Agreement is made with the University of Bergen in Norway, for a potential mobility of 2 students. The relations with this University are mostly formal (sending documents or mails). The enrollments reserved for non-EU students is 1 out of 20 students.

Bachelor in Professional Education

Also at the Bachelor in Professional Education all the subjects of the degree are taught in Italian with the exception of the English course. The bachelor actually has one Erasmus+ Agreements active with the Spanish University of Castilla La Mancha, for a potential mobility of 2 students. The relations with this University are mostly formal (sending documents or mails). The enrollments reserved for non-EU students are 4 out of 50 students.

Bachelor in Therapy of Neuro and Psychomotricity of the Developmental Age

The Bachelor in Therapy of Neuro and Psychomotricity of the Developmental Age offer all the subjects of the degree taught in Italian with the exception of the English course. The bachelor actually has one Erasmus+ Agreements active with the Spanish University of Barcelona, for a potential mobility of 2 students. The relations with this University are mostly formal (sending documents or mails). The enrollments reserved for non-EU students are 3 out of 20 students.

Bachelor in Occupational therapy

The Bachelor in Occupational therapy offers all the subjects of the degree taught in Italian with the exception of the English course. The bachelor actually has 3 Erasmus+ Agreements active: Antwerp in Belgium, Oulu University in Finland and Lugano in Switzerland. The relations with these Universities are mostly formal (sending documents or mails), but with Lugano the relations are considerably good, including visits by incoming and outgoing teachers, as well as the implementation of shared projects.

Bachelor in Orthoptics and ophthalmological assistance

At the Bachelor in Orthoptics and Ophthalmological Assistance all the subjects are taught in Italian with the exception of the English course. The bachelor actually hasn't any Erasmus+ Agreements active, but they are going to activate the procedures for signing the Agreement with the University of Paris for the academic year 2024/25. The relations with this University are mostly formal for the moment, aimed to create the Agreement in 2024. The enrollments reserved for non-EU students is 1 out of 15 students.

Bachelor in Speech Therapy

The Bachelor in Speech Therapy offers to its students 7 Erasmus conventions for a potential mobility of 14 students. Two further conventions are about to be activated, bringing them to a total of 9 in 2024. There are 3 Erasmus locations in Belgium: Brussels, Kortrijk, Antwerp. Two in Spain: Valladolid, San Cristobal de la Laguna. One in Germany: Aachen. One in Holland: Eindhoven. With the University of Antwerp (Thomas More Mechelen University) the relations are considerably good. Moreover, a Summer School will be organized with this University in 2023. At the Summer School the Speech Therapy Degree of the University of Padua will represent Italian Speech Therapy Universities Degrees. The Speech Therapy degree course at the University of Padua, in fact, is part of a consortium of Speech Therapy degree courses formed by 19 countries mainly in Europe, and some non-EU countries including the American Seton Hall University (New Jersey; Ulysses partner), Hong Kong Shenzhen and Taiwan. The Thomas More Mechelen University is the headquarter and founder of the consortium (Participants of the consortium SLP-IN shown in Attachment 2).

The Speech-Language Pathology International Network (SLP-IN) is a consortium of 19 SLP-departments across the world devoted to advancing the profession of SLP by networking through education, research and professional practice. The consortium is a group of work that carries out a Summer School per year for a meeting between the degree courses participating in the consortium. The location of the summer school changes every year and corresponds to one of the campuses of the consortium members.

With the Erasmus countries participating in this consortium, therefore, contacts and relationships are frequent: the Universities of Aachen, Brussels, Antwerp and Eindhoven participate in the summer school, and frequent contacts with meetings are also supported with Kortrijk University. With the University of Eindhoven (Stichting Fontys) also with thesis students exchange. The types of contact therefore include meetings, seminars with incoming and outgoing teachers, exchange of theses and thesis students in addition to the summer school. Relations with the Spanish universities are formal.

Seton Hall University is the only one of the Ulysses Agreements with which relations are important, firstly for its inclusion in the consortium and in the Summer School, and also for the organization of seminars during this event, as well as for outgoing students that frequently choose this University as destination. After the Covid pandemic, the relations have slightly decreased, but in any case, Padua has sent students for outgoing internship courses, while there have not yet been incoming students.

In relation to internationalization, the next objective of the course is to include some subjects in English, also to create new Agreements with foreign Universities. For example, an agreement with the Trinity College of Dublin cannot be created unless some courses are provided in English. This happens because at the moment all the subjects of the course are taught in Italian with the exception of the English course. The Speech Therapy Degree is then therefore working with the teachers to identify the most suitable subjects to be taught in English, so as not to misrepresent the subject with the change of language. Certainly phonetic and phonological subjects that depend on the Italian language are not adequate to this purpose, but other suitable subjects that can serve the goal of internationalization. The second element to find is to have teachers who have qualifications and English skills, such as speech therapists with international doctorates for example.

The elements that emerged during the interviews and from the qualitative analysis, especially in relation to the speech therapy course, doesn't seem so evident from the quantitative analysis. Instead, they are very important after being evaluated from a qualitative point of view, thus highlighting the importance of this second type of analysis for the overall result of the study.

Master's Degree on the Rehabilitative Sciences of Health Professions

The Master's Degree on the Rehabilitative Sciences of Health Professions offers a considerable number of courses in English as we have exposed in the previous analysis (five subjects for a total of 25 CFU). Showing a clear difference from the standard of the Bachelors in Health Professions. The Master's Degree however has only an Erasmus agreement with the University of Antwerp, for a potential mobility of 2 students. At the same time, the Ulysses Agreements are active only for the opening of the University Department in this way, and not because there are further dedicated relationships with the specific foreign Universities. Any contacts with foreign universities are therefore mostly formal.

The Master's Degree obtains then a high score in terms of internationalization for the aforementioned elements that characterize it.

5 Conclusions

In this study, the Internationalization levels of Degree Courses in Health Professions were calculated through a semi-structured interview with the degree coordinators, in relation to the identified parameters, which were: the number of subjects delivered in English, the relative number of credits corresponding to the subjects delivered in English, the availability of places for the enrolment of non-EU students, the number of Erasmus+ agreements and the relative number of students expected in mobility, as well as the evaluation of the potential availability of international University locations offered by the Ulysses Program. As a result, we have obtained that all the Bachelor's degrees analyzed, for the moment offer just the English course on their University Curriculum. The Curriculum of the Master of Sciences Rehabilitative of Health Professions, offers, instead 5 different subjects in English.

In the comparison between the various bachelors of the health professions, it was highlighted the great work of affiliation carried out by degree courses such as Speech Therapy and Physiotherapy that have allowed these two courses to offer to their students numerous Erasmus mobility locations in European Universities, that potentially offers at a large number of students the opportunity to study abroad. The Master of Science Rehabilitative of Health Professions offers, instead, only one Erasmus location, and this negatively affects the final internationalization score. In relation to the Ulysses Program, all the Degrees analyzed benefit, on the point of view of internationalization, from the affiliations obtained transversally by the University Department of origin, but without there being specific agreements or privileged contacts between the majority of the Ulysses Universities.

The Bachelor's degree then compensates for the lack of English subjects with a high number of Erasmus Agreements locations, while the Ulysses Agreements cover all the degrees transversely. The lack of Erasmus and Ulysses Agreements for the Master's Degree, is compensated by the number of subjects delivered in English and by the corresponding CFU, giving as a result, a good Internationalization final score that makes this degree at the level of the courses with a higher score in terms of internationalization in the Health Professions analyzed.

Even after the inclusion of the internationalization coefficients, as described in the previous chapter, the Degrees that have a higher level of internationalization were Speech Therapy and Physiotherapy, where the absence of subjects taught in English is compensated by numerous Erasmus Agreements and international relations; and Master's Degree in Rehabilitative Sciences of Health Professions that obtains a high score, thanks to the numerous credits of subjects that are delivered in English. Concerning the other Health Professions Degree Courses of the University of Padua, the addition of internationalization coefficients has ensured that the values obtained at a first analysis differ slightly from the previous, obtaining scores more reliable with the actual level of internationalization of each individual degree.

The final result of the quantitative analysis demonstrates how the degrees of Speech Therapy, Physiotherapy and the Master's Degree in Rehabilitative Science of Health Professions obtained a higher internationalization score because more involved in activities that give at the degree an internationalization character. The remaining Degree Courses of the Health Professions were found to have a more basic internationalization profile.

After the qualitative analysis made, we can say that the Speech Therapy Degree was therefore the one that most wanted to reach an international profile. The Degree is part of an international Consortium of Speech Therapy, with the participation also in a Summer School. This Bachelor provides then, also to our study important indications on the direction they are going to take, in order to increase the subjects that can be delivered in English and show a clear direction to follow to try to reach an international dimension, also for the organization of future academic years in relation to an International University Curriculum that has to become a target of each Degree of the Health Professions.

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Attachments

Attachment 1

ULYSSES AGREEMENTS

Ulysses Agreements for the UNIPD degree courses of Physiotherapy and Speech Therapist.

UNIVERSIDADE DE PASSO FUNDO	South America	Brazil	Sao José
UNIVERSIDADE FEDERAL DE SANTA CATARINA	South America	Brazil	Florianopolis
PONTIFICIA UNIVERSIDADE CATOLICA DO PARANA' - PUCPR	South America	Brazil	Curitiba
UNIVERSIDADE DE SAO PAULO	South America	Brazil	Sao Paolo
UNIVERSIDADE DO ESTADO DA BAHIA	South America	Brazil	El Salvador
UNIVERSIDAD DIEGO PORTALES	South America	Chile	Santiago
UNIVERSIDAD NACIONAL DE CUYO	South America	Argentina	Mendoza
BOSTON UNIVERSITY	North America	USA	Boston
UNIVERSITY OF CALIFORNIA	North America	USA	Oakland
UNIVERSITY OF CALIFORNIA SANTA CRUZ	North America	USA	Santa Cruz
SETON HALL UNIVERSITY	North America	USA	South Orange
CONCORDIA UNIVERSITY	North America	Canada	Montreal
UNIVERSITY OF BRITISH COLUMBIA	North America	Canada	Vancouver
THE UNIVERSITY OF SYDNEY	Australia/Oceania	Australia	Sydney
UNIVERSITY OF NEW SOUTH WALES	Australia/Oceania	Australia	Sydney
MONASH UNIVERSITY	Australia/Oceania	Australia	Melbourne
RENMIN UNIVERSITY OF CHINA	Asia	China	Beijing

WASEDA UNIVERSITY	Asia	Japan	Tokyo
KOREA UNIVERSITY	Asia	South Korea	Seoul
UNIVERSITY OF SEOUL	Asia	South Korea	Seoul
UNIVERSITÉ INTERNATIONALE DE RABAT	Africa	Morocco	Rabat

Ulysses Agreements for the other 5 UNIPD rehabilitative health professions degree courses

UNIVERSIDADE DE PASSO FUNDO	South America	Brazil	Sao José
UNIVERSIDADE FEDERAL DE SANTA CATARINA	South America	Brazil	Florianopolis
PONTIFICIA UNIVERSIDADE CATOLICA DO PARANA'	South America	Brazil	Curitiba
UNIVERSIDADE DE SAO PAULO	South America	Brazil	Sao Paolo
UNIVERSIDADE DO ESTADO DA BAHIA	South America	Brazil	El Salvador
UNIVERSIDAD DIEGO PORTALES	South America	Chile	Santiago
UNIVERSIDAD NACIONAL DE CUYO	South America	Argentina	Mendoza
BOSTON UNIVERSITY	North America	USA	Boston
UNIVERSITY OF CALIFORNIA	North America	USA	Oakland
UNIVERSITY OF CALIFORNIA SANTA CRUZ	North America	USA	Santa Cruz
CONCORDIA UNIVERSITY	North America	Canada	Montreal
UNIVERSITY OF BRITISH COLUMBIA	North America	Canada	Vancouver
THE UNIVERSITY OF SYDNEY	Australia/Oceania	Australia	Sydney
UNIVERSITY OF NEW SOUTH WALES	Australia/Oceania	Australia	Sydney
MONASH UNIVERSITY	Australia/Oceania	Australia	Melbourne

UNIVERSITY OF SEOUL	Asia	South Korea	Seoul
RENMIN UNIVERSITY OF CHINA	Asia	China	Beijing
WASEDA UNIVERSITY	Asia	Japan	Tokyo
KOREA UNIVERSITY	Asia	South Korea	Seoul
UNIVERSITÉ INTERNATIONALE DE RABAT	Africa	Morocco	Rabat

Ulysses Agreements for the Master's Degree in the Rehabilitative Sciences of Health Professions.

UNIVERSITÉ INTERNATIONALE DE RABAT	Africa	Morocco	Rabat
RENMIN UNIVERSITY OF CHINA	Asia	China	Beijing
WASEDA UNIVERSITY	Asia	Japan	Tokyo
KOREA UNIVERSITY	Asia	South Korea	Seoul
UNIVERSITY OF SEOUL	Asia	South Korea	Seoul
THE UNIVERSITY OF SYDNEY	Australia/Oceania	Australia	Sydney
UNIVERSITY OF NEW SOUTH WALES	Australia/Oceania	Australia	Sydney
MONASH UNIVERSITY	Australia/Oceania	Australia	Melbourne
CONCORDIA UNIVERSITY	North America	Canada	Montreal
UNIVERSITY OF BRITISH COLUMBIA	North America	Canada	Vancouver
BOSTON UNIVERSITY	North America	USA	Boston
UNIVERSIDAD DIEGO PORTALES	South America	Chile	Santiago
UNIVERSIDAD NACIONAL DE CUYO	South America	Argentina	Mendoza

UNIVERSIDADE DE PASSO FUNDO	South America	Brazil	Sao José
UNIVERSIDADE FEDERAL DE SANTA CATARINA	South America	Brazil	Florianopolis
PONTIFICIA UNIVERSIDADE CATOLICA DO PARANA'	South America	Brazil	Curitiba
UNIVERSIDADE DE SAO PAULO	South America	Brazil	Sao Paolo
UNIVERSIDADE DO ESTADO DA BAHIA	South America	Brazil	El Salvador

Attachment 2

The Speech-Language Pathology International Network (SLP-IN) partner institutes:

Austria | FH Joanneum University of Applied Sciences

Belgium | Haute Ecole Léonard de Vinci

Belgium | Thomas More University of Applied Sciences (coordinator)

Belgium | Vives University of Applied Sciences

Finland | University of Turku

Germany | RWTH/Aachen University

Greece | TEI of Western Greece

Hong Kong | The Education University of Hong Kong

Ireland | Trinity College Dublin

Italy | University of Padova

Malta | University of Malta

Spain | University of Valladolid

Sweden | Karolinska Institute

Sweden | University of Gothenburg

Taiwan | National Taipei University of Nursing and Health Sciences

The Netherlands | Fontys University of Applied Sciences

The Netherlands | Hanze University of Applied Sciences

The Netherlands | Zuyd University of Applied Sciences

USA | Seton Hall University