

# Executive Order on the Bachelor of Physiotherapy Degree Programme

13. august 2008

Pursuant to Section 22(1) and Section 30 in Act no. 207 of 31 March 2008 about practical degree programmes and Bachelor's degree programmes and Section 59 in Act no. 451 of 22 May 2006 on the authorisation of health professionals and health services and following negotiations with the Minister of Health and Prevention, the following has been determined:

## Part 1

*Aim, structure and duration, etc.*

**§1.** The aim of the Bachelor's degree in physiotherapy is to provide the student with the necessary qualifications to work independently as a physiotherapist and participate in multidisciplinary, professional collaboration upon completion of the degree programme. The degree programme should provide the student with the necessary theoretical and clinical physiotherapeutic qualifications for physiotherapy practice in accordance with societal, scientific and technological developments and the needs of the population (cf. appendix 1).

*Art. 2.* The student is expected to be able to:

1. be responsible for the management of appropriate physiotherapy interventions. This includes the ability to assess the patient, provide an appropriate intervention and communicate this as required.
2. assess the patient and critically analyse the best available evidence for interventions,
3. collaborate with patients, relatives, colleagues and other groups with due respect for the individual's ethnic, cultural, religious and linguistic background,
4. develop and guarantee the quality of physiotherapy services, be innovative, apply existing knowledge in new contexts, and follow, apply and participate in development-based work,
5. continue with professional development after completion of the degree programme.

**§2.** The standard length of the degree programme is 3½ years of full-time study, corresponding to 210 ECTS (European Credit Transfer System) credits. One year of full-time study equals one year of work by a full-time student.

*Art. 2.* The degree programme is divided into terms and modules. The duration of a term is 18-24 weeks, and the term is divided into two modules.

A module is a completed instruction unit. A module comprises theoretical and/or clinical components. Each module includes an assessment of whether the student has acquired the knowledge and skills described for the module in question.

**§3** The degree programme entitles the graduate to use the title of Bachelor of Physiotherapy.

*Art. 2.* The graduate can obtain authorisation by virtue of the Danish Act on the Authorisation of Health Professionals and Health Services.

**§4.** The educational institution offering the degree programme is responsible for the degree programme in its entirety. The clinical education location is responsible to the educational institution for completion of the clinical education in accordance with the guidelines set out by the educational institution.

## Part 2

*Academic content and planning*

**§5.** The knowledge taught in the degree programme is development-oriented and relevant to physiotherapy practice. The degree programme includes knowledge of physiotherapy as well as knowledge of other health science subjects, science subjects, humanities and social science subjects. The degree programme combines and alternates between theoretical instruction and clinical education of increasing difficulty and complexity throughout the degree programme with a view to ensuring the relevance for physiotherapy practice and the development of work-related competences.

*Art.2.* The relevance to physiotherapy practice is achieved via a consistent interplay between values and research in the degree programme and the incorporation of new professional developments in the degree programme.

*Art. 3.* The development-based components of the degree programme are achieved by including relevant results of national and international research, thus ensuring that the degree programme is always based on the most recent knowledge.

*Art.4.* The degree programme is based on an understanding of scientific theory that enables the students to study theories, concepts and methods relating to physiotherapy and other subjects that contribute to

describing, explaining and understanding the specific issues, phenomena and contexts with which and in which the physiotherapist works.

*Art. 5.* Through physiotherapeutic participation, practice and reflection, the student should achieve practical and personal competence to carry out, manage, communicate and develop a physiotherapeutic practice.

*Art. 6.* A variety of study methods aim to support the student's development of independent academic and interpersonal skills, as well as the ability to be innovative in a physiotherapeutic context.

**§6.** The degree programme includes theoretical parts equalling 168 ECTS credits and clinical parts equalling 42 ECTS credits. A multi-professional module corresponding to 15 ECTS credits and an elective module of 10 ECTS credits are part of the degree programme. The degree programme concludes with a Bachelor's project corresponding to 20 ECTS credits.

*Art.2.* Of the theoretical parts of the degree programme, health science subjects account for 118 ECTS, science subjects 25 ECTS, humanities subjects 15 ECTS and social science subjects 10 ECTS.

**§7.** The degree programme includes environmental issues and the interplay between different cultures; to the extent it is relevant to the subject in question.

### **Part 3**

#### *Clinical education*

**§8.** The clinical education is planned so that it moves from the stage of observation via reflection to independent practice. Physiotherapy skills are taught so that the student masters professional skills and practises the ability to independently assess patients and make the appropriate choice of intervention based on the best evidence available.

*Art.2.* The clinical education focuses on people's experiences, conditions and actions in relation to physiotherapy requirements, physiotherapy services and results; on the interaction between patient, relatives and physiotherapist; the student's personal and academic development; and multidisciplinary and multisectorial collaboration.

*Art.3.* The educational institution approves the clinical education locations and plans the clinical education on the basis of the options available.

*Art. 4.* The clinical education locations prepare a description of the clinical education programme in accordance with the guidelines set out in the academic regulations. The description is approved by the educational institution.

**§9.** The educational institution prepares the student for the clinical education programme. The institution prepares an individual study plan in collaboration with the student and the clinical education location. The experience gained in the clinical education programme is subsequently included in the theoretical instruction.

### **Part 4**

#### *Collaboration between the educational institution and the clinical education locations*

**§10.** The educational institution and the clinical education location collaborate to ensure consistency between the theoretical and clinical instruction, and make sure the student acquires the necessary competences during the clinical education. The educational institution is responsible for establishing and maintaining this collaboration.

### **Part 5**

#### *Examinations, etc.*

**§11.** At least one third of the ECTS credits of the degree programme must be documented by externally assessed examinations for each individual student. The degree programme comprises five external examinations. An examination takes place at the end of the second term and the Bachelor's project is completed during the seventh term. The student must pass the examinations of the first three years of the degree programme before completing the Bachelor's project. Other examinations take place as indicated in the academic regulations.

*Art.2.* Clinical education programmes are assessed by either internal or external examinations. The aim of the clinical examinations is to assess the student's clinical competences. An examiner from the educational institution participates in the internal clinical examinations. The performance in an internal clinical examination is assessed as pass/fail. The final clinical examination is assessed by an appointed external examiner.

*Art. 3.* Clinical education programmes are assessed by special examinations if the clinical training programme equals 7 ECTS credits or more. If a module assessed by a clinical examination includes theoretical instruction components (cf. art. 1), the assessment of the theoretical instruction components is included in the clinical examination. Clinical programmes equalling less than 7 ECTS are included in the theoretical examination.

*Art. 4.* In all other respects, tests and examinations are subject to the rules of the executive order on tests and examinations in practical degree programmes (the Examination Executive Order) and the executive order on

marking and other assessments (the Marking Scale Executive Order).

### **Part 6** *Academic regulations*

**§12.** The educational institutions offer the degree programme in accordance with the academic regulations (cf. Appendix 2) that apply to all institutions offering the degree programme (cf. § 13, art. 1).

*Art. 2.* The academic regulations set out the detailed rules for tests and examinations (cf. the Examination Executive Order) and provide a detailed description of the following:

- 1) Content and ECTS credits of the individual subject areas and modules in the degree programme.
- 2) Content, ECTS credits, timetable for and planning of the clinical training.
- 3) Framework and structure of the elective module.
- 4) The multi-professional module.
- 5) Completion of the Bachelor's project.
- 6) Teaching and work methods in the degree programme, including IT instruction.
- 7) Collaboration between educational institution and clinical education locations.
- 8) Criteria for approval of clinical education locations.
- 9) Study plans
- 10) International education.
- 11) Examinations and forms of assessment.
- 12) Compulsory attendance of clinical education.
- 13) Exemptions (credits).
- 14) Other exemptions.

### **§ 13**

*Art. 1.* The academic regulations indicate which of the rules apply to all courses and which apply only to a specific educational institution. In the areas mentioned in Article 12, paragraph 2, nos. 4, 7, 10 and 11 of the academic regulations, the individual institution can set out rules that only apply to the courses offered by that particular institution.

*Art. 2.* The individual institution can determine the rules that apply to the conditions for participation in examinations in the individual modules. Such rules will only apply to the institution in question. The conditions for participation in examinations include the submission of assignments and projects, etc., as well as compliance with the compulsory participation in theoretical instruction.

*Art. 3.* In exceptional circumstances, the institution may grant exemption from the rules in the academic regulations that only apply to the courses offered at the institution in question (cf. paragraph 1).

*Art. 4.* A representative of the students and a representative of the clinical education locations must participate in the drafting and amendments of the part of the academic regulations that only apply to the courses offered at the individual institution in question (cf. paragraph 1). The institution shall determine any transitional rules and regulations.

*Art. 5.* The current academic regulations must be available on the institution's website.

### **Part 7** *Other rules*

**§ 14** Students must complete the degree programme within six years from the start of their studies. This does not include special leave due to childbirth, adoption, military service or UN service, etc. In special cases, the institution can grant exemption from the six-year rule.

**§ 15** The student can bring any decisions by the institution regarding this executive order before the Minister of Education, if the complaint relates to a legal issue. The complaint shall be submitted to the institution within 14 days from receipt of the decision. If the institution upholds its initial decision, the complaint shall be submitted to the Minister of Education accompanied by the institution's reasons and reassessment.

### **Part 8** *Effective date, etc.*

**§ 16** The executive order takes effect on 15 August 2008.

*Art 2.* Executive Order no. 236 of 30 March 2001 on the physiotherapy degree programme is repealed.

*Art 3.* The executive order mentioned in paragraph 2 shall continue to apply to students who commenced their degree programme prior to 15 August 2008.

*Art 4.* In the case of students who commenced their degree programme under the previous regulations (cf. paragraph 2), and who fail to complete their degree programme by 1 August 2012, the institution can draw up transitional regulations with the effect that these students complete their degree programme in accordance with the rules of this executive order.

*The Ministry of Education, 13 August 2008*

For  
TORBEN KORNBECH RASMUSSEN  
Acting Head of Department

/ Cathrine Christensen

of August 2008 to the Executive Order on the Bachelor's Degree in Physiotherapy

### Learning outcome for a Bachelor of Physiotherapy

The learning outcome comprises the knowledge, skills and competences acquired by a Bachelor of Physiotherapy during the degree programme.

#### Knowledge

A newly graduated Bachelor of Physiotherapy should have the following competences:

- 1) knowledge of key areas of physiotherapy theory and practice, including the use of different types of research (scientific knowledge, experience-based knowledge and knowledge of the human body);
- 2) knowledge of physiotherapy theory and methods and the ability to apply this knowledge in professional practice;
- 3) knowledge of healthcare and medical sciences, science, social science and humanities with a view to incorporating relevant knowledge into professional practice;
- 4) knowledge of scientific theories and methods, including literature and information searches, documentation and quality development and the ability to understand methodological aspects with a view to incorporating them appropriately into professional practice;
- 5) knowledge and understanding of legal provisions and ethics applicable to physiotherapy practice and the ability to act accordingly.

#### Skills

A newly graduated Bachelor of Physiotherapy should be able to:

- 1) plan, carry out and assess the effect of coherent and adequate physiotherapy examinations and intervention;
- 2) analyse, assess and diagnose problems with movement and functioning as well as the patient's capacity and resources to take action in connection with these problems;
- 3) identify, prioritise and provide reasons for physiotherapeutic issues; analyse them using relevant theory, methodology and practical experience and contribute constructively to resolving the issues;
- 4) identify realistic goals for physiotherapeutic intervention in collaboration with the patient and in accordance with the patient's life, prerequisites, development potential, wishes and expectations;
- 5) plan and adapt instruction, guidance and advice as regards problems with movement and functioning;
- 6) assess the patient's need for aids and modified activities and on the basis of this academic assessment, recommend and apply for aids; assess the patient's surroundings and help adjust them with a view to supporting and promoting movement and functioning;
- 7) provide reasons for, analyse, interpret and document the chosen actions and solutions on the basis of reasoning, decision-making, documentation and evaluation processes;
- 8) communicate both verbally and in writing with patients, relatives, colleagues and other professional groups in multidisciplinary and multiprofessional collaboration;
- 9) identify, prioritise and provide reasons for physiotherapeutic issues; analyse them using relevant theory, methodology and practical experience and contribute constructively to resolving the issues.

#### Competences

A newly graduated Bachelor of Physiotherapy should be able to:

- 1) independently combine physiotherapy skills with understanding of the different areas of physiotherapy practice;
- 2) define his or her own professional scope of action;
- 3) independently source, critically assess and apply new research in work contexts and participate in development work, implementation and evaluation within the physiotherapy profession;
- 4) critically assess his or her own physiotherapy practice and physiotherapy practice in general;
- 5) adapt to new situations and be innovative when solving problems and making decisions, whether individually or in collaboration with patients or business partners;

- 6) establish a therapeutic relationship with the patient based on existing ethical guidelines and identify and handle ethical dilemmas arising in connection with physiotherapy practice;
- 7) collaborate with patients, relatives, colleagues and other relevant parties regardless of ethnic, cultural, religious and social background;
- 8) coordinate, administer and manage specific physiotherapy services and general healthcare services offered to patients with a focus on health promotion, prevention, rehabilitation and physical activity;
- 9) further develop his or her own knowledge, skills and competences as part of life-long learning, including identifying his or her own learning requirements and assessing the learning outcome;
- 10) be innovative and apply existing knowledge in new contexts as well as follow, apply and participate in development work in the physiotherapy field;
- 11) continue theoretical and further education at a Master's or PhD degree level upon completion of the Bachelor's degree as well as participate in professional specialisation within a narrow professional field.

of August 2008 to the Executive Order on the Bachelor's Degree in Physiotherapy

## Academic Regulations for the Bachelor of Physiotherapy Degree Programme

The academic regulations describe the general profile, structure and ECTS credit distribution of the degree programme. In addition, the academic regulations describe the themes and learning outcome of the 14 modules in the degree programme. The academic regulations are based on a description of the learning outcome the graduate achieves by completing the degree programme.

The academic regulations were prepared with the following aims:

- to educate highly qualified physiotherapists who are able to independently handle tasks in the healthcare sector and related social areas, nationally and internationally;
- to meet future societal requirements for the competences of health professionals and the need for healthcare services;
- to create a common reference point for the different educational institutions' interpretation and development of the degree programme as defined in the executive order;
- to create a basis for collaboration and comparison between institutions, nationally and internationally.

## Contents

### 1 Aim

### 2 Profile of the physiotherapy degree programme

- 2.1 Physiotherapy's scope of activity
- 2.2 Physiotherapeutic knowledge and methods
- 2.3 The academic basis of the physiotherapy degree programme
  - 2.3.1 Physiotherapy subjects
  - 2.3.2 Other health science subjects
  - 2.3.3 Science subjects
  - 2.3.4 Social science subjects
  - 2.3.5 Humanities subjects

### 3 Structure of the degree programme

- 3.1 ECTS credits
- 3.2 Summary of the degree programme and the individual modules
- 3.3 Summary of the distribution of ECTS credits on the different subjects and a timetable for the subjects
- 3.4 Summary of modules and distribution of ECTS credits
  - 3.4.1 Summary of modules with distribution of ECTS credits and method of assessment for modules 1-4
  - 3.4.2 Summary of modules with distribution of ECTS credits and method of assessment for modules 5-8
  - 3.4.3 Summary of modules with distribution of ECTS credits and method of assessment for modules 9-12
  - 3.4.4 Summary of modules with distribution of ECTS credits and method of assessment for modules 13 and 14

### 4 Modules

- 4.1 Module 1
- 4.2 Module 2
- 4.3 Module 3
- 4.4 Module 4
- 4.5 Module 5
- 4.6 Module 6
- 4.7 Module 7

- 4.8 Module 8
- 4.9 Module 9
- 4.10 Module 10
- 4.11 Module 11
- 4.12 Module 12
- 4.13 Module 13
- 4.14 Module 14

## **5 Teaching and work methods**

- 5.1 Theoretical instruction
- 5.2 Clinical training
- 5.3 Academic guidance
- 5.4 Information technology (IT)
- 5.5 Student counselling

## **6 Collaboration between educational institutions and clinical training locations**

## **7 Criteria for approval of clinical training locations**

## **8 Study programmes**

## **9 International education**

## **10 Examinations and assessments**

- 10.1 Overview of assessments in the degree programme
- 10.2 Guidelines for assessments
- 10.3 Special examination conditions

## **11 Compulsory attendance**

## **12 Exemptions (credits)**

## **13 Other exemptions**

## 1 Aims

The physiotherapy profession is a health science profession. The aim of the Bachelor's degree in physiotherapy is to enable the student upon completion of the degree programme to work independently as a physiotherapist and participate in multidisciplinary, professional collaboration. The degree gives access to further education at a Master's and PhD degree level. The degree programme should provide the student with knowledge, skills and attitudes within theoretical and practical physiotherapy in accordance with the societal, scientific and technological development and the population's need for physiotherapy services.

A newly graduated physiotherapist should be able to:

1. carry out, communicate and manage physiotherapy treatment in connection with symptom analysis, diagnosis, training, relief, health promotion, health maintenance, prevention and rehabilitation;
2. assess, provide reasons for and develop the profession from a critical, analytical perspective;
3. collaborate with patients, relatives, colleagues and other professional groups with due respect for the individual's ethnic, cultural, religious and linguistic background, etc.
4. ensure the quality and further development of physiotherapy services, including being innovative, applying research results, applying existing knowledge in new contexts and following and participating in research work;
5. continue qualifying theoretical and clinical further education programmes.

The Bachelor's degree programme in physiotherapy is a tertiary health degree that is a condition for obtaining authorisation to practise the profession. The graduated physiotherapist practises in a variety of general and specialised fields with corresponding requirements to different degrees of generalist and specialist knowledge and skills. The degree programme ensures that the graduated physiotherapist has acquired the fundamental in-depth knowledge, skills and competences required to be able to carry out a wide range of professional services immediately upon completion of the degree.

The basic aim of the degree programme is that the graduates should be able to apply the above-mentioned five basic areas of competences and adapt them to population groups and health issues as the need arises. The newly graduated physiotherapist should be able to identify any lack of personal skills and independently acquire such skills.

The degree programme also gives the student the necessary prerequisites for independently acquiring competences in highly specialised areas or within standard recognised specialist fields of physiotherapy. The newly graduated physiotherapist has developed a fundamental core of professional knowledge, skills and attitudes based on:

- knowledge of human neuro-muscular-skeletal systems, including structural and functional anatomy, physiological functions, pathology and pharmacology and including knowledge of human development with an emphasis on motor development, control and learning throughout life-span and knowledge of the influence of psychosocial and environmental factors on the individual and on society more generally;
- the ability to identify, examine, define and diagnose current or potential health problems, and to assess indications and contra-indications for physiotherapy intervention;
- skills aimed at prevention and treatment through the use of exercise and activity as well as manual techniques, including mobilisation techniques, physical modalities, electrotherapy and other aids, guidance, advice and teaching with a view to developing, maintaining and recreating optimum conditions for movement and functioning. Prevention and treatment is directed towards physical, mental, emotional and social wellbeing based on the patient's resources, wishes and potential for movement and physical activity;s
- skills in applying different perspectives simultaneously and giving them different weight depending on the situation and its development. From one perspective, the newly graduated physiotherapist should be able to view a given issue from a humanistic/social science paradigm which focuses on psychosocial conditions and resources on the basis of an understanding of humans as individuals with agency. From a scientific perspective, the same issue can be viewed from a point of view in which the law of cause and effect is used to explain people's behaviour and bodily functions.

The degree programme gives the student the right to use the title of Bachelor of Physiotherapy.

The graduate can obtain authorisation by virtue of Act no. 451 of 22 May 2006 on the Authorisation of Health Professionals and Health Services.



## **2 Profile of the physiotherapy degree programme**

The degree programme covers physiotherapy research on human movements and functioning, as well as physical, mental, social and existential aspects. It focuses on movement facilitation, exercise; education; touch and communication. Human existence is viewed as a complex interplay between factors within people and their surroundings. The biological body is viewed as a carrier of meaning and experience, a phenomenon and a means of expression

The degree programme uses the WHO's International Classification of Function (ICF) as a frame of reference. The ICF indicates three levels of movement: body functions and structures, activities and participation. Participation includes the concept of handicap, i.e. reduced functioning, which means that the individual is unable to participate in social life and society on a par with others because of the way society is structured.

Based on empirical, experimental, theoretical and practical forms of learning, the degree programme contributes to the student's professional skills by integrating and developing personal and academic competences relevant to physiotherapy practice.

In this way, the degree programme qualifies healthcare professionals to provide physiotherapy services to patients on the basis of theoretical and research-based knowledge, personal values and experience as well as technical and physical skills applied after consideration of all the relevant facts and evidence.

The degree programme includes the examination of new developments that take place in the profession, thus ensuring that the student acquires competences that are relevant to current issues in general physiotherapy practice.

The degree programme involves other parties such as clients and receiver groups, clinical education locations, research institutions and other players.

The ethical basis of the degree programme refers to the ethical guidelines set out by the Association of Danish Physiotherapists and the World Confederation of Physical Therapy (WCPT).

### **2.1 Physiotherapy's scope of activity**

The physiotherapy field comprises a broad range of healthcare services used in the Danish healthcare and social service sectors, both private and public, as well as in primary, secondary and tertiary healthcare. The healthcare services can also target healthcare and social service sectors in other countries. The legal requirement for referral for physiotherapy services (cf. Act no. 451 of 22 May 2006 on the Authorisation of Health Providers and Health Services) has been abolished with effect from 1 January 2007.

Physiotherapists work at private clinics, hospitals, nursing homes, municipal health and rehabilitation centres, psychiatric centres, centres for physical aids, special needs schools and kindergartens as well as institutions involved in health promotion and prevention, e.g. for athletes. To this should be added schools and private sector companies where physiotherapists are either employed or work independently on a freelance basis e.g. in connection with work environment issues.

In the primary and secondary healthcare sectors, physiotherapists work with issues relating to acute hospitalisation of patients and patients with acute or chronic conditions, whether of a medical, surgical, rheumatological, neurological, geriatric or psychiatric nature.

Approximately one third of Danish physiotherapists work in the private sector.

Physiotherapy work targets patients of all age groups whose health is threatened or could become threatened, as well as patients with acute and chronic somatic or mental illnesses. Physiotherapy work is carried out in collaboration with other bodies and individuals whose professional roles or relationships with the patients relate to the physiotherapy field.

Physiotherapy work focuses on movement as an essential component of human activity. The physiotherapist can identify the movement potential of the individual patient and on that basis provide physiotherapeutic intervention aimed at achieving maximum movement and therefore function for the individual. In physiotherapy, special emphasis is placed on training and treatment aimed at optimising the patient's ability to move under the given circumstances. The healthcare services provided by the physiotherapist involve carrying out, managing and providing physiotherapy in the context of symptom analysis, diagnosis, treatment, relief, health promotion, health maintenance, disease prevention and rehabilitation.

### **2.2 Physiotherapeutic knowledge and methods**

The knowledge required of a physiotherapist includes fundamental knowledge of biomedical and physiotherapy sciences coupled with a synthesis of select areas within the natural sciences, the humanities and social sciences.

These select areas are associated with disease models: the biomedical disease model is rooted in the natural sciences; the bio-psycho-social disease model is rooted in the humanities, and the socio-medical disease model is rooted in the social sciences. These disease models complement each other and combine to create the holistic view which is the basis for physiotherapy work.

The theoretical knowledge covered in the degree programme comprises different forms of reasoning and decision-making, manual/instrumental and motor skills as well as knowledge of the human body.

Clinical decision-making and preventive measures use systematic models for clinical reasoning, planning and intervention. The models have corresponding concepts, theories and methods of reasoning. By using these systematic models, the physiotherapist ensures ongoing quality and development both within the individual intervention and in connection with development projects and research.

**Key methods used by the physiotherapist:**

- methods of examination, symptom analysis and diagnosis;
- manual, instrumental and resource-oriented treatment methods;
- methods of adjustment of physical activities and quantification of training; not sure what this means
- reflection and reasoning as systematic methods to guarantee well-considered and well-documented physiotherapy services to patients;
- scientifically sound methods for development of scientific, evidence or practice-based physiotherapy.

**2.3 The academic basis of the physiotherapy degree programme**

The 210 ECTS credits in the degree programme are made up of 168 ECTS credits for theoretical instruction and 42 ECTS credits for clinical training.

Physiotherapy as an area of knowledge comprises knowledge and study of human beings, their movements and functioning. The scientific basis of physiotherapy is health science, the natural sciences, the study of movement, the social sciences and the humanities. The study of movement is used to describe a field of knowledge that combines the sciences and humanities with a special focus on motor development, learning and control. All areas of science are incorporated into physiotherapy practice and provide a number of dialectic perspectives for consideration of the phenomenon of “movement”. Movement is interpreted as the mutual influence of a number of inseparable phenomena on the cellular, anatomical, physiological, psychological and social levels.

The academic skills taught in the physiotherapy degree programme are based on theoretical knowledge, examination and treatment-related skills as well as clinical skills combined with knowledge of science, social science and humanities subjects. On that basis, the student becomes able to select and apply different methods of symptom analysis, treatment and evaluation of outcomes. The theoretical instruction and the clinical training in examination and treatment aim at promoting and supporting the student’s development of this combination of knowledge, skills and competences.

The 168 ECTS credits in the theoretical part of the degree programme are distributed as follows:

**2.3.1 Physiotherapy subjects (97 ECTS credits)**

CONTENT: The physiotherapy subjects comprise: “Physiotherapy theories and methods”, including “Manual tissue examination and treatment”, “Training, movement and knowledge of the human body”, “Elective module”, “Test and validity of assessment methods” and “Scientific theories and methods”. (See summary of ECTS credit distribution under 3.3). The content includes specific physiotherapy focus areas relating to examination, analysis, diagnosis and intervention/treatment, including evaluation and documentation of healthcare services relating to different aspects of movement that are relevant to the individual patient’s life. These aspects include the structures and functions of the body as well as the patient’s level of activity and participation in social contexts and working life. This classification is recommended by the WHO’s *International Classification of Function (ICF)*, which is used as a frame of reference for the degree programme.

AIM: The aim is for the student to develop the necessary competences to independently and responsibly provide carefully thought-through physiotherapy services to patients, based on knowledge of physiotherapeutic concepts, theories and methods that can assist in describing, analysing and assessing the issues, phenomena and contexts with which and in which a physiotherapist works.

The degree programme should help the student develop the necessary competences to identify, analyse, assess, carry out and ensure the quality of preventative measures and treatment in the Danish healthcare sector.

The degree programme should moreover help the student develop the necessary skills to work as an independent physiotherapist.

### **2.3.2 Other health science subjects (21 ECTS credits)**

**CONTENT:** “Pathology and hygiene”, covering general and specific pathology relating to rheumatology, orthopaedic surgery, medicine, neurology and psychiatry. To this should be added areas relating to “Social and work medicine”, “Public health and epidemiology” as well as “Information technology”. (See summary of ECTS credit distribution under 3.3).

**AIM:** The aim is to teach the student to include the aetiology, pathogenesis and symptom complexes of a disease in diagnostics and differential diagnostics as well as in considerations of whether physiotherapeutic intervention is indicated or counter-indicated.

A further aim is for the student to develop competences in observing, assessing and documenting the health condition, health risks, disease symptoms and treatment results of patients. This knowledge also develops the student’s skills in participating in multidisciplinary collaboration.

The subjects should also help the student develop skills in applying knowledge relating to health science theories and methodologies.

### **2.3.1 Science subjects (25 ECTS credits)**

**CONTENT:** The content comprises “Anatomy”, “Physiology”, including biomechanics, and “Scientific methodology” in the field of science. (See summary of ECTS credit distribution under 3.3).

**AIM:** The aim is to teach the student skills in assessing the anatomic, biomechanical and physiological conditions of and changes in the human organism and to take this assessment into account when deciding on physiotherapeutic intervention. Another aim is for the student to develop skills in understanding human development throughout life as a function of people’s interplay with the environment.

The subjects should also help the student develop skills in applying knowledge relating to science theories and methodologies.

### **2.3.1 Social science subjects (10 ECTS credits)**

**CONTENT:** The content comprises “Legislation and administration”, “Sociology”, “Organisation, management and healthcare economy” as well as “Scientific methodology” in the field of social science. (See summary of ECTS credit distribution 3.3).

**AIM:** The aim is to teach the student to consider the influence of social and cultural factors on human conditions and possibilities in the area of health and disease when making decisions about physiotherapeutic intervention. The subjects aim to give the student knowledge about the structure, functions, development and relevant legal provisions of the social and health sectors as well as skills in contemplating, collaborating and acting professionally as a physiotherapist in a multidisciplinary, social, cultural and organisational context.

A further aim is for the student to acquire fundamental knowledge of conditions relating to the establishment of his or her own physiotherapy practice and skills in carrying out advisory and management functions.

The subjects should also help the student develop skills in applying knowledge relating to social science theories and methodologies.

### **2.3.1 Humanities subjects (15 ECTS credits)**

**CONTENT:** The content comprises “Psychology and pedagogy,” “Communication” as well as “Ethics and scientific theory” relating to the field of humanities. (See summary of ECTS credit distribution, point 15).

**AIM:** The aim is to teach the student skills in acquiring insight into and understanding of the living conditions and possibilities of patients and clients. In addition, the student should develop self-knowledge and insight into their own reactions and culture and be able to apply this knowledge to establish an open and unbiased professional relationship with the patient or the client.

A further aim is for the student to develop skills in describing, analysing and assessing human behaviour and reactions and apply these skills in physiotherapeutic practice. The student should develop skills in acting ethically and responsibly with respect for the values, culture, outlooks on life, living conditions, thoughts, behaviour and reactions of others. The student should develop skills in assessing the need for information, guidance and teaching of patients, relatives, healthcare professionals or other relevant parties.

The subjects should also help the student develop skills in applying knowledge relating to theories and methodologies within the humanities.

### 3 Structure of the degree programme

The degree programme is divided into terms and modules. A study year is divided into two terms, which again is divided into two modules.

The course of study consists of 14 modules. Each module equals 15 ECTS credits except for modules 13 and 14, which equal 10 and 20 ECTS credits respectively.

Modules begin in weeks 6, 17, 35 and 46. Module 13 begins in weeks 6 and 35 and module 14 in weeks 12 and 41. The individual educational institution publishes the exact dates when the modules begin.

A module is a complete educational unit with a defined learning outcome that reflects the physiotherapy theme, content and skills taught in the module. A module contains theoretical, practical and instrumental/technical or clinical instruction or a combination of these.

#### 3.1 ECTS credits

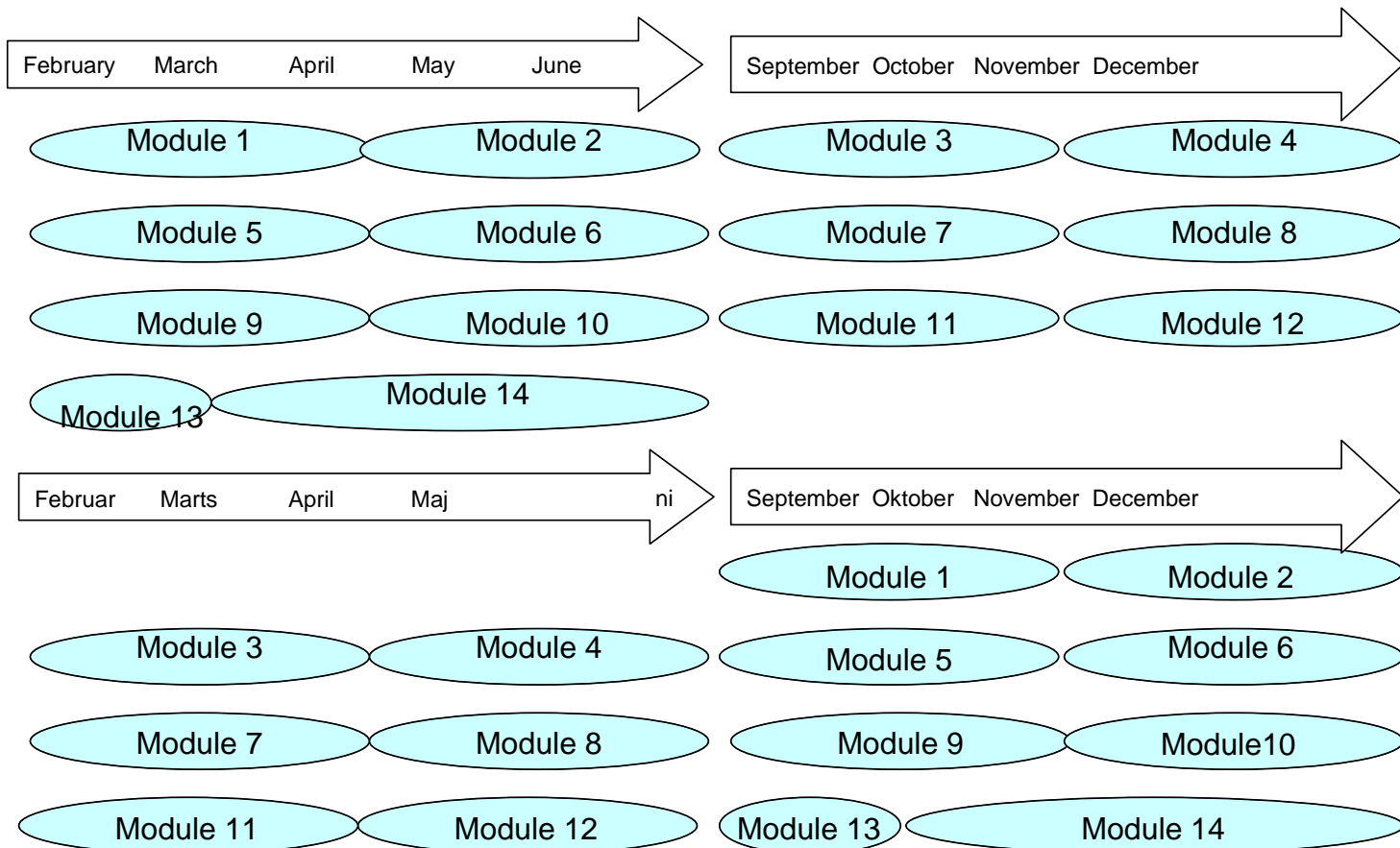
ECTS (European Credit Transfer System) is a standardised system used to indicate the estimated study load (workload) to allow for a comparison of degree programmes both nationally and within Europe and neighbouring countries. The degree programme consists of a total of 210 ECTS credits.

A year of full-time study equals 60 ECTS credits or 1,500-1,800 hours of work. A year of full-time study represents the student's combined study load in terms of theoretical, instrumental/technical and clinical instruction.

The workload comprises preparation, independent study, instruction, follow-up work, assignments, projects and participation in examinations, etc.

#### 3.2 Summary of the degree programme and the individual modules

Fig. 1 shows the timetable for the modules for students commencing around 1 February during the spring term and students commencing around 1 September during the autumn term. In the local addendum to the academic regulations, the individual educational institution stipulates the exact times for commencement and conclusion of the modules.





	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Module 9	Module 10	Module 11	Module 12	Module 13	Module 14	ECTS
<b>Physiotherapy subjects - 97</b>															
PHYSIOTHERAPY THEORIES and METHODS including:	3		4	2	5	5	4	4	1	3	6			10	47
MANUAL TISSUE EXAM and TREATMENT	1	5	2			2		3							13
TRAINING AND MOVEMENT	2		2	3			2	3		1	1				14
ELECTIVE MODULE														10	10
TEST AND VALIDITY OF MEASURING METHODS								2			1				3
<b>Other health science subjects - 21</b>															
PATHOLOGY and HYGIENE	2			1	1	6	2	2							14
SOCIAL and WORK MEDICINE										2					2
INFORMATION TECHNOLOGY	1				1						1				3
PUBLIC HEALTH and EPIDEMIOLOGY					1						1				2
<b>Clinical training - 42</b>	1	3		3			6		14			15			42
<b>Science subjects - 25</b>															
ANATOMY	1	3	3	2		1									10
PHYSIOLOGY	2	1	3	4						1					11
SCIENTIFIC THEORY and METHODOLOGY			1			1		1			1				4
<b>Social science subjects - 10</b>															
LEGISLATION and ADMINISTRATION					2					1					3
SOCIOLOGY					3										3
ORGANISATION, MANAGEMENT and HEALTHCARE ECONOMY										1	1				2
SCIENTIFIC THEORY and METHODOLOGY										1	1				2
<b>Humanities subjects - 15</b>															
PSYCHOLOGY and PEDAGOGY	2	1								3	2				8
COMMUNICATION		2			1					1					4
ETHICS, SCIENTIFIC THEORY and METHODOLOGY					1		1				1				3

### 3.4 Summary of modules and distribution of ECTS credits

#### 3.4.1 Summary of modules with distribution of ECTS credits and method of assessment for modules 1-4

Term 1		Term 2	
Module 1 Physiotherapy: subject, profession and studies	Module 2 Touch, communication and manual tissue work	Module 3 Identification and analysis of movement and activity	Module 4 Physical activity in healthcare and rehabilitation
<b>Physiotherapy subjects</b> Physiotherapy theories and methods 3 Manual tissue exam and treatment 1 Training and movement 2  <b>Health science subjects</b> Pathology and hygiene 2 Information technology 1  <b>Clinical training</b> 1  <b>Science subjects</b> Anatomy 1 Physiology 2  <b>Humanities subjects</b> Psychology and pedagogy 2	<b>Physiotherapy subjects</b> Manual tissue exam and treatment 5  <b>Clinical training</b> 3  <b>Science subjects</b> Anatomy 3 Physiology 1  <b>Humanities subjects</b> Psychology and pedagogy 1 Communication 2	<b>Physiotherapy subjects</b> Physiotherapy theories and methods 4 Manual tissue exam and treatment 2 Training and movement 2  <b>Science subjects</b> Anatomy 3 Physiology 3 Scientific theory and methodology 1	<b>Physiotherapy subjects</b> Physiotherapy theories and methods 2 Training and movement 3  <b>Health science subjects</b> Pathology 1  <b>Clinical training</b> 3 <b>Science subjects</b> Anatomy 2 Physiology 4
<b>Total ECTS credits</b> 15	<b>Total ECTS credits</b> 15	<b>Total ECTS credits</b> 15	<b>Total ECTS credits</b> 15
The module concludes with an <b>internal</b> examination	The module concludes with an <b>internal</b> examination	The module concludes with an <b>internal</b> examination	The module, which equals 15 ECTS credits, concludes with an <b>external</b> examination based on a practical scenario.

### 3.4.2 Summary of modules with distribution of ECTS credits and method of assessment for modules 5-8

Term 3		Term 4	
Module 5 Multidisciplinary module Multidisciplinary profession	Module 6 Examination, diagnostics and differential diagnostics	Module 7 Symptom analysis and treatment	Module 8 Examination and treatment of strain injuries and degenerative conditions
<b>Physiotherapy subjects</b> Physiotherapy theories and methods 5  <b>Health science subjects</b> Pathology and hygiene 1 Public health and epidemiology 1 Information technology 1  <b>Clinical training</b> 1  <b>Social science</b> Legislation and administration 2 Sociology 3  <b>Humanities subjects</b> Communication 1 Ethics and scientific theory 1	<b>Physiotherapy subjects</b> Physiotherapy theories and methods 5 Manual tissue exam and treatment 2  <b>Health science subjects</b> Pathology 6  <b>Science subjects</b> Anatomy 1 Scientific theory and methodology 1	<b>Physiotherapy subjects</b> Physiotherapy theories and methods 4 Training and movement 2  <b>Health science subjects</b> Pathology 2  <b>Clinical training</b> 6  <b>Humanities subjects</b> Scientific theory and methodology 1	<b>Physiotherapy subjects</b> Physiotherapy theories and methods 4 Manual tissue exam and treatment 3 Training and movement 3 Test and validity of measuring methods 2  <b>Health science subjects</b> Pathology 2  <b>Science subjects</b> Scientific theory and methodology 1
<b>Total ECTS credits</b> 15	<b>Total ECTS credits</b> 15	<b>Total ECTS credits</b> 15	<b>Total ECTS credits</b> 15
The module concludes with an <b>internal</b> examination	The module concludes with an <b>internal</b> examination	The module concludes with an <b>internal</b> examination	The module concludes with an <b>external</b> examination.



### 3.4.3 Summary of modules with distribution of ECTS credits and method of assessment for modules 9-12

Term 5		Term 6	
Module 9 Clinical reasoning and decision making	Module 10 Society, healthcare and prevention	Module 11 Quality assurance in the physiotherapy profession through clinical reasoning and treatment	Module 12 Self-employed physiotherapists
<b>Physiotherapy subjects</b> Physiotherapy theories and methods 1  <b>Clinical training</b> 14	<b>Physiotherapy subjects</b> Physiotherapy theories and methods 3 Training and movement 1  <b>Health science subjects</b> Social and work medicine 2 Public health and epidemiology 1  <b>Science subjects</b> Physiology 1  <b>Social science subjects</b> Legislation and administration 1 Organisation, management and healthcare economy 1 Scientific theory and methodology 1  <b>Humanities subjects</b> Psychology and pedagogy 3 Communication 1	<b>Physiotherapy subjects</b> Physiotherapy theories and methods 6 Training and movement 1 Test and validity of measuring methods 1  <b>Health science subjects</b> Information technology 1  <b>Science subjects</b> Scientific theory and methodology 1  <b>Social science subjects</b> Organisation, management and healthcare economy 1 Scientific theory and methodology 1  <b>Humanities subjects</b> Psychology and pedagogy 1 Scientific theory and methodology 2	<b>Clinical training</b> 15
<b>Total ECTS credits</b> 15	<b>Total ECTS credits</b> 15	<b>Total ECTS credits</b> 15	<b>Total ECTS credits</b> 15
The module concludes with an <b>internal</b> clinical examination (pass/fail)	The module concludes with an <b>internal</b> examination	The module concludes with an <b>external theoretical</b> examination	The module concludes with an <b>external</b> clinical examination.

### 3.4.3 Summary of modules with distribution of ECTS credits and method of assessment for modules 9-12

<b>Term 7</b>	
<b>Module 13 Elective module</b>	<b>Module 14 Documentation and development</b>
<b>Physiotherapy subjects</b> Elective subjects 10	<b>Physiotherapy subjects</b> Physiotherapy theories and methods 10 Scientific theory and methodology 10
<b>Total ECTS credits 10</b>	<b>Total ECTS credits 20</b>
The module concludes with an <b>internal</b> examination	The module concludes with an <b>external</b> examination

#### **Total ECTS credits 210**

Physiotherapy subjects	97 ECTS
Health science subjects	21 ECTS
Clinical training	42 ECTS
Science subjects	25 ECTS
Social science subjects	10 ECTS
Humanities subjects	15 ECTS



## 4 Modules

### 4.1 Module 1

#### Physiotherapy: subject, profession and study programme

##### Theme of module

This module aims to **provide** a fundamental understanding of the degree programme, the profession and physiotherapy studies in general. The module therefore aims to provide a basic understanding of the following:

- the phenomena, issues and contexts relating to the field of health sciences in which the physiotherapist works;
- the theoretical basis of physiotherapy and its fundamental view of human beings;
- manual techniques and the methods used to assess locomotive functioning;
- the locomotive apparatus of human beings and their physiological functions;
- physical training and movement as a therapy and a phenomenon.

The module also teaches a number of study skills and work methods as well as the use of information technology. The focus is on the physiotherapist's role as a student and health professional.

##### Learning outcome

After completing the module, the student will be able to:

1. Describe fundamental health issues and the focus areas for the theoretical and practical skills taught in the course, and contribute points of view regarding the basic knowledge and theories, techniques and methods taught, as well as thoughts about their application.
2. Explain basic aspects of man's locomotive apparatus, physiological functions as well as some fundamental pathophysiological functions.
3. Apply the WHO's International Classification of Function (ICF) as a framework for structuring and analysing professional issues in the light of human development throughout life and based on a dialectic view of humanity.
4. Explain fundamental correlations between physiotherapeutic theories and methods and movement as a precondition, goal, method and form of expression in people's lives and actions.
5. Demonstrate selected basic manual skills and the ability to assess locomotive function.
6. Understand the student's own role as a health professional based on ethical and legal guidelines and the concept of patient-centred practice.
7. Identify the student's own learning goals, carry out research based on insight into the structure and progress of the degree programme, and reflect on their own learning process and learning strategies.
8. Participate constructively in the working methods of the course, and play an active role in the instruction, including project and group work.
9. Use basic information technology sources and carry out simple procedures for information searches in selected databases.
10. Explain, apply and respect the principles of good hygiene.

##### Distribution of ECTS credits across key subject areas in module 1

Physiotherapeutic theories and methods	3	Anatomy	1
Manual tissue examination and treatment	1	Physiology	2
Training and movement	2	Psychology and pedagogy	2
Information technology	1	<b>Clinical training</b>	1
Pathology and hygiene 2			

---

Total 15 ECTS credits

##### Assessment

The module ends with an internal theoretical examination.

### 4.2 Module 2

#### Touch, communication and manual tissue work

### Theme of module

This module looks at touch as a means of contact and communication and as a basis for classical massage technique. The module also looks at professional relationships and communication and the interaction between physiotherapist and patient in the context of verbal, non-verbal and physical contact. The module focuses on situation-oriented practice, manual techniques and the related physiological and psychological issues, as well as lifting techniques, work techniques and body awareness. The focus is on the physiotherapist's role as a therapist and communicator.

### Learning outcome

After completing the module, the student will be able to:

1. Examine and assess basic aspects of superficial tissue structures.
2. Identify selected anatomical structures via inspection, palpation and muscle activation.
3. Explain the relative position of selected anatomical structures.
4. Use touch/massage as part of the professional treatment technique and as a means of communication.
5. Plan, carry out and adjust a given massage treatment using classical massage grips, including paying attention to and being aware of the patient in connection with the treatment.
6. Explain hypotheses and causes relating to physical, physiological and mental reactions to touch and massage and be able to react and adjust the physiotherapeutic approach in accordance with these reactions.
7. Use appropriate work techniques in their own work and when lifting patients.
8. Explain considerations relating to collaboration and communication in the context of professional relationships and interaction, and explain health-related communication from different theoretical perspectives.
9. Listen and respond to patients/citizens in a reassuring manner about aspects of the person's life in a given situation.
10. Reflect on the student's own experiences with the use of touch and massage.
11. Reflect on the student's own role in connection with the creation and maintenance of professional relationships.

### Distribution of ECTS credits across key subject areas in module 2

Manual tissue examination and treatment	5	Psychology and pedagogy	1
Anatomy	3	Communication	2
Physiology	1	<b>Clinical training</b>	3

---

Total 15 ECTS credits

### Assessment

The module ends with an internal theoretical examination.

## 4.3 Module 3

### Identification and analysis of movement and activity

#### Theme of module

This module looks at the physiotherapeutic aspects of movement as a goal and a means. The module focuses on identification, analysis and assessment of patterns of posture and movement as well as the theoretical basis for examinations of activity and functioning as a basis for a function- and resource-oriented assessment of patients. The focus is on the physiotherapist's role as a diagnostician.

#### Learning outcome

After completing the module, the student will be able to:

1. Explain basic knowledge of physiological and psychological prerequisites and aspects of movement, functioning and activity, including motor control and learning.
2. Explain important parts of the anatomy of the locomotive apparatus.
3. Observe, identify and analyse fundamental motor movement patterns.
4. Demonstrate selected manual techniques for the examination of movement, qualitatively as well as quantitatively.
5. Plan, carry out and adjust simple movement analyses and function examinations/analyses, draw conclusions on the basis of the results with a view to further examination, and provide reasons for the conclusions.

6. Examine and assess anatomical and physiological prerequisites for movement, including the use of electro-therapeutic methods with the aim of examining and affecting muscle activity.
7. Explain theory and practice relating to the planning and adaptation of basic movement activities to selected target groups.
8. Undertake basic biomechanical calculations and explain biomechanical considerations in applied practice.
9. Use observation as a scientific method to collect data relating to a physiotherapeutic issue.
10. Use interviews as a scientific method to gain insight into and understanding of the world of the patient/citizen.

**Distribution of ECTS credits across key subject areas in module 3**

Theories and methods of physiotherapy	4	Physiology	3
Manual tissue examination and treatment	2	Scientific theories and methods	1
Training and movement	2	Anatomy	3

Total 15 ECTS credits

**Assessment**

The module ends with an internal theoretical examination.

**4.4 Module 4**

**Physical activity for health and rehabilitation**

**Theme of module**

This module looks at physical activity and training as a means of prevention, maintenance and rehabilitation of different target groups. Emphasis is placed on adapting the patient’s physical activity so that the amount and nature of the physical training ensures optimum progress for the individual patient/citizen. The module can be planned so that it focuses on different target groups, but children, adults and elderly patients must always be included. The focus is on the physiotherapist’s role as a therapist, consultant, motivator and teacher.

**Learning outcome**

After completing the module, the student will be able to:

1. Plan, carry out and adjust programmes consisting of physical activity and training for different target groups, individually and in groups.
2. Provide reasons for and reflect on the choice of training methods and activities including progress-related considerations.
3. Identify and assess the trophic status, tonus, elasticity and strength of selected muscles or muscle groups.
4. Apply selected clinical and physiological assessment methods relating to movement and function.
5. Explain and discuss connections between physical inactivity and lifestyle/civilisation diseases and their complexity.
6. Explain essential parts of man’s physiology, including training physiology.
7. Apply electro-therapeutic methods to affect muscle function.
8. Plan, carry out and assess instruction regarding physical activity and training.
9. Explain key parts of human anatomy and include them in the planning of physical activity and training.

**Distribution of ECTS credits across key subject areas in module 4**

Theories and methods of physiotherapy	2	Physiology	4
Training and movement	3	<b>Clinical training</b>	3
Pathology	1	Anatomy	2

Total 15 ECTS credits

**Assessment**

The module ends with an external theoretical examination based on a practical demonstration.

**4.5 Module 5**

**Multidisciplinary joint module – multiprofessional activity**

**Theme of module**

This module looks at the way different healthcare professions help to promote quality, continuity and multidisciplinary collaboration as regards patient treatment. The module also looks at legislation relating to the healthcare sector. The focus is on the individual, the family or groups of individuals with different views of life and living conditions. The course also focuses on the importance of social, cultural and institutional factors for health promotion, health maintenance and disease prevention. The focus is on the physiotherapist's role as a partner in the provision of healthcare services.

### Learning outcome

After completing the module, the student will be able to:

1. Take part in multiprofessional collaboration with respect for and acceptance of the responsibility and competence of the physiotherapy profession as well as the responsibility and competence of other healthcare professionals in the context of multidisciplinary treatment scenarios.
2. Describe legal and ethical aspects of healthcare services and explain the ways in which they establish a framework for the exercise of the physiotherapy profession and multidisciplinary collaboration between different healthcare professionals.
3. Understand/explain how communication and information technology can be used in the work of healthcare professionals in connection with documentation and quality assurance.
4. Search for, communicate and apply empirical as well as development- and research-based knowledge in connection with tasks relating to health promotion, disease prevention, diagnostics, treatment and/or rehabilitation.

### Distribution of ECTS credits across key subject areas in module 5

Theories and methods of physiotherapy	5	Legislation and administration	2
Health information technology	1	Sociology	3
Pathology	1	Communication	1
Public health and epidemiology 1 Ethics, scientific theory and methods (humanities) 1			
<hr/>			
Total 15 ECTS credits			

### Assessment

The module ends with an internal theoretical examination.

## 4.6 Module 6

### Examination, diagnostics and differential diagnostics

#### Theme of module

This module looks at general pathology and symptoms in the field of musculoskeletal medicine, rheumatology, neurology, orthopaedics, general medicine and psychiatry. The module also focuses on patients with complex and conflicting clinical conditions and the resultant complications. The module focuses on diagnostics, i.e. the process during which clinical reasoning is used to assess the patient's symptoms and clinical indicators. This process includes differential diagnostics, i.e. hypotheses about other potential causes of the symptoms than those relating to physiotherapy (e.g. diseases of the inner organs or malignant conditions). The diagnostic process thus distinguishes between physiotherapy-relevant conditions in the locomotive apparatus, and other diseases with symptoms that may be evident in the locomotive apparatus. Through a diagnosis and a clinical reasoning process, the student should therefore be able to assess whether physiotherapy is indicated or counter-indicated; whether the physiotherapy-related clinical examinations are adequate or additional paraclinical examinations are required; and whether physiotherapy treatment will be sufficient or should be supplemented by other treatment. The focus is on the physiotherapist's role as a diagnostician.

#### Learning outcome

After completing the module, the student will be able to:

1. Explain the aetiology and pathogenesis relating to general pathology in selected diagnostic areas.
2. Explain the clinical symptoms of selected malignant/non-malignant diseases.
3. Plan and carry out specific examinations based on a function test.
4. Explain theories of pain that describe the ways in which pain can appear.
5. Compare and assess clinical examination findings with case notes, diagnostic image material, medical history and other clinical/paraclinical information about the patient.
6. Explain considerations relating to differential diagnostics.

7. Assess and document the results of the examination and make decisions about physiotherapy treatment based on clinical reasoning.
8. Assess the reliability and validity of test and examination methods.
9. Explain neuroanatomical conditions.

**Distribution of ECTS credits across key subject areas in module 6**

Theories and methods of physiotherapy	5	Scientific theories and methods (science subjects)	1
Manual tissue examination and treatment	2	Pathology	6
Anatomy	1		
<hr/>			
Total 15 ECTS credits			

**Assessment**

The module ends with an internal theoretical examination.

**4.7 Module 7**

**Symptom analysis and treatment**

**Theme of module**

This module focuses on basic symptom analysis and treatment of e.g. lifestyle diseases such as circulatory conditions, cancer and type 2 diabetes, and treatment through appropriate physical training. The clinical part of the module looks at patient scenarios and treatment programmes for diseases like obstructive lung diseases and circulatory conditions, including prevention and treatment of complications in newly operated patients. In addition, the clinical part focuses on possible patient scenarios relating to the theme of the module. The module looks at the physiotherapy examination and corresponding clinical reasoning from a patient-centred point of view. The module’s clinical part can be completed in either the primary or the secondary healthcare sector. The focus is on the physiotherapist’s role as a diagnostician and treatment provider.

**Learning outcome**

After completing the module, the student will be able to:

1. Plan, carry out and adjust a physiotherapy examination of selected patient categories, including taking into account and explaining indications and counter-indications for physiotherapeutic intervention.
2. Explain the aetiology and pathogenesis of lung diseases and circulatory conditions.
3. Form a general impression of the patient’s/citizen’s needs and wishes for activity and participation and consider the extent and nature of physiotherapeutic intervention in that context.
4. Discuss and collaborate with the patient/citizen, reflect on the student’s own professional role and identify, reflect on and react appropriately to the patient’s reactions to the physiotherapeutic intervention.
5. Consider aspects of the patient’s life of relevance to the physiotherapeutic intervention, and reflect on possible connections between the patient’s lifestyle and the specific disease scenario.
6. Comply with current ethical and institutional guidelines.
7. Choose, carry out and adjust selected forms of therapeutic intervention relating to lung diseases and circulatory conditions.
8. Explain and apply the principles of appropriate positioning and choice of initial position of the patient/citizen.
9. Describe the examination and related considerations using physiotherapeutic terminology.
10. Participate in collaboration with monodisciplinary and multidisciplinary partners.

**Distribution of ECTS credits across key subject areas in module 7**

Theories and methods of physiotherapy	4	Ethics, scientific theories and methods (humanities)	1
Training and movement	2	Pathology	2
<b>Clinical training</b>	6		
<hr/>			
Total 15 ECTS credits			

**Assessment**

The module ends with an internal theoretical examination.



## 4.8 Module 8

### Examination and treatment of strain injuries and degenerative diseases

#### Theme of module

This module looks at acute injuries in the locomotive apparatus as a result of strain, trauma or degenerative diseases. The module covers prevention, examination and treatment, including methods and principles of pain relief in connection with acute injuries or diseases. In addition, the module looks at manual examination and treatment techniques that support the patient's/citizen's abilities and potential for healthy movement. The module can be planned so it focuses on one or more age groups and/or target groups, but target groups with changed mobility and/or neck and back pain must always be included. The focus is on the physiotherapist's role as a treatment provider.

#### Learning outcome

After completing the module, the student will be able to:

1. Explain injuries to the locomotive apparatus, including the biomechanical characteristics of human tissue and theories of the role of physical stress.
2. Identify acute tissue injuries in the musculoskeletal system using diagnostic imaging among other methods.
3. Explain tissue reactions in connection with overload/overuse of tissue.
4. Explain the neurophysiological aspects of acute pain.
5. Explain the principles of prevention of acute injuries.
6. Explain the biomechanical and physiological changes connected with specific back injuries.
7. Plan, demonstrate, adjust and evaluate the use of electrical and physical stimulation for pain relief and tissue healing.
8. Plan, demonstrate, adjust and assess training programmes aimed at preventing injuries, reducing the recurrence of injury and promoting the healing of injuries.
9. Plan, carry out, adjust and assess the use of selected manual techniques and training principles for pain relief, tissue healing and improvement of mobility.
10. Demonstrate and explain the treatment of acute injuries.

#### Distribution of ECTS credits across key subject areas in module 8

Theories and methods of physiotherapy	4	Pathology	2
Manual tissue examination and treatment	3	Training and movement	3
Test and validity of assessment methods	2	Scientific theories and methods (science subjects)	1
<hr/>			
Total 15 ECTS credits			

#### Assessment

The module ends with an external theoretical examination based on a practical demonstration.

## 4.9 Module 9

### Clinical reasoning and decision-making

#### Theme of module

This module primarily looks at clinical patient scenarios and treatments in relation to selected diseases and conditions of an acute or chronic nature, such as orthopaedic and rheumatologic conditions and conditions associated with geriatric patients. The module looks at the planning and management of rehabilitation processes using physiotherapeutic intervention methods. The module also focuses on clinical decision-making. The module's clinical part can be completed in either the primary or the secondary healthcare sector. The focus is on the physiotherapist's role as a diagnostician and treatment provider.

#### Learning outcome

After completing the module, the student will be able to:

1. Select, plan, initiate and adjust relevant and meaningful physiotherapeutic intervention.
2. Identify factors that support or aggravate lifestyle/civilisation diseases in the patient's/citizen's work and family life.
3. Guide and advise the patient with regard to rehabilitation, prevention and palliation.

4. Support the ability of patients/citizens to look after their own health in everyday life in accordance with their age, gender and cultural, ethnic and religious background.
5. Assess the effect of physiotherapeutic intervention by using generally accepted measurement tools.
6. Explain the validity/reliability of selected measurement tools.
7. Identify and formulate physiotherapeutic issues and find relevant knowledge.
8. Advise other groups on techniques for lifting patients.
9. Involve monodisciplinary and multidisciplinary partners in connection with healthcare interventions.
10. Comply with current ethical and institutional guidelines.

#### **Distribution of ECTS credits across key subject areas in module 9**

Theories and methods of physiotherapy	1	<b>Clinical training</b>	14
Total 15 ECTS credits			

#### **Assessment**

The module ends with an internal clinical examination assessed as pass/fail.

### **4.10 Module 10**

#### **Society, health and prevention**

#### **Theme of module**

This module primarily focuses on the level of the citizen's participation in ICF, i.e. in work, family, leisure and social life as well as the associated legal framework, culture, attitudes and values (in relation to gender and ethnic background, for instance). In particular, the module looks at prevention and health promotion, primarily via physical activity and training, and the factors that affect people's mobility. The module also looks at the conditions in the healthcare sector, work environment, primary and lower secondary education, etc. that govern disease prevention as well as the scientific methods used in connection with problem identification, intervention and assessment of measures undertaken to promote health and prevent disease. The module can be planned so as to focus on special aspects such as gender, age, culture, ethnicity or marginalisation. The focus is on the physiotherapist's role as a consultant, facilitator and initiator.

#### **Learning outcome**

After completing the module, the student will be able to:

1. Identify, analyse and assess different forms of physical stress and psychosocial factors, including conditions relating to work environment and ergonomics that may lead to problems in the locomotive apparatus.
2. Use health education principles and considerations to plan and carry out physiotherapeutic intervention targeting specific patients/citizens or groups with a focus on health promotion and disease prevention.
3. Use selected theories to motivate a given group to change behaviour, including increasing the level of physical activity.
4. Discuss and argue for preventive measures with a focus on physical activity and training for different groups.
5. With a focus on physical activity, explain the living conditions of different groups in Danish society with regard to health and differences in health, gender and ethnicity in relation to lifestyle and civilisation diseases.
6. Explain key concepts relating to epidemiological research methods.
7. Discuss concepts relating to disease prevention strategies in the light of the general public's approach to disease and health.
8. Debate healthcare policy decisions and declarations of intent relating to public health nationally, internationally and globally.
9. Explain the content and scope of the Danish Work Environment Act and related executive orders, guidelines and recommendations.
10. Explain basic theories about organisational culture and structure.
11. Explain the concept of work as a cultural and historical phenomenon.

#### **Distribution of ECTS credits across key subject areas in module 10**

Theories and methods of physiotherapy	3	Legislation and administration	1
Training and movement	1	Organisation, management and healthcare economy	1
Social and work medicine	2	Psychology and pedagogy	3

Public health and epidemiology	1	Communication	1
Physiology	1	Scientific theories and methods (social science)	1
<hr/>			
Total 15 ECTS credits			

### Assessment

The module ends with an internal theoretical examination.

## 4.11 Module 11

### Quality assurance in the profession using clinical reasoning and treatment

#### Theme of module

This module looks at ways in which physiotherapists can assure the quality of their professional services through an analytical and meta-reflective approach to clinical reasoning and physiotherapeutic theory. The module uses patient cases or real-life patient scenarios as a basis for the instruction. The module also looks at the contextual framework for physiotherapeutic work to give students an understanding of the role of the physiotherapist/profession in the different health sector organisations and the ways in which the physiotherapist can affect the profession at an organisational level. The module is a monodisciplinary extension of the multidisciplinary common module, module no. 5. The focus is on the physiotherapist's role as a critical professional, innovator and manager/administrator.

#### Learning outcome

After completing the module, the student will be able to:

1. Analyse and adopt a critical approach to physiotherapeutic theory, including the theories relating to psychological and educational aspects.
2. Argue for the justification of physiotherapeutic intervention in the context of the patient's physical condition, activity level and participation.
3. Assess the evidential basis of different physiotherapeutic treatment methods.
4. Carry out, justify and assess selected treatments, including manual techniques.
5. Source and assess research-based literature.
6. Explain methods of quality assurance and documentation relating to physiotherapeutic services and give reasons for the importance of quality assurance and quality development of physiotherapeutic services.
7. Provide reasons for quality assurance and quality development of physiotherapeutic intervention based on empirical and research-based knowledge.
8. Explain principles relating to management and management roles based on an understanding of the organisational structure and culture in physiotherapeutic work environments.
9. Use simple economic assessments and calculations relating to different physiotherapeutic services.
10. Explain the rules that apply to the initiation of physiotherapeutic treatment.

#### Distribution of ECTS credits across key subject areas in module 11

Theories and methods of physiotherapy	6	Organisation, management and healthcare economy	1
Training and movement	1	Scientific theories and methods (social science subjects)	1
Information technology	1	Psychology and pedagogy	2
Test and validity of assessment methods	1	Ethics and scientific theories and methods (humanities)	1
Scientific theories and methods (science subjects)	1		
<hr/>			
Total 15 ECTS credits			

### Assessment

The module ends with an external theoretical examination.

## 4.12 Module 12

### Self-employed physiotherapist

### **Theme of module**

This module looks at development-oriented independent and critical physiotherapy practice, with a focus on complex physiotherapy issues and the corresponding quality development in the primary and secondary healthcare sectors. The module focuses on neurological patients, patients with back conditions and other scenarios relating to the theme of this module. The focus is on the physiotherapist's role as a professional problem-solver and treatment provider.

### **Learning outcome**

After completing the module, the student will be able to:

1. Independently plan, coordinate, initiate, carry out and assess targeted and coherent physiotherapeutic intervention using a wide range of physiotherapy approaches in accordance with current clinical guidelines.
2. Source, select and apply research- and development-based knowledge of relevance to a given issue.
3. Document and communicate the different phases and results of the intervention in clear and precise written language, using relevant terminology.
4. Contribute to professional quality and development work.
5. Identify the student's own need for knowledge and skills in relation to their own physiotherapy practice and be able to source and acquire the necessary research and skills via e.g. literature, sparring with colleagues, courses or educational activities.
6. Master current documentation practices and administrative procedures.
7. Collaborate with patients/citizens, their relatives and other relevant parties with respect for different values and perceptions of disease and health, and communicate about these topics in English.
8. Take part in administrative and management functions with a view to planning, managing and adjusting physiotherapy-related work tasks.
9. Take part in collaboration on equal terms with monodisciplinary, multidisciplinary and multisectorial partners, thereby helping to solve professional and organisational tasks with a view to ensuring coherent therapy for the patient.
10. Participate in weighing up the financial and social consequences of intervention.
11. Comply with current ethical and institutional guidelines.

### **Distribution of ECTS credits across key subject areas in module 12**

<b>Clinical training</b>	15
--------------------------	----

---

Total 15 ECTS credits

### **Assessment**

The module ends with an external clinical examination.

## **4.13 Module 13**

### **Elective module**

#### **Theme of module**

This elective module focuses on a critical examination and development of physiotherapeutic knowledge and practice in relation to patients/citizens at a national or international level. The module is planned so that it provides options for in-depth study combined with perspectives of the academic area relating to associated professions or international aspects of physiotherapeutic practice. The elective module can include theoretical, clinical, multidisciplinary and multiprofessional courses that can be chosen from the student's own degree programme, from another Danish or foreign healthcare education programme at Bachelor's degree level, or from other degree programmes that offer elective modules relating to the physiotherapy profession. The module can contain in-depth study of themes already covered in the physiotherapy degree programme, or themes that supplement the existing programme. The module gives the student an opportunity for in-depth study or profiling of the degree programme. Elective modules are described by the educational institution in question. A description and application procedure can be viewed on the website [www.sundhedsuddannelse.dk](http://www.sundhedsuddannelse.dk), which covers all healthcare degree programmes. Application deadlines and course dates are the same for all elective modules offered by the physiotherapy degree programme and other healthcare degree programmes at Bachelor's degree level. The institution offering the module is responsible for agreements, levels, assessments, etc. The educational institution at which the student is enrolled is responsible for approving the elective module. The student has the opportunity to plan the elective module as a

theoretical and/or clinical/practical degree component. The module must be approved by the educational institution where the student is enrolled in accordance with the guidelines that apply at that institution.

**Learning outcome**

After completing the module, the student will be able to:

1. Explain specialist knowledge about one or more selected academic areas.
2. Apply specialist academic skills.
3. Take part in a critical discussion of one or more given academic issues or an area of academic relevance.
4. Take part in a critical discussion of physiotherapy practice in an international perspective.

**Distribution of ECTS credits across key subject areas in module 13**

Elective module	10
Total 10 ECTS credits	

**Assessment**

The module ends with an internal theoretical examination.

**4.14 Module 14**

**Documentation and development**

**Theme of module**

This module focuses on in-depth study in the form of investigation and communication of an academic issue using scientific methods as well as theoretical and empirical material. The module is linked to the Bachelor’s project, which concludes the degree programme. The focus is on the physiotherapist’s role as a professional developer and innovator.

**Learning outcome**

After completing the module, the student will be able to:

1. Identify and define a physiotherapeutic research problem and adopt a critical approach to the relevance of the research problem.
2. Use information technology to search for and select research-based knowledge in specific databases.
3. Apply and adopt a critical approach to national/international research-based knowledge.
4. Select and apply relevant scientific qualitative and quantitative methodologies for data collection, data processing and data description.
5. Apply basic concepts within scientific theory and scientific methodologies with a view to furthering the development and documentation of physiotherapy.
6. Assess and apply ethical research principles in connection with development and research work.
7. Express him- or herself clearly about academic issues, both verbally and in writing.
8. Communicate about development and project work.

**Distribution of ECTS credits across key subject areas in module 14**

Theories and methods of physiotherapy	10	Scientific theories and methods	10
Total 20 ECTS credits			

**Assessment**

The module ends with an external theoretical examination. The examination is a Bachelor’s project consisting of a written project followed by an individual oral examination, with the two parts of the examination carrying equal weight in the assessment. The scope of the completed Bachelor’s project must equal a minimum of 15 standard pages of 2400 characters each, including spaces.

**5 Teaching and work methods**

This study programme creates a learning environment in which the student can develop the necessary professional competences to work independently as a physiotherapist and continue further competence-giving education. The learning processes are planned with a view to allowing the student to acquire and develop independence, collaborative skills and the ability to reflect and be professionally innovative. The degree programme offers teaching and learning methods that are

based on the close relationship in the physiotherapy profession between theoretical knowledge and physical skills of both a manual and a mechanical/technical nature. The degree programme combines theoretical and clinical instruction and other forms of practical learning with increasing demands for e.g. scope, complexity, responsibility and independence. The degree programme is based on student-centred learning, taking the student's experience and understanding into account. The degree programme requires that the student participate actively in the learning process. The student must be prepared to participate, be involved, experiment, practise skills and collaborate in practice, and to supplement the instruction with learning from written and electronic sources. Movement and body play key roles in the course. Consequently, learning is perceived as cognitive, physical and emotional processes that take place in theoretical and practice-related learning environments. The outcome of the learning process is factual knowledge as well as technical, physical and intellectual skills. The learning environment supports the student's development of personal competences through awareness and reflection on the student's own observations, reactions, body language, learning methods and tactile experiences, both personal and in relation to others. The intention is for the student to develop personal insight that promotes empathy and an understanding of different situations, of their own reactions and the reactions of others when working in a physiotherapeutic environment. The student must also be able to maintain and further develop commitment, self-confidence and the courage to solve professional issues. Through the degree programme, the student participates in a broad range of working relationships with patients, other healthcare professionals and fellow students. In this way, the student gains experience with the professional roles and types of collaboration involved in physiotherapy practice. Practice covers a much broader spectrum than the clinical training (see below), as the concept of practice-oriented experience includes visits to companies and institutions, contact with healthy target groups in connection with health promotion and disease prevention and project work. The teaching and work methods reflect the content the student is learning and in this way support the development of knowledge, skills and competences. Variety, differentiated work methods and the use of relevant media help to give the student perspective and a sense of coherence between the individual courses and subject areas in the degree programme and between theoretical and clinical instruction. The teaching methods used aim to promote the development of creative skills and innovative competences. A broad range of teaching and work methods means that differences in the learning profile of the individual students can be taken into account.

## **5.1 Theoretical instruction**

The theoretical part of the degree programme equals 168 ECTS credits. The learning activities at the educational institution comprise varying forms of theoretical instruction, training of manual technical/instrumental and physical skills as well as learning situations that include contact with citizens and patients. Theoretical instruction in the degree programme comprises the following:

- lectures
- classroom lessons e.g. dialogues and discussion forums
- exercises in reflection/reasoning
- problem-based learning
- casework and project work including presentations and critique training of manual technical/instrumental and physical skills, in which the students practise on each other or third parties supervision in connection with individual and group assignments, e.g. in the context of project work work with virtual media reading groups, study groups and workshops.

## **5.2 Clinical training**

The clinical training in the degree programme equals 42 ECTS credits. The clinical training takes place in clinical environments approved by the educational institution, and covers a broad range of physiotherapy work areas in the healthcare sector and related social fields. Based on a specific and relevant physiotherapeutic research problem, the students apply theory taught in the degree programme to select relevant forms of examination and treatment that is carried out either individually or in collaboration with other healthcare professionals. In the clinical training, the student therefore participates in authentic physiotherapeutic situations and the treatment of patients in collaboration with physiotherapists and other healthcare professionals. The clinical training is planned and carried out by the clinical instructor in collaboration with the educational institution with a view to ensuring coherence between the student's theoretical and practical learning. The teaching includes guidance and supervision, both individually and in groups. The instruction may also include topics relating to issues that are specific to the clinical training environment in question.

### **5.3 Academic guidance**

The aim of academic guidance is to take the different backgrounds and needs of different student groups into consideration to ensure that the degree programmes include a range of teaching methods that are suited to the learning style and motivation of the individual student as well as helping students to complete their degree programmes. The academic guidance can support the individual student or differentiated student groups via, for example, structured discussions relating to modules, subjects, methods, clinical and theoretical instruction, individual study plans, teacher contact, etc.

### **5.4 Information technology (IT)**

The students work with IT throughout the degree programme, both as a learning tool and as a subject of learning. As a tool in the instruction, the integration of IT helps strengthen study-relevant competences that create opportunities for the student to actively participate, communicate, share knowledge and collaborate with others in different education-related contexts. IT forms part of the instruction and learning processes on a par with other media that generally support and strengthen the student's learning. Different IT tools are used to help the student build up information technology skills that are relevant to the student's current and future academic development. IT develops the student's ability to search for information and critically select, assess, organise and apply information from a range of relevant sources. IT as a subject of learning involves the implementation of IT in clinical practice to optimise administration and healthcare services, including documentation and information that supports collaboration across different professions, sectors and administrative bodies. IT helps to strengthen the contact and coordination between individuals and administrative bodies, thus facilitating coherent patient treatment. The instruction may also include special data processing programs. The possibility of using different IT tools for studying and teaching purposes promotes familiarity with different IT functionalities. Teaching and study methods that support the development of relevant IT competences contribute to the development of relevant practice-related skills, e.g. by giving the student insight into the way IT can support administration and healthcare services and an understanding of the requirements for a discerning use of IT. The use of IT in education in connection with planning, implementation and evaluation of instruction is aimed at contributing to innovation, variety, flexibility and versatility in teaching and study methods.

### **5.5 Student counselling**

Student counselling requires active participation by the supervisor, the academic adviser and the student, and involves initiatives to support the students during their studies, from the initial choice of degree programme throughout the years of study until their choice of further and continuing education. The purpose of student counselling is to help the students get a general overview of the degree programme and improve their chances of making the right choices for learning and wellbeing. Student counselling and academic guidance also aim at assisting the students with the following:

- start of studies and the first modules in the degree programme
- the connection between clinical and theoretical instruction as well as learning in different contexts
- study and work habits, time management and overview.

The aim of the student counselling is to support the student's study activities and learning process through factual information and guidance so that the student can independently make relevant choices in connection with academic and study-related matters. The counselling is organised by the educational institution as individual or group counselling that mutually support and complement each other. The counselling covers study techniques, study tools, study and work habits and study environment with a view to increasing the student's awareness of learning and study requirements, including helping to develop a learning style and establish study groups. The student counsellors, academic advisers and the students make active and systematic use of experience and assessments/self-assessments with a view to improving the opportunities for learning and quality development within both theoretical and clinical instruction. Another aim is to support career and competence planning, including degree programme planning, information and guidance about job searches, further and continuing education, changes of degree programme or international exchanges.

## **6 Collaboration between educational institutions and clinical training locations**

The educational institutions and clinical training locations collaborate on the framework and conditions for the student's learning as well as on the correlation between theoretical and clinical instruction in accordance with the knowledge and skills the student is expected to acquire. Agreements are entered into regarding:

- the procedure for approval of clinical training locations
- planning of the clinical training

- collaboration between students, clinical trainers and teachers from the educational institution
- procedures for assessment and quality assurance of the clinical training

There are three levels of formalised collaboration:

- between the management of the educational institution and the management of the clinical training locations with a view to discussing, assessing and further developing the collaboration and agreements that have been entered into between teachers and clinical trainers with a view to ensuring that the latest knowledge about key trends within the business sector, the profession and research is included in the teaching and in development projects in connection with the responsibility of the clinical trainers for the students' clinical training programme and assessment.

The agreements are included in each educational institution's addendum to the academic regulations.

## **7 Criteria for approval of clinical training locations**

A clinical training location is an area within the healthcare and social sectors with a defined management, which has been approved by the educational institution as a training location for physiotherapy students. The educational institution approves the clinical training locations. The clinical training location is responsible for providing frameworks and conditions that meet the requirements for an approved clinical training location. The clinical training location is responsible for providing an account of the ways in which the students' evaluations of the clinical training are incorporated into the ongoing quality development. The clinical training location undertakes to report to the educational institution on the treatments and patient scenarios the student has worked with in the clinical programme. This ensures that the student becomes familiar with a sufficiently varied number of patient categories and treatments. A clinical training location is approved on the basis of its ability to provide a specific type of clinical training in defined modules. One condition for approval is that the training location has clinical trainers who are physiotherapists with teaching qualifications corresponding to 1/6 of a diploma degree programme or 9 ECTS credits. The clinical trainers are in charge of and responsible for the day-to-day clinical training and supervision of students at an approved clinical training location. It is a condition that the clinical training location has allocated resources for clinical training and supervision.

### **Basis for approval of clinical training locations**

The clinical training locations are approved based on a description of their organisation and management, professional physiotherapy environment and training programme, as follows:

- Organisation and management: the basis, framework and conditions relating to physiotherapy practice, educational facilities and organisational structure of the training location, including details of the physiotherapeutic and teaching qualifications and competences of the clinical trainers.
- Professional physiotherapy environment: the conditions relating to physiotherapy practice, multidisciplinary and multisectorial matters. This includes patient scenarios, phenomena and programmes as well as the physiotherapeutic tasks and methods that allow the students to develop the competences described under the relevant modules.
- Training programme: the organisation and planning of the training, including study methods and the conditions for the student's participation in the clinical training; the role of the clinical trainers in the collaboration between the student and the teachers at the educational institution as well as the student counsellor; the learning and study environment, including teaching facilities that support the student's academic learning and personal development as described under the module in question.

The clinical training location is granted a written approval which is valid for three years. In exceptional cases, an approval can be made conditional upon compliance with specific requirements within a certain period. If changes occur during the approval period that have major consequences for the student's clinical training and the acceptance of new students, the clinical training location must immediately inform the educational institution.

## **8 Study programmes**

The clinical training and assessment in a specific module must be planned on the basis of the module description and a general study programme that describes the training programme at the clinical training location in question. Based on the general study programme, an individual study programme is designed for the individual student. The individual study



programme is prepared by the educational institution in collaboration with the student and the clinical training location. An individual study programme comprises agreements about the student's attendance, a timetable for training and guidance, the content and form of the training, study activities including the submission and feedback on assignments, as well as a schedule of evaluations and assessments. The educational institution prepares the students for the clinical training programme, and the experience acquired during the clinical training programme is subsequently included in the theoretical instruction.

## 9 International education

The purpose of providing opportunities for international education in the physiotherapy degree programme is to prepare the student to act professionally in the physiotherapy profession in a globalised world. The degree programme distinguishes between *international experience* and the *international dimension* of the degree programme. International experience relates to the physical mobility of students and teachers aimed at supporting the development of respect, tolerance and understanding of other cultures, and especially with a view to exposing the student to other disease and healthcare concepts and other forms of physiotherapy practice. These experiences are intended to help students gain a general understanding of:

- themselves in a globalised world
- international mobility on the job market physiotherapy services for people in Denmark with a non-Danish ethnic background
- physiotherapy knowledge and professional development.

The educational institutions enter into local agreements and mobility programmes with foreign institutions with a view to facilitating student and teacher mobility. There are also nationwide agreements within the healthcare sector. In addition, the student may be allowed to participate in physiotherapy aid work as part of the degree programme. The international dimension of the degree programme relates to the integration of international aspects in day-to-day instruction by including international literature, international trends in the profession, activities in connection with "Internationalisation at Home" (e.g. visits by students or visiting lecturers from other countries or assignments and project work completed in collaboration with foreign institutions with the help of IT technology), and participation in international conferences. The degree programme therefore aims at teaching the student intercultural and international competences, i.e. the ability to reflect on the student's own cultural values and those of others and to understand how such values can affect the physiotherapy practice. This internationalisation is included in the standard instruction in all health degree programmes in Denmark. The student can also take courses at an educational institution abroad that has been approved by the student's educational institution. The student has an opportunity to complete parts of the theoretical and clinical instruction abroad. The physiotherapy colleges have different contacts and collaboration agreements with institutions abroad and can help the student make arrangements for an exchange.

## 10 Examinations and assessments

The students are assessed after each module. The assessment can take the form of external or internal examinations. External examinations are assessed by internal examiners as well as external examiners appointed by the Danish Ministry of Education. Internal examinations are assessed by at least one examiner from the educational institution concerned. Each institution can determine the rules that apply to the requirements for participation in examinations in the individual modules. Such rules will only apply at the institution in question. The requirements for participation in examinations include the submission of projects and portfolios (a portfolio is the student's own choice of representative work in a given field, collected, described and prepared over a period with a view to an assessment), etc., and compliance with compulsory attendance in the theoretical instruction. In the clinical examinations, it is also a requirement that the student has demonstrated the level of study activity that is described in the student's individual clinical study programme.

### 10.1 Survey of assessments in the degree programme

Modules 4, 8, 11, 12 and 14 end with an external examination. The examinations in other modules in the degree programme are assessed internally. The clinical examination in module 9 is assessed internally as pass/fail. Other examinations are assessed according to a 7-point scale.

### 10.2 Guidelines for assessment

A student may register for the same examination three times. Examinations that have been passed cannot be taken again. On registering for a module, the student is automatically registered for the examination concluding the module in question. If a

student fails to withdraw from an examination in time, the examination will be registered as a failed examination attempt. A student may withdraw at any time prior to the beginning of the examination unless a different deadline for withdrawal has been set by the student's educational institution. Failure to comply with any examination requirements described in the local institution's addendum to the academic regulations will be regarded as an automatic withdrawal from the module. Examinations take place in Danish, but an educational institution may allow examinees to sit for an examination in another language if examinees desire to do so. Before the expiry of the second semester after starting the degree programme, students must enrol for the examination(s) which they are required to sit before the end of the second semester. The student must pass the examination(s) before expiry of the fourth semester after starting the degree programme in order to continue with the fifth semester of the degree programme. In assessing a Bachelor's project in Danish, special emphasis is to be placed on the candidate's spelling and ability to express him- or herself in writing. However, the academic content of the student's work should carry the most weight. The student must pass the external and internal examinations in the first three years of the degree programme before completing the Bachelor's project. Examination regulations specific to an individual educational institution are described in local addenda to the academic regulations.

### **10.3 Special examination conditions**

Students who comply with the necessary demands may be offered special examination conditions as prescribed by Danish legislation.

## **11 Compulsory attendance**

The student's development of collaborative skills and hands-on experience requires regular attendance of the instruction and learning activities in the different modules. These learning processes are experience-based and involve types of skills and knowledge that demand active participation if the student is to acquire the necessary skills and competences. The student is obliged to participate in training activities of this type, and in the theoretical instruction. The local institutions describe the requirements for participation that apply at the institution in question. The addendum to the academic regulations drawn up by the individual institution describes which modules have compulsory participation in the theoretical instruction as well as the requirements regarding documentation of the student's participation. During the extended clinical training periods, the student must participate in planned and purpose-designed training and guidance involving typical patient treatment and physiotherapy scenarios with a view to developing the competences described for the module. During the periods of clinical training, the student is required to attend an average of 30 hours per week. The student's clinical trainer must confirm whether the student has complied with the requirement for attendance. Only students whose attendance has been assessed as satisfactory by their clinical trainer are permitted to register for the internal clinical examination in the module in question.

## **12 Exemption due to prior qualifications**

Students may be granted exemption from part of the programme on the basis of qualifications achieved elsewhere. Exemptions are granted on the basis of documented academic work or employment that has resulted in competences and knowledge equivalent to those gained in the course(s) from which the student seeks exemption. Exemptions are granted on the basis of the educational institution's evaluation of the student's theoretical and practical qualifications. Evaluations are carried out on the basis of documented course participation and/or employment. The student must document previous coursework in the form of transcripts, diplomas, etc. The student must document relevant employment in the form of employment contracts, references, etc. Exemptions may result in abbreviation of the degree programme or exemption from specific parts of the degree programme. The student's educational institution is authorised to determine the precise form of the exemption.

## **13 Other exemptions**

Under exceptional circumstances, the educational institution is authorised to waive requirements stipulated in the local addendum to the acad