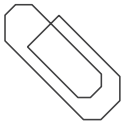


Gør tanke til handling  
VIA University College



# Curriculum VIA Physiotherapy

Curriculum approved 23 August 2017. Applies from 1 September 2017.

## CONTENTS

---

<b>1</b>	<b>The purpose of the profession and the study programme</b>	<b>6</b>
<b>1.1</b>	<b>Graduate profile</b>	<b>6</b>
<b>1.2</b>	<b>Purpose of the study programme</b>	<b>7</b>

---

<b>2</b>	<b>The structure of the study programme</b>	<b>7</b>
<b>2.1</b>	<b>Overview – the structure and content of the programme</b>	<b>8</b>
<b>2.2</b>	<b>Themes covered by the programme</b>	<b>8</b>
<b>2.3</b>	<b>The study programme by ECTS per subject area</b>	<b>10</b>
<b>2.4</b>	<b>Exams during the programme</b>	<b>11</b>

---

<b>3</b>	<b>Structure of the programme</b>	<b>13</b>
<b>3.1</b>	<b>Semester 1</b>	<b>13</b>
3.1.1	Contents	13
3.1.2	Learning outcomes	13
3.1.3	Number of ECTS	14
3.1.4	Requirement(s) for sitting the semester exams	14
3.1.5	Exam	15
<b>3.2</b>	<b>Semester 2</b>	<b>15</b>
3.2.1	Contents	15
3.2.2	Learning outcomes	16
3.2.3	Number of ECTS	16
3.2.4	Requirement(s) for sitting the semester exams	16
3.2.5	Exams	17
3.2.6	Part-exam in Anatomy	17
3.2.7	Part exam in Physiotherapeutic Intervention with focus on analysing movement and adapting physical activity in Basic Physiotherapeutic Examinations, Reasoning and Diagnosis.	18
<b>3.3</b>	<b>Semester 3</b>	<b>18</b>
3.3.1	Contents	18
3.3.2	Learning outcomes	19
3.3.3	Number of ECTS	19
3.3.4	Requirement(s) for sitting the semester exams	20
3.3.5	Exams	20
3.3.6	Part exam in Human Physiology and Nutrition	20
3.3.7	Part exam in Physiotherapeutic Examination and Clinical Reasoning, Diagnosis, Treatment and Rehabilitative Training as well as Physiotherapy in Health Promotion and Preventative Measures	21
<b>3.4</b>	<b>Semester 4</b>	<b>21</b>
3.4.1	Contents	21
3.4.2	Learning outcomes	21
3.4.3	Number of ECTS	22
3.4.4	Requirement(s) for sitting the semester exams	22
3.4.5	Exams	23
3.4.6	Part exam in Pathology and Pharmacology	23
3.4.7	Part exam in Physiotherapeutic Clinical Reasoning and Decision-making in Treatment, Rehabilitative Training and Rehabilitation	23
<b>3.5</b>	<b>Semester 5</b>	<b>24</b>
3.5.1	Contents	24
3.5.2	Learning outcomes	24
3.5.3	Number of ECTS	25

3.5.4	Requirement(s) for sitting the semester exams	25
3.5.5	Exam	26
<b>3.6</b>	<b>Semester 6</b>	<b>27</b>
3.6.1	Contents	27
3.6.2	Learning outcomes	27
3.6.3	Number of ECTS	27
3.6.4	Requirement(s) for sitting the semester exams	28
3.6.5	Exam	28
3.6.6	Part 1 exam in Advanced Physiotherapeutic Reasoning and Decision-making in Physiotherapeutic Intervention	28
3.6.7	Part 2 exam in Advanced Physiotherapeutic Reasoning and Decision-making in Physiotherapeutic Intervention	28
<b>3.7</b>	<b>Semester 7</b>	<b>29</b>
3.7.1	Contents	29
3.7.2	Learning outcomes	29
3.7.3	Number of ECTS	30
3.7.4	Requirement(s) for sitting the semester exams	30
3.7.5	Exam	31
<b>3.8</b>	<b>The bachelor project on VIA Physiotherapy</b>	<b>31</b>
<hr/>		
<b>4</b>	<b>Elective programme elements</b>	<b>31</b>
<b>5</b>	<b>Interprofessional programme elements</b>	<b>32</b>
<b>6</b>	<b>Clinical training</b>	<b>33</b>
6.1	Compulsory participation and attendance	33
6.2	Co-operation between educational institutions and clinical training sites	33
6.3	Approval of clinical training site	34
6.4	The clinical training site's role and responsibilities	35
<hr/>		
<b>7</b>	<b>Entrepreneurship and innovation</b>	<b>35</b>
<b>8</b>	<b>Research and development</b>	<b>35</b>
<b>9</b>	<b>Teaching and working methods on VIA Physiotherapy</b>	<b>36</b>
<b>10</b>	<b>Educational opportunities abroad</b>	<b>37</b>
10.1	Exchange agreements and opportunities	37
10.2	Reading texts in languages other than Danish	37
<hr/>		
<b>11</b>	<b>General information about exams and assessments on the programme</b>	<b>38</b>
11.1	Special exam conditions	38
11.2	The first-year exam	38
11.3	Diploma	39
<hr/>		
<b>12</b>	<b>Make-up exams and resits</b>	<b>39</b>
12.1	Make-up exams	39
12.2	Resits	39

<b>13</b>	<b>Cheating, plagiarism and disruptive behaviour during exams</b>	<b>40</b>
<b>13.1</b>	<b>Cheating</b>	<b>40</b>
<b>13.2</b>	<b>Plagiarism</b>	<b>40</b>
<b>13.3</b>	<b>Disruptive behaviour</b>	<b>40</b>
<b>13.4</b>	<b>Aggravating circumstances</b>	<b>40</b>
<b>14</b>	<b>Complaints and appeals about exams</b>	<b>40</b>
<b>14.1</b>	<b>Appeals about exam conditions</b>	<b>40</b>
<b>14.2</b>	<b>Appeals about exam conditions</b>	<b>41</b>
<b>15</b>	<b>Requirements for written assignments and projects</b>	<b>42</b>
<b>15.1</b>	<b>Formal requirements for VIA Physiotherapy</b>	<b>42</b>
<b>16</b>	<b>Compulsory participation, compulsory attendance and study activity</b>	<b>42</b>
<b>16.1</b>	<b>Compulsory participation and attendance</b>	<b>42</b>
<b>16.2</b>	<b>Study activity</b>	<b>43</b>
<b>17</b>	<b>Talent initiatives</b>	<b>43</b>
<b>18</b>	<b>Transfers</b>	<b>44</b>
<b>19</b>	<b>Leave of absence</b>	<b>44</b>
<b>19.1</b>	<b>Maternity, adoption and national service</b>	<b>44</b>
<b>19.2</b>	<b>Application</b>	<b>45</b>
<b>20</b>	<b>Credits</b>	<b>45</b>
<b>21</b>	<b>Exemptions</b>	<b>45</b>
<b>22</b>	<b>Commencement and transitional regulations</b>	<b>45</b>
<b>22.1</b>	<b>Commencement</b>	<b>45</b>
<b>22.2</b>	<b>Transitional arrangements</b>	<b>46</b>
<b>23</b>	<b>Authority</b>	<b>46</b>
<b>24</b>	<b>Appendices</b>	<b>46</b>
<b>25</b>	<b>Appendix 1 Overall objectives for the learning outcomes on VIA Physiotherapy</b>	<b>47</b>
<b>26</b>	<b>Appendix 2 ECTS per subject areas, courses and semesters</b>	<b>49</b>
<b>27</b>	<b>Appendix 3: From curriculum 2008, section 3: Structure and organisation of the programme</b>	<b>50</b>
<b>28</b>	<b>Appendix 4: Transitional arrangements on VIA Physiotherapy from the 2008 curriculum to the 2016 curriculum as per 1 September 2017 per group</b>	<b>56</b>



# Introduction

The curriculum for VIA Physiotherapy has been drawn up pursuant to Ministerial Order no. 503 of 30/05/2016 on Bachelor's Degree Programme of Physiotherapy, Ministerial Order no. 1047 of 30/06/2016 on Academy Profession Programmes and Professional Bachelor Programmes and the ministerial orders mentioned in Section 22. Authority

The curriculum has been drawn up by VIA Health in collaboration with representatives of Central Denmark Region, the Local Government Regional Council, the Health Cartel and private organisations. The curriculum was submitted for consultation to the study programme's corps of external examiners and the education committee, and subsequently approved by the Rector of VIA University College.

The curriculum describes the content and structure of the study programme, as well as the opportunities and obligations associated with studying Nursing at VIA University College.

The curriculum constitutes the legal basis for the study programme and defines the framework for the overall course of study as provided at VIA University College.

VIA Physiotherapy is run at Campus Holstebro and Campus Aarhus N.

---

## 1 The purpose of the profession and the study programme

### 1.1 Graduate profile

**The purpose of the profession** is to optimise, maintain and restore functional capacity and health throughout the phases of life with a focus on the human body and movement. Physiotherapists conduct examinations independently, diagnose and provide treatment and rehabilitation services to improve people's physical capacity, health and quality of life.

#### **Core competencies:**

- Manage, plan, carry out, evaluate, develop and communicate about physiotherapy practice, and coordinate patient and citizen-centred health initiatives in an innovative and holistic understanding of the concept and with respect for the autonomy and dignity of the individual
- Conduct testing and screening as well as diagnostic and prognostic reports and treatment of dysfunctions in systems related to musculo-skeleton and physiology as well as pain and psychosomatic issues
- Use health-technology solutions and select and dose manual tissue processing/joint mobilisation, physical training, rehabilitative therapy and rehabilitation through critical reflection, clinical reasoning and decision making
- Provide health-pedagogical supervision and teaching
- Collaborate and communicate in a manner appropriate to the situation with citizens, patients, relatives, civil society and other healthcare professionals.

**The context for physiotherapists' work** includes the health and welfare sectors at local, regional and national government level as well as in private healthcare. Physiotherapists work in an evidence-based and

ethically well-considered manner within the framework of the Authorisation Act and are responsible for treatment, rehabilitative therapy, health promotion, preventative measures and rehabilitation across professions and sectors in a Danish and global perspective.

### Effects

- Promote physical capacity, health and the quality of life through the development, maintenance and restoration of the best possible mobility and functional capacity starting with the body and movement
- Support coherent citizen and patient-centred health initiatives aimed at well-being, job retention and return to work and leisure.

**The future development prospects for the profession** lie in research, development and practice in relation to:

- Internationally recognised initiatives in the field of non-invasive and non-pharmacological interventions based on supervised training and physical activity
- Development of competencies to support the physiotherapist's role as first-contact person with the right to refer patients
- National and global health equality via physical activity, exercise and motivation.

## 1.2 Purpose of the study programme

The purpose of VIA Physiotherapy is to qualify the graduate to independently manage, provide and coordinate patient and citizen-centred physiotherapy via evidence-based practice. The graduate provides services to the Danish healthcare sector, adopts a global perspective and aims to promote, optimise, maintain and restore functions, health and quality of life for citizens through all phases of life. The graduate possesses the competencies to participate in research and development work and the qualifications to participate in theoretical and clinical continuing and further education study programmes.

On successful completion of the programme, graduates are entitled to use the title *Professionsbachelor i fysioterapi* in Danish or Bachelor of Physiotherapy in English. The English title for the programme is Bachelor's Degree Programme of Physiotherapy.

Graduates are authorised pursuant to the Act on Authorisation of Healthcare Professionals and of Professional Healthcare Activity.

---

## 2 The structure of the study programme

The prescribed period of study for the programme is 3½ years over seven consecutive semesters. Each semester is prescribed to 30 ECTS credits (hereafter ECTS) and concludes with an exam.

The programme as a whole is prescribed to 210 ECTS: 168 for theory and 42 for clinical training. The clinical training is provided by lecturers at the clinical training sites.

Pursuant to Ministerial Order no. 503 of 30/05/2016 on the Bachelor's Degree Programme of Physiotherapy, the programme consists of general curriculum provisions prescribed to 120 ECTS and an institution-specific part prescribed to 90 ECTS. The general provisions have been agreed between all providers of the programme in Denmark. This curriculum incorporates and complies with the general provisions. VIA Physiotherapy determines the institution-specific content.

ECTS (European Credit Transfer System) is used to quantify the total workload on study programmes. One student full-time equivalent (FTE) corresponds to 60 ECTS. The standard study time for full-time students is approx. 40 hours per study week. Study activities include preparation, self-study, classes, post-editing, assignments, projects, exams, etc. See also 9 on forms of teaching and working and 16.2 on study activity (below).

## 2.1 Overview – the structure and content of the programme

Se- mester	Theme	Theoretical Courses	Clinical training	The semester's 30 ECTS consist of	
				Interprofessional programme ele- ments	Elective pro- gramme elements
Se- mester 1	T1 Physiotherapy, Profession, Sci- ence and Learning T2 Basic Physiotherapeutic Examina- tion and Reasoning	29 ECTS	1 ECTS		
Se- mester 2	T3 Physiotherapeutic Intervention with Focus on Analysing Movement and Adapting Physical Activity T4 Basic Physiotherapeutic Examina- tion, Reasoning and Diagnosis	26 ECTS	4 ECTS		2 ECTS
Se- mester 3	T5 Physiotherapeutic Examination and Clinical Reasoning, Diagnosis, Treatment and Rehabilitative Train- ing, T6 Physiotherapy in Health Promo- tion and Illness Prevention	30 ECTS		5 ECTS	5 ECTS
Se- mester 4	T7 Physiotherapeutic Clinical Rea- soning and Decision-making in Treat- ment, Rehabilitative Training and Re- habilitation	18 ECTS	12 ECTS	5 ECTS*	3 ECTS
Se- mester 5	T8 Physiotherapy in Health Promo- tion and Illness Prevention T9 Physiotherapeutic Clinical Rea- soning and Decision-making in Treat- ment, Rehabilitative Training and Re- habilitation	20 ECTS	10 ECTS	5 ECTS*	
Se- mester 6	T10 Advanced Physiotherapeutic Reasoning and Decision-making in Physiotherapeutic Intervention	15 ECTS	15 ECTS	5 ECTS*	
Se- mester 7	T11 Independent and Critical Practice of the Profession and Development	30 ECTS			10 ECTS

\*In connection with the clinical training

## 2.2 Themes covered by the programme

VIA Physiotherapy consists of eleven themes, which together cover the areas within which students must acquire the necessary knowledge, skills and competencies.

	Themes covered	No. of ECTS
T1	<b>Physiotherapy, Profession, Science and Learning</b> The theme evolves around a fundamental understanding of the study programme's working meth- ods and the student's learning in relation to physiotherapy in practice and the areas of work cov- ered by the profession, including interprofessional teamwork. The focus is also on understanding the knowledge base that underpins physiotherapy – including human, body and health aspects, and the legal and ethical framework for professional practice.	10
T2	<b>Basic Physiotherapeutic Examination and Reasoning</b> The theme revolves around physiotherapy examinations and reasoning, and the use of arguments and evidence based on theories from practice and science. Taking the ability to function and the quality of life as its starting point, the focus is on body, move- ment and touch – as goals, means and form of expression – supported by knowledge of human physiology, including the musculo-skeletal system, physiological functions and pathology.	20



	<b>Themes covered</b>	<b>No. of ECTS</b>
	The theme also covers professional relationships, communications, teamwork and citizen involvement.	
T3	<b>Physiotherapeutic Intervention with Focus on Analysing Movement and Adapting Physical Activity</b> The theme revolves around physiotherapy concepts such as analysing movement, functional analysis, motor control/development and learning. Conditions applied to this analysis include anatomical, physiological and psychological factors that are of significance to the adapted physical activity, training and rehabilitative therapy. Furthermore, technology is involved that can be used to examine, monitor and support movement and function. Knowledge of communication, pedagogics and didactics are applied to the planning and execution of the physiotherapeutic intervention.	20
T4	<b>Basic Physiotherapeutic Examination, Reasoning and Diagnosis</b> The theme is based on a bio-psycho-social and cultural understanding of human physical functioning and quality of life. On the basis of a citizen-based perspective and focus on human resources, physiotherapeutic examination, reasoning and diagnosis are considered. Knowledge of anatomy, physiology and pathological conditions is the precondition for examination, reasoning and diagnosis. The theme focuses on touch, palpation and manual skills, as well as situation-specific communication.	10
T5	<b>Physiotherapeutic Examination and Clinical Reasoning, Diagnosis, Treatment and Rehabilitative Training,</b> The theme is oriented towards physiotherapeutic examination, based on the citizen's life world, perspectives and resources. Clinical reasoning, differential diagnosis and basic clinical decision-making are central concepts to support evidence-based practice. Work is also done on the planning and evaluation of treatment and rehabilitation based on the results of the patient examination. Relevant issues are found within a wide range of the physiotherapeutic specialisations and work areas.	20
T6	<b>Physiotherapy in Health Promotion and Illness Prevention</b> The theme focuses on the broad healthcare concept, living conditions, equality – inequality in healthcare in a social perspective and is aimed at both working lives and leisure time and the contextual framework for these. The starting point is healthcare pedagogical and healthcare psychological theories, as well as innovative activities within health promotion and disease prevention. The starting point also includes physical activity and movement as aim and means in relation to individuals and groups.	10
T7	<b>Physiotherapeutic Clinical Reasoning and Decision-making in Treatment, Rehabilitative Training and Rehabilitation</b> The theme is oriented towards physiotherapeutic examination, clinical reasoning and decision-making in treatment, rehabilitative training and rehabilitation in relation to selected physiotherapeutic specialisations and work areas. The focus is on citizen involvement and mono- and interprofessional teamwork. The theme also focuses on examinations and treatment techniques that support the patient/citizen's opportunities and conditions for movement and participation. The theme's activities takes place in both theoretical and clinical contexts.	30
<b>Themes covered during the first two years must make up a total of</b>		<b>120</b>
T8	<b>Physiotherapy in Health Promotion and Illness Prevention</b> The theme is oriented towards the citizen's participation in working and family life, leisure activities and society, and the related conditions in the form of regulatory frameworks, culture, attitudes and values. The approach can be from a local, national and global perspective. The content is designed so that the physiotherapist works with patients and society to initiate and perform interventions in healthcare-pedagogic, health-promoting and preventative measures. The general aim is that interventions are initiated and performed in a balance between physical and contextual demands and resources.	10
T9	<b>Physiotherapeutic Clinical Reasoning and Decision-making in Treatment, Rehabilitative Training and Rehabilitation</b> The theme is oriented towards clinical reasoning and decision-making in relation to selected physiotherapeutic specialists and work areas. The focus is on selecting and performing intervention in relation to treatment, rehabilitative training and rehabilitation. The theme's activities takes place in both theoretical and clinical contexts. The students work on selecting, assessing and applying knowledge, theories and existing research results in relation to clinical practice. including, focus on the ability to select and apply evidence-based methods.	20
T10	<b>Advanced Physiotherapeutic Reasoning and Decision-making in Physiotherapeutic Intervention</b> The theme is targeted at development-oriented, independent and critical professional practice. The content of the semester is oriented toward complex physiotherapeutic issues and associated quality assurance, quality enhancement and documentation. Advanced physiotherapeutic reasoning	30

	<b>Themes covered</b>	<b>No. of ECTS</b>
	contains a development-oriented, independent and critical practice of the profession, in which both profession-based and research-based knowledge is incorporated. The theme also involves the frameworks for professional practice, understanding the position of the physiotherapist and the profession within the health service's various organisations.	
T11	<b>Independent and Critical Practice of the Profession and Development</b> Elective element 10 ECTS The theme is oriented towards the critical study and development of the knowledge and practice of physiotherapy in relation to patients/citizens at national or international level. The focus is on academic immersion combined with perspectives on the academic area in conjunction with related professions or international aspects of the profession.  Bachelor project 20 ECTS The theme is oriented towards systematic immersion anchored in an academic issue from the field of practice. The bachelor project requires independent investigation and communication of an academic issue, with the application of scientific method, as well as the collection and involvement of theoretical and empirical material. The focus is on participation in development, implementation and execution, as well as documentation and communication of research, development and project work, and quality development of professional issues, both in theory and practice.	30
The themes covered during the final 1½ years of the programme must make up a total of:		90
<b>Total:</b>		<b>210</b>

### 2.3 The study programme by ECTS per subject area

Courses prescribed to min. 5 ECTS are included. For further information, see Appendix 3. Overview of ECTS per subject areas, courses and semesters

<b>Subject areas</b>		<b>No. of ECTS</b>
<b>Natural- and Health Sciences</b>		<b>145</b>
Of which Theory of Science, Ethics and Research Methodology	19	
Of which Public Health, Epidemiology and Statistics	6	
Of which Professional Communication, Information Technology and Health Informatics.	10	
<b>Physiotherapy Theory &amp; Method</b>		<b>110</b>
Of which Movement Science	5	
Of which Physiotherapeutic Examination, Diagnosis, Investigation and Treatment	20	
Of which Pain Science	5	
Of which Musculo-skeletal Physiotherapy	20	
Of which Health Promotion and Preventative Measures	20	
Of which Working Environment, Health, Safety and Physical Functioning	5	
Of which Physiotherapy Specialisms	35	
<b>Natural science subjects, in total</b>		<b>40</b>
Of which Anatomy	10	
Of which Human Physiology and Nutrition	13	
Of which Pathology and Pharmacology:	17	
<b>Humanities subjects, in total</b>		<b>15</b>
Of which Health Psychology	8	
Of which General and Healthcare Pedagogics	7	
<b>Social Science subjects, in total</b>		<b>10</b>
Of which Legislation, Administration, Health economics and Management of Health Initiatives	5	
Public Health and Social Medicine	5	

Subject areas		No. of ECTS
Total		210

## 2.4 Exams during the programme

Semester 1						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical/practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
Exam in basic Physiotherapeutic Examination and Reasoning*	Theoretical, practical in combination	Oral	Individual	The 7-point grading scale	Internal	30
Semester 2						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical/practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
Part exam in Physiotherapeutic Intervention focusing on analysing movement and adapting physical activity as well as basic physiotherapeutic examinations, reasoning and diagnosis* Weighted 50%	Theoretical, practical in combination	Oral	Individual	The 7-point grading scale	Internal	30
Part-exam in Anatomy* Weighted 50%	Theoretical	Oral	Individual	The 7-point grading scale	Internal	
Semester 3						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical/practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
Part-exam in Physiotherapeutic Examination and Clinical Reasoning, Diagnosis, Treatment and Rehabilitative Training and in Physiotherapy in Health Promotion and Preventative Measures* Weighted 50%	Theoretical	Written	Individual	The 7-point grading scale	Internal	30
Part exam in Physiology * and Nutrition Weighted 50%	Theoretical	Written	Individual	The 7-point grading scale	Internal	
Semester 4						
Programme element	Exam form			Assessment	Grading	ECTS

	Theoretical/practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
Part exam in Physiotherapeutic Clinical Reasoning and Decision-making in Treatment, Rehabilitative Training and Rehabilitation* Weighted 70%	Theoretical/practical combination	Oral	Individual	The 7-point grading scale	External	30
Part exam in Pathology and Pharmacology* Weighted 30%	Theoretical	Written	Individual	The 7-point grading scale	External	
<b>Semester 5</b>						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical/practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
Exam in Physiotherapy in Health Promotion and Preventative Measures and in Physiotherapeutic Clinical Reasoning and Decision-making in Treatment, Rehabilitative Training and Rehabilitation*	Theoretical, practical in combination	Oral	Individual	The 7-point grading scale	Internal	30
<b>Semester 6</b>						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical/practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
Part exam in Physiotherapeutic Reasoning and Decision-making in Physiotherapeutic Intervention* Weighted 50%	Theoretical, practical in combination	Oral	Individual	The 7-point grading scale	External	30
Part exam in Advanced Physiotherapeutic Reasoning and Decision-making in Physiotherapeutic Intervention* Weighted 50%	Theoretical	Written	Individual	The 7-point grading scale	Internal	
<b>Semester 7</b>						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical/practical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
Exam in Independent and Critical Practice of the Profession and Development*	Theoretical	Oral	Individual	The 7-point grading scale	External	30

\*Indicates exams listed on transcripts

Read about other exam conditions for the individual semesters in 3 on the programme semesters, and in 13 on make-up exams and resits.

All of the exams must comply with the Programme Order, the Grading Scale Order and the Exam Order.

For all exams, requirements may be stipulated with which students must comply during the theoretical or practical part of the programme, in advance of sitting the exam. The exam requirements may make up part of the semester's 30 ECTS.

The programme's theoretical and clinical lecturers assess whether these requirements have been met and in a manner that lives up to standards of academic integrity. For clinical training, the exam requirement may take the form of compulsory participation. Read more in 16 on Compulsory participation, compulsory attendance and study activity. **Fejl! Henvisningskilde ikke fundet.**

---

### 3 Structure of the programme

VIA Physiotherapy consists of seven semesters, each prescribed to 30 ECTS, which constitute the compulsory programme elements students must complete in order to graduate.

The Ministerial Order on the Bachelor's Degree Programme of Physiotherapy divides the learning outcomes into the categories knowledge, skills and competencies, in accordance with the Danish Qualifications Framework.

For each semester, final learning outcomes from the Ministerial Order on the Bachelor's Degree Programme of Physiotherapy are outlined in more detail in a range of detailed learning outcomes. The learning outcomes are inspired by the SOLO taxonomy. For each semester, the curriculum stipulates the final learning outcomes and underlying detailed learning outcomes that the students work on during the semester and are tested in the semester exam.

#### 3.1 Semester 1

##### 3.1.1 Contents

###### **Physiotherapy, Profession, Science and Learning, equivalent to 10 ECTS**

The theme evolves around a fundamental understanding of the study programme's working methods and the student's learning in relation to physiotherapy in practice and the areas of work covered by the profession, including interprofessional teamwork.

The focus is also on understanding the physiotherapeutic knowledge basis – including human, body and health aspects, and the legal and ethical framework for professional practice.

###### **Fundamental Physiotherapeutic Examination and Reasoning, equivalent to 20 ECTS**

The theme is oriented towards the physiotherapeutic examination and reasoning, and the use of arguments and evidence based on theories from practice and science.

Taking the ability to function and the quality of life as its starting point, the focus is on body, movement and touch – as goals, means and form of expression – supported by knowledge of human physiology, including the musculo-skeletal system, physiological functions and pathology.

The theme also covers professional relationships, communications, teamwork and citizen involvement.

##### 3.1.2 Learning outcomes

###### **Knowledge**

1. Identify and explain fundamental healthcare issues and central work areas at which the profession's theoretical and practical field of knowledge is aimed
2. Describe laws, regulations and ethical frameworks of significance to professional practice
3. Define working relationships with interprofessional partners
4. Identify and account for the profession's theoretical scientific understandings and theory basis

5. Account for fundamental aspects of the human musculo-skeletal system, physiological functions and basic patho-physiological functions, and their influence on the motor function as a prerequisite for activity and participation in various phases in life
6. Account for reasons for physical, physiological and psychological reactions to touch and manual tissue effect
7. Describe theoretical perspectives on healthcare communication and professional relations, including citizen-involving interaction.

### **Skills**

1. Use and account for physiotherapeutic theories and methodologies as the basis or physiotherapeutic reasoning in a citizen-oriented perspective, including involvement of healthcare models and argumentation based on these
2. Apply knowledge of fundamental conditions related to the human musculo-skeletal system's structures, tissue types and motor function, as well as physiological/pathophysiological functions of importance to the motor function
3. Select and demonstrate relevant physiotherapeutic manual techniques, and plan, perform and adjust basic manual and physiotherapeutic tissue examination and treatment
4. Engage in basic knowledge searches and source criticism while acquiring a knowledge base in physiotherapy.

### **Competencies**

1. Reflect on their own role as a healthcare professional based on ethical and legal guidelines, as well as an understanding of citizen-centred practice.

#### **3.1.3 Number of ECTS**

29 of the 30 ECTS in this semester are theory-based.

1 of the 30 ECTS for the semester consists of clinical/practice periods.

#### **3.1.4 Requirement(s) for sitting the semester exams**

Two requirements apply to the exam in this semester.

1. The theme "Physiotherapy, Profession, Science and Learning" concludes with an oral presentation of project work. The project work is done in a group and communicated in a written product submitted to the educational institution and an oral presentation of the project to the lecturers and fellow students. The written product consists of a synopsis of min. 9,600 and max. 14,400 characters. The oral presentation is based on the synopsis and each group has 45 minutes for presentation and feedback from the other students and the lecturer. Attendance and participation are compulsory for the whole of the communication day. The written project and oral presentation must live up to standards of academic integrity in both form and content.
2. Students must comply with the compulsory attendance requirement during the clinical training, corresponding to 30 hours per week. They must also participate in lifesaving first aid before the clinical training

The remedial option<sup>1</sup> for students who fail to comply with the first exam requirement is a written report that corresponds with the described requirements and is submitted by a date specified by the programme.

---

<sup>1</sup> "Remedial option" means giving students a second chance to fulfil the exam requirement. In other words, it means students are able to sit the exam.

The remedial option for the second exam requirement in each individual case is based on an individual assessment of the length and consequences of the absence. The assessment is based on an application for exemption submitted to the programme director by the student(s) concerned.

Students who fail to comply with the requirement before the exam date will not be allowed to sit the exam and will be deemed to have used one of their exam attempts (as per the Exam Order).

### 3.1.5 Exam

One exam is held during the semester on Basic Physiotherapeutic Examination and Reasoning  
See also 2.4 on exams on the programme and 11 on general information about exams and assessments on the study programme, where the exam conditions and assessment are stated.  
The content relates to the semester's themes, and the learning outcomes are tested by the semester exam.

Exam content and conditions:

The exam is based on the theme "Basic Physiotherapeutic Examination and Reasoning"

VIA Physiotherapy draws up the assignments. On the exam date, students draw lots for one of these assignments and then have 20 minutes of preparation time without study aids.

The basis for the exam:

The assessment criteria are the students' practical demonstration and oral presentation during the exam.

Assessment:

Oral practical exam assessed according to the 7-point grading scale.

Internal

Duration: 20 mins.

Deliberation and feedback: 10 mins.

Study aids:

Only personal notes made during the preparation time are permitted at the exam.

Language:

The exam is conducted in Danish.

## 3.2 Semester 2

### 3.2.1 Contents

#### **Physiotherapeutic Intervention with Focus on Analysing Movement and Adapting Physical Activity – 20 ECTS**

The theme revolves around physiotherapy concepts such as analysing movement, functional analysis, motor control/development and learning. Conditions applied to this analysis include anatomical, physiological and psychological factors that are of significance to the adapted physical activity, training and rehabilitative therapy.

Furthermore, technology is involved that can be used to examine, monitor and support movement and function. Knowledge of communication, pedagogics and didactics are applied to the planning and execution of the physiotherapeutic intervention.

#### **Basic Physiotherapeutic Examination, Reasoning and Diagnosis, equivalent to 10 ECTS**

The theme is based on a bio-psycho-social and cultural understanding of human physical functioning and quality of life. On the basis of a citizen-based perspective and focus on human resources, physiotherapeutic examination, reasoning and diagnosis are considered. Knowledge of anatomy, physiology and pathological

conditions is the precondition for examination, reasoning and diagnosis. The theme focuses on touch, palpation and manual skills, as well as situation-specific communication.

### 3.2.2 Learning outcomes

#### Knowledge

1. Account for fundamental anatomical, physiological, biomechanical and psychological conditions as prerequisites for movement, function, physical activity and training
2. Assess tissue conditions and the preconditions for manual tissue examination and treatment
3. Account for theory and practice related to the organisation and adjustment of fundamental movement activities for selected citizen groups – individually and in groups
4. Account for and assess the relationships between physical inactivity and civilisation diseases
5. Argue for the choice of the form of training/activities, as well as progression-related considerations in this respect
6. Explain pathological conditions concerning tissue and tissue damage in relation to function and physical functioning.

#### Skills

1. Identify and analyse basic motor movement patterns, motor quality and motor learning
2. On the basis of a movement analysis and functional analysis be able to demonstrate the planning, execution and adjustment of courses of treatment consisting of specific exercises and physical activity, individually and in groups
3. Apply and argue for specific manual tissue examination and treatment
4. Use methods to investigate and assess anatomical and physiological conditions for movement
5. Apply selected clinical physiological measurement methods aimed at movement and function, physical activity and training
6. Use technologies to support movement and function
7. Use knowledge searches as part of physiotherapeutic practice
8. Use professional communication in a healthcare pedagogical context
9. Demonstrate physiotherapeutic reasoning and basic diagnostics.

#### Competencies

1. Plan and perform simple movement analyses and functional observations and draw conclusions on this basis
2. Plan, perform and evaluate courses of treatment comprising physical activity and training individually and on a group basis, and take decisions concerning the choice of training type and activities.

### 3.2.3 Number of ECTS

26 of the 30 ECTS in this semester are theory-based.

4 of the 30 ECTS for the semester consist of clinical/practical periods.

2 of the 30 ECTS for the semester must consist of elective programme elements.

### 3.2.4 Requirement(s) for sitting the semester exams

Two requirements apply to the exams in this semester:

1. Participation in a course progression in which students, in collaboration with a group of fellow students, are responsible for team training 4–6 times to a chosen target group. This involves helping to plan, carry out and adjust the team training and take part in supervision and feedback. The team



training must be completed before the clinical training starts. The training must live up to standards of academic integrity in terms of form and content.

2. Students must comply with the compulsory attendance requirement during the clinical training, corresponding to 30 hours per week.

The remedial option for students who fail to comply with the first exam requirement is a written report. The educational institution specifies the extent and submission deadline for this on the basis of an individual assessment. The remedial option for the second exam requirement in each individual case is based on an individual assessment of the length and consequences of the absence. The assessment is based on an application for exemption submitted to the programme director by the student(s) concerned.

Students who fail to comply with the requirement before the exam date will not be allowed to sit the exam and will be deemed to have used one of their exam attempts (as per the Exam Order).

### **3.2.5 Exams**

Two part exams are held during the semester in Physiotherapeutic Intervention with the focus on analysing movement and adapting physical activity and in Basic Physiotherapeutic Examinations, Reasoning and Diagnosis.

See also 2.4 on exams on the programme and 11 on general information about exams and assessments on the study programme, where the exam conditions and assessment are stated.

The content relates to the semester's themes, and the learning outcomes are tested by the semester exam.

### **3.2.6 Part-exam in Anatomy**

Exam content and conditions:

The focus is on functional anatomy. Biomechanics is also included. The basis and starting point for the exam is knowledge and skills from semesters one and two.

During these two semesters work will be done regularly on functional anatomy on the basis of a range of video clips of selected movements.

One week before the exam, the educational institution selects a number of these video clips, and these then form the basis for the exam.

On the exam date, the students select an assignment which relates to one of these video clips and a specific anatomical structure.

The basis for the exam:

The basis for the exam is the student's oral presentation during the exam.

Assessment:

Oral exam assessed according to the 7-point grading scale.

Internal

Duration: 20 mins.

Deliberation and feedback: 10 mins.

Study aids:

Study aids are not permitted.

Language:

The exam is conducted in Danish.

### **3.2.7 Part exam in Physiotherapeutic Intervention with focus on analysing movement and adapting physical activity in Basic Physiotherapeutic Examinations, Reasoning and Diagnosis.**

Exam content and conditions:

The basis for the exam is the themes for the semester: Physiotherapeutic Intervention with focus on analysing movement and adapting physical activity and Basic Physiotherapeutic Examinations, Reasoning and Diagnosis.

One week before the start of the exam, the students are randomly assigned to groups of three–four. In these groups, the students prepare four assignments, which are aimed at four different target groups.

Each assignment contains realistic targets for a training period, argumentation in favour of it as well as an overall training plan. The argumentation must be based on knowledge of the target groups as well as of training.

Each assignment must be min. 9,600 and max. 14,400 characters. The assignments are submitted three days before the exam. Immediately afterwards, lots are drawn for the assignment that will form the final basis for the exam and assessment.

The practical demonstration is carried out in the assigned groups. The group is responsible for the allocation of time and tasks between the group members. The demonstration involves the practical implementation of selected parts of the training plan with instruction, communication, correction and adjustment individually and on a team basis. The media for the exam consists of first-semester students.

After the practical demonstration, the students are examined individually and orally on the criteria for the exam related to the considerations and argumentation for selection and rejection of treatment forms.

The basis for the exam:

The basis for the assessment is made up of (1) the Group's written assignment aimed at the target group, (2) the individual student's part of the practical demonstration and (3) the individual oral exam.

Assessment:

The semester exam is an individual oral exam, which contains a group-based practical demonstration and an individual oral theoretical exam.

The internal exam is graded according to the 7-point grading scale.

No preparation time is allowed.

Duration: Ten minutes per student for the group's overall practical demonstration, 15 minutes per student for individual oral theoretical exam and 10 minutes per student for grading.

At the start of the exam, the group must submit a list of the elements from the overall programme that they will demonstrate in practice.

Study aids:

All study aids are permitted.

Language:

The exam is conducted in Danish.

## **3.3 Semester 3**

### **3.3.1 Contents**

**Physiotherapeutic Examination and Clinical Reasoning, Diagnosis, Treatment and Rehabilitative Training – 20 ECTS**

The theme is oriented towards physiotherapeutic examination, based on the citizen's life world, perspectives and resources. Clinical reasoning, differential diagnosis and basic clinical decision-making are central concepts to support evidence-based practice. Work is also done on the planning and evaluation of treatment and rehabilitation based on the results of the patient examination.

Relevant issues are found within a wide range of the physiotherapeutic specialisations and work areas.

### **Physiotherapy in Health Promotion and Illness Prevention – 10 ECTS**

The theme focuses on the broad healthcare concept, living conditions, equality – inequality in healthcare in a social perspective and is aimed at both working lives and leisure time and the contextual framework for these. The starting point is healthcare pedagogical and healthcare psychological theories, as well as innovative activities within health promotion and disease prevention. Physical activity and movement are also studied as aim and means in relation to individuals and groups.

#### **3.3.2 Learning outcomes**

##### **Knowledge**

1. Account for physiotherapeutic examination, diagnostics and differential diagnostics
2. With focus on physical activity, account for social groups' living conditions in Denmark concerning health and inequality in health, gender and ethnicity, viewed in relation to lifestyle and civilisation diseases
3. Account for healthcare pedagogical theories and methods
4. Account for relevant legislation, organisation within rehabilitation, health promotion and the preventative area
5. Account for relevant interprofessional teamwork, and the organisation of this in a healthcare and societal context
6. Account for pain physiology and diagnostic investigation in connection therewith
7. Account for aetiology, pathogenesis, examination and treatment within selected specialised areas
8. Give an account of the primary function of macro-nutrients, their circulation and storage in the body.

##### **Skills**

1. Use healthcare pedagogical theories and methods to plan and perform a physiotherapeutic intervention aimed at individual citizens or groups, with focus on health promotion and prevention
2. Plan and perform physiotherapeutic clinical examination through clinical reasoning, including by assessing tests and investigation methods' reliability and validity
3. Plan and perform physiotherapeutic intervention through clinical reasoning, including assessing and documenting the investigation's results
4. Apply selected clinical physiological measurement methods aimed at movement and function, physical activity and training
5. Plan and perform pain investigation in connection with a physiotherapeutic examination.

##### **Competencies**

1. Demonstrate fundamental physiotherapeutic clinical reasoning and diagnosis
2. Reflect on how treatment and rehabilitation therapy can be organised with a citizen/patient-centric perspective, with due account of a given healthcare situation and societal context.
3. Reflect on how health-promoting and preventative interventions can be organised on the basis of healthcare pedagogical considerations based on the individual's physical, psychological and social opportunities, resources and motivation.

#### **3.3.3 Number of ECTS**

30 of the 30 ECTS for the semester consist of theory.

5 of the 30 ECTS<sup>2</sup> for the semester must consist of interprofessional programme elements and 5 of elective programme elements.

### **3.3.4 Requirement(s) for sitting the semester exams**

Two requirements apply to the exams in this semester:

1. In groups of two-four, students hold two–three meetings with a patient/citizen, obtain knowledge of a patient's life situation and conduct relevant physiotherapeutic examinations of the patient. On the basis of this, the group draws up a written product that forms the basis for the final individual semester exam. The written product must be min. 9,600 and max. 14,400 characters. It must contain a case history and a clinical examination. The written product must live up to standards of academic integrity in terms of form and content.
2. The students on semester 3 must meet the requirements for interprofessional teaching activities at the Campus where they are registered for the programme.

The remedial option for students who fail to comply with both exam requirements is a written report. The educational institution determines the extent and date of submission of the report for each individual student. Students who fail to comply with the requirement before the exam date will not be allowed to sit the exam and will be deemed to have used one of their exam attempts (as per the Exam Order).

### **3.3.5 Exams**

Two part-exams are held during the semester. See also 2.4 on exams on the programme and 11 on general information about exams and assessments on the study programme, where the exam conditions and assessment are stated.

The content relates to the semester's themes, and the learning outcomes are tested by the semester exam.

### **3.3.6 Part exam in Human Physiology and Nutrition**

Exam content and conditions:

The exam focuses on human physiology and nutrition. The educational institution sets a number of questions based on the academic learning outcomes and related to human physiology and nutrition.

The basis for the exam:

The basis for the exam is the student's written response to the questions posed.

Assessment:

The exam is an internal, individual multiple choice exam assessed according to the 7-point grading scale. The exam lasts two hours.

Study aids:

Books, notes or similar study aids are not permitted.

Language:

The exam is conducted in Danish.

---

<sup>2</sup> These are held at different times from campus to campus

### **3.3.7 Part exam in Physiotherapeutic Examination and Clinical Reasoning, Diagnosis, Treatment and Rehabilitative Training as well as Physiotherapy in Health Promotion and Preventative Measures**

Exam content and conditions:

The basis for the exam is the students' own problem-statement paper relating to the semester's two themes: "Physiotherapy in Health Promotion and Preventative Measures" and "Physiotherapeutic Examination and Clinical Reasoning, Diagnosis, Treatment and Rehabilitative Training".

The written product, based on two-three meetings with a patient/citizen, forms the basis for the preparation of the problem-statement paper, see 3.3.4 Requirement(s) for sitting the semester exams. The problem statement must be min. 14,400 and max. 19,200 characters.

The exam starts at the end of semester with an introduction and the allocation of supervisors. Time is earmarked for supervision.

The basis for the exam:

The basis for assessment is made up of the problem-statement paper, which the student has prepared individually.

Assessment:

Internal written individual exam.

The exam is graded according to the 7-point grading scale.

Study aids:

All study aids are permitted.

Language:

The exam is conducted in Danish.

## **3.4 Semester 4**

### **3.4.1 Contents**

#### **Physiotherapeutic Clinical Reasoning and Decision-making in Treatment, Rehabilitative Training and Rehabilitation – 30 ECTS**

The theme is oriented towards physiotherapeutic examination, clinical reasoning and decision-making in treatment, rehabilitative training and rehabilitation in relation to selected physiotherapeutic specialisations and work areas. The focus is on citizen involvement and mono- and interprofessional teamwork. The theme also focuses on examinations and treatment techniques that support the patient/citizen's opportunities and conditions for movement and participation.

The theme's activities takes place in both theoretical and clinical contexts.

### **3.4.2 Learning outcomes**

#### **Knowledge**

1. Account for and argue for the choice of physiotherapeutic examination, treatment, rehabilitative training and rehabilitation
2. Account for indications and contra-indications for physiotherapeutic intervention
3. Account for aetiology and pathogenesis in relation to general pathology within selected diagnosis areas
4. Account for basic categories of types of medicine and their overall mechanisms
5. Explain the mechanisms for damage of the musculo-skeletal system, including human tissue's biomechanical characteristics and theories concerning physical stress effect

6. Account for neuro-physiological mechanisms in connection with pain
7. Account for considerations regarding co-operation with citizens, mono- and interprofessional partners, including the significance of the healthcare system's organisation.

### **Skills**

1. Perform, adjust and argue for the choice of physiotherapeutic investigation, including clinical reasoning and diagnosis
2. Perform, adjust and argue for the choice of manual examination and treatment techniques for pain relief and impact on motor function
3. Perform, adjust and argue for the choice of physiotherapeutic treatment, rehabilitation and adapted physical activity aimed at individual pathways and team training
4. Apply and reflect on relevant professional communication
5. Find and apply evidence-based knowledge related to physiotherapeutic practice.

### **Competencies**

1. Perform, adjust and argue for the choice of physiotherapeutic examination of selected patient categories, including reflecting on possible correlations between the patient's living conditions and the current illness
2. Perform, adjust and argue for the choice of physiotherapeutic treatment, rehabilitation and adapted physical activity aimed at individual pathways and team training
3. Cope with the patient's circumstances in life which are of significance for the physiotherapeutic intervention from a patient-centric perspective
4. Engage in co-operation with the patient/citizen as well as mono- and interprofessional partners
5. Handle current ethical and institutional guidelines.

#### **3.4.3 Number of ECTS**

18 of the 30 ECTS for the semester consist of theory.

12 of the 30 ECTS for the semester consist of clinical/practical periods.

5 of the 30 ECTS<sup>3</sup> for the semester must consist of interprofessional programme elements and 3 of elective programme elements.

#### **3.4.4 Requirement(s) for sitting the semester exams**

Two requirements apply to the exams in this semester:

1. Attendance at and participation in clinical training are compulsory.
2. During the clinical training, each student takes charge of a mini-clinic. A mini-clinic is a meeting with a patient, where the individual student must present a patient examination and/or treatment to the clinical lecturer and fellow students. The clinical lecturer chooses the patient. The student then receives feedback from the other participants. The extent, etc., is agreed in accordance with the needs of the patient concerned. The mini-clinic must be held at least seven working days before the clinical period ends. The mini-clinic must live up to standards of academic integrity in terms of form and content

The remedial option for the first exam requirement in each individual case is based on an individual assessment of the extent and consequences of the absence. The assessment is based on an application for exemption submitted to the programme director by the student(s) concerned.

---

<sup>3</sup>During the clinical training

The remedial option for the second exam requirement is to hold the mini-clinic again. The clinical lecturer sets a date for this. If this is impossible in practice, the student must draw up a written report corresponding to the requirements of the mini-clinic and submit it by a date specified by the educational institution.

Students who fail to comply with the requirements before the exam date will not be allowed to sit the exam and will be deemed to have used one of their exam attempts (as per the Exam Order).

#### **3.4.5 Exams**

Two part-exams are held during the semester. The clinical training is assessed by the semester exam. See also 2.4 on exams on the programme and 11 on general information about exams and assessments on the study programme, where the exam conditions and assessment are stated.

The content relates to the semester's themes, and the learning outcomes are tested by the semester exam.

#### **3.4.6 Part exam in Pathology and Pharmacology**

Exam content and conditions:

A number of questions are posed about the subjects psychiatry, rheumatology, orthopaedic surgery, neurology and medicine based on the academic learning outcomes associated with pathology and pharmacology from semesters 1,2,3,and 4.

The basis for the exam:

The assessment criteria are the students' answers to the questions in the fields of psychiatry, rheumatology, orthopaedic surgery, neurology and medicine.

Assessment:

The exam consists of an individual, external, written, multiple-choice exam assessed according to the 7-point grading scale.

The exam is external with the external examiner appointed by the chair of external examiners.

The exam lasts two hours.

Study aids:

Books, notes or similar study aids are not permitted.

Language:

The exam is conducted in Danish.

#### **3.4.7 Part exam in Physiotherapeutic Clinical Reasoning and Decision-making in Treatment, Rehabilitative Training and Rehabilitation**

Exam content and conditions:

The basis for the exam is the semester's theme: "Clinical reasoning and decision-making in physiotherapy treatment and rehabilitation", the semester's learning outcomes and the clinical training.

The exam is based on approx. 10 different case studies, which are drawn up by the educational institution on the basis of the clinical training. The case studies relate to the semester's learning outcomes. The exam assignments/case studies are allocated approx. 10 calendar days before the exam. Approx. 10 minutes before the exam, the students draw lots for one of the 10 case studies.

The basis for the exam:

The assessment criteria are the students' practical demonstration of physiotherapeutic examination techniques, training and treatment and theoretical explanation of the cases.

**Assessment:**

The exam is an individual oral practical and theoretical exam assessed according to the 7-point grading scale.

The exam is external with the external examiner appointed by the chair of external examiners.

Duration: 40 minutes for deliberation and feedback 15 mins.

**Study aids:**

Only own notes are permitted.

**Language:**

The exam is conducted in Danish.

### **3.5 Semester 5**

#### **3.5.1 Contents**

##### **Physiotherapy in Health Promotion and Illness Prevention – 10 ECTS**

The theme is oriented towards the citizen's participation in working and family life, leisure activities and society, and the related conditions in the form of regulatory frameworks, culture, attitudes and values. The approach can be from a local, national and global perspective.

The content is designed so that the physiotherapist works with patients and society to initiate and perform interventions in healthcare-pedagogic, health-promoting and preventative measures. The general aim is that interventions are initiated and performed in a balance between physical and contextual demands and resources.

##### **Physiotherapeutic Clinical Reasoning and Decision-making in Treatment, Rehabilitative Training and Rehabilitation – 20 ECTS**

The theme is oriented towards clinical reasoning and decision-making in relation to selected physiotherapeutic specialists and work areas.

The focus is on selecting and performing intervention in relation to treatment, rehabilitative training and rehabilitation.

The theme's activities take place in both theoretical and clinical contexts. The students work on selecting, assessing and applying knowledge, theories and existing research results in relation to clinical practice, including focus on the ability to select and apply evidence-based methods.

#### **3.5.2 Learning outcomes**

##### **Knowledge**

1. Account for and reflect on promoting and inhibiting factors in the patient/citizen's life in relation to participation in working life, family life, leisure time and social contexts
2. Account for social groups' living conditions with regard to health and inequality in health seen in relation to living conditions and civilisation diseases with focus on physiotherapy interventions
3. Identify, analyse and evaluate forms of physical stress and psychosocial factors, including factors relating to occupational health and safety and ergonomic conditions that may affect the ability to function
4. Account for elements of epidemiological research methods
5. Account for acts and regulations within health promotion and disease prevention
6. Account for the fundamental theory of organisational culture and structure
7. Account for and argue in favour of theories and methods concerning patient examination, treatment, rehabilitative therapy and rehabilitation, including validity and reliability



8. Account for basic innovative and entrepreneurial theories.

### **Skills**

1. Apply and argue for healthcare pedagogical considerations in order to plan and perform a physiotherapeutic intervention aimed at individual patients/citizens or groups
2. Initiate, coordinate and perform interventions within healthcare pedagogy, health-promoting and preventative measures in conjunction with citizens and society
3. Apply selected theories with a view to motivating individual patients/citizens and groups in rehabilitation, preventative measures and health promotion
4. Identify, assess and disseminate academic problems and seek out relevant knowledge in relation to the two themes for the semester
5. Use, adjust and reflect on the choice of physiotherapy intervention in rehabilitative training, rehabilitation, prevention and health promotion, including by selecting and applying evidence-based methods
6. Apply and reflect on relevant professional communication
7. Reflect on the use of innovative and entrepreneurial theories.

### **Competencies**

1. Demonstrate an ability to support the patient/citizen's ability to act in relation to rehabilitation, health promotion and disease prevention, on the basis of the patient/citizen's circumstances.
2. Argue for and discuss rehabilitating, health-promoting and disease-preventative initiatives in relation to physiotherapy intervention
3. Engage in co-operation with the patient/citizen as well as mono- and interprofessional partners
4. Handle current ethical and institutional guidelines.

#### **3.5.3 Number of ECTS**

20 of the 30 ECTS for the semester consist of theory.

10 of the 30 ECTS for the semester consist of clinical/practical periods.

5 of the 30 ECTS for the semester must consist of interprofessional programme elements.

#### **3.5.4 Requirement(s) for sitting the semester exams**

Two requirements apply to the exams in this semester:

1. Compulsory attendance and participation requirement during the clinical training, corresponding to 30 hours/week.
2. The theme "Physiotherapy in health promotion and prevention" includes a problem-based project in collaboration with an organisation. The project work is done in groups of 3-5 students, which develop and implement a health-promoting or preventative initiative in collaboration with an organisation. The entire process is communicated via a written project submitted to the educational institution. The written product consists of a synopsis of min. 9,600 and max. 19,200 characters, including a description of the work that expands on the theoretical and methodological sides of the work in relation to health-promoting and preventative measures. The work is also communicated to the other students and the supervisor. After the oral presentation, the group receives oral feedback from the supervisor. Feedback from the supervisor is primarily directed at the project and the communication of this is based on the assessment criteria for the theme. Attendance and participation is compulsory for both the project work and the subsequent oral feedback from the supervisor and the students. The students must be present throughout the day. The project and communication of it must also comply with standards of academic integrity in terms of form and content.

The remedial option for the first exam requirement in each individual case is based on an individual assessment of the extent and consequences of the absence. The assessment is based on an application for exemption submitted to the programme director by the student(s) concerned. The remedial option for students who fail to comply with the second exam requirement is a written report that corresponds with the described requirements. The educational institution sets the date for this

Students who fail to comply with the requirements before the exam date will not be allowed to sit the exam and will be deemed to have used one of their exam attempts (as per the Exam Order).

### 3.5.5 Exam

During the semester, an exam is held in Physiotherapy in Health Promotion and Preventative Measures and in Physiotherapeutic Clinical Reasoning and Decision-making in Treatment, Rehabilitative Training and Rehabilitation.

See also 2.4 on exams on the programme and 11 on general information about exams and assessments on the study programme, where the exam conditions and assessment are stated.

The content relates to the semester's themes, and the learning outcomes are tested by the semester exam.

Exam content and conditions:

The exam is based on the two themes for the semester: Physiotherapy in Health Promotion and Preventative Measures and in Physiotherapeutic Clinical Reasoning and Decision-making in Treatment, Rehabilitative Training and Rehabilitation.

The exam is held during the last two weeks of the clinical training and takes place at the clinical training site. The exam is held over two days, one day for preparation and one day for the actual exam.

Citizens/patients are allocated by drawing lots on the preparation day. The patient/citizen concerned has not previously been treated by the students. The student then has at least one hour to read the background material and prepare a patient examination before meeting the patient. The students then dispose of the rest of the day as they see fit. The time spent on the individual patient examination on the preparation day reflects normal practice at the practical training site.

On the exam day, a total of 70 minutes are allocated for each examination including 10 minutes for assessment and feedback.

The basis for the exam:

The basis for the exam is the student's individual performance with practical examination and treatment of a patient/citizen and subsequent theoretical explanation of the practical work.

Assessment:

The exam consists of an individual internal clinical exam.

The clinical lecturer is the examiner and a physiotherapy lecturer is the co-examiner.

The exam is graded according to the 7-point grading scale

Study aids:

On the preparation day, students are permitted to use all exam aids, but must NOT use video recordings when examining the patient/citizen.

Students are only permitted to take their own notes into the actual exam.

Language:

The exam is conducted in Danish.

## 3.6 Semester 6

### 3.6.1 Contents

#### **Advanced physiotherapeutic reasoning and decision-making in physiotherapeutic intervention 30 ECTS**

The theme is targeted at development-oriented, independent and critical professional practice. The content of the semester is oriented toward complex physiotherapeutic issues and associated quality assurance, quality enhancement and documentation. Advanced physiotherapeutic reasoning contains a development-oriented, independent and critical practice of the profession, in which both profession-based and research-based knowledge is incorporated.

The theme also involves the framework for professional practice, understanding the position of the physiotherapist and the profession within the various organisations in the health service.

### 3.6.2 Learning outcomes

#### **Knowledge**

1. Reflect on quality assurance and enhancement of specific physiotherapy interventions in relation to evidence-based knowledge.
2. Relate physiotherapy to the organisation of the rest of the health service and assess the opportunities to influence the framework for selected physiotherapy interventions in organisational terms.

#### **Skills**

1. Search for, select, assess and apply profession- and research-based knowledge of relevance to a given problem.
2. Argue in favour of, analyse and relate critically to selected physiotherapy interventions and physiotherapy theory on the basis of a bio-psycho-social and citizen-involving perspective.
3. Master current documentation practice and administrative procedures, including written communication and documentation of academic considerations in a clear and precise academic language.
4. Master the art of coordination of physiotherapy interventions in relation to other health initiatives.

#### **Competencies**

1. Independently plan, coordinate, initiate, conduct and evaluate a targeted and coherent physiotherapy intervention, including treatment and rehabilitative therapy, health promotion, health optimisation, preventative measures and rehabilitation
2. Independently collaborate with patients/citizens and their relatives and other relevant parties, with respect for different values and perceptions of health and illness
3. Independently enter into collaboration with mono- and interdisciplinary and intersectoral partners, and in this way to help solve academic and organisational tasks with a view to ensuring coherent care and citizen involvement
4. Identify needs for developing their own knowledge and skills in relation to professional practice and be able to keep up-to-date with developments in the profession based on an understanding for and identification of their own needs and learning processes.

### 3.6.3 Number of ECTS

15 of the 30 ECTS for the semester consist of theory.

15 of the 30 ECTS for the semester consist of clinical/practical periods.

5 of the 30 ECTS for the semester must consist of interprofessional programme elements.

#### **3.6.4 Requirement(s) for sitting the semester exams**

One requirement applies to the exams in this semester.

1. Compulsory attendance and participation requirement during the clinical training, corresponding to 30 hours/week.

The remedial option for the exam requirement in each individual case is based on an individual assessment of the extent and consequences of the absence. The assessment is based on an application for exemption submitted to the programme director by the student(s) concerned.

Students who fail to comply with the requirements before the exam date will not be allowed to sit the exam and will be deemed to have used one of their exam attempts (as per the Exam Order).

#### **3.6.5 Exam**

During the semester, one exam is held in Advanced Physiotherapeutic Reasoning and Decision-making in Physiotherapeutic Intervention. The exam consists of a theoretical part 1 and a clinical part 2. See also 2.4 on exams on the programme and 11 on general information about exams and assessments on the study programme, where the exam conditions and assessment are stated.

The content relates to the semester's themes, and the learning outcomes are tested by the semester exam.

#### **3.6.6 Part 1 exam in Advanced Physiotherapeutic Reasoning and Decision-making in Physiotherapeutic Intervention**

Exam content and conditions:

The exam is based on the students' own written, problem-statement paper on the theme for the semester "Advanced Physiotherapeutic Reasoning and Decision-making in Physiotherapeutic Interventions".

The key point of the assignment consists of arguments in favour of the legitimacy of clinical physiotherapy interventions. The assignment must be min. 14,400 and max. 24,000 characters.

The basis for the exam:

The basis for assessment consists of the students' problem-statement paper.

Assessment:

The exam is internal, individual and written.

The exam is graded according to the 7-point grading scale.

Study aids:

Study aids such as books, notes, and the likes are permitted.

Language:

The exam is conducted in Danish.

#### **3.6.7 Part 2 exam in Advanced Physiotherapeutic Reasoning and Decision-making in Physiotherapeutic Intervention**

Exam content and conditions:

The exam is based on the theme for the semester “Advanced Physiotherapeutic Reasoning and Decision-making in Physiotherapeutic Intervention”.

The exam is held during the last week of the clinical training and takes place at the clinical training site.

The exam is held over two days, one day for preparation and one day for the actual exam.

Citizens/patients are allocated by drawing lots on the preparation day. The patient/citizen concerned has not previously been treated by the students. Each student then has at least one hour to read the background material and prepare a patient examination before meeting the patient. The students then dispose of the rest of the day as they see fit. The time spent on the individual patient examination on the preparation day reflects normal practice at the practical training site.

On the exam day, a total of 70 minutes are allocated for each examination including 10 minutes for assessment and feedback.

The basis for the exam:

The basis for the exam is the student's individual performance during the practical examination and treatment of a patient/citizen and subsequent theoretical explanation of the practical work.

Assessment:

The exam is individual, external and clinical. The exam is graded according to the 7-point grading scale

A clinical lecturer acts as examiner along with a lecturer from the educational institution and an external examiner.

Study aids:

On the preparation day, students are permitted to use all exam aids, but must NOT use video recordings when examining the patient/citizen.

Only personal notes are permitted during the exam.

Language:

The exam is conducted in Danish.

### **3.7 Semester 7**

#### **3.7.1 Contents**

##### **Independent and Critical Practice of the Profession and Development**

###### **Elective element – 10 ECTS**

The theme is oriented towards the critical study and development of the knowledge and practice of physiotherapy in relation to patients/citizens at national or international level. The focus is on academic immersion combined with perspectives on the academic area in conjunction with related professions or international aspects of the profession.

###### **Bachelor project – 20 ECTS**

The theme is oriented towards systematic immersion anchored in an academic issue from the field of practice. The bachelor project requires independent investigation and communication of an academic issue, with the application of scientific method, as well as the collection and involvement of theoretical and empirical material. The focus is on participation in development, implementation and execution, as well as documentation and communication of research, development and project work, and quality development of professional issues, both in theory and practice.

#### **3.7.2 Learning outcomes**

##### **Knowledge**

1. Identify and delineate a physiotherapy issue and take a critical approach to the relevance of the issue.
2. Account for and reflect on their own professional practice, as well as their profession's duties and areas of responsibility in an organisational, administrative and societal perspective
3. Account for and reflect on the theory of science, research methods and models for evaluation, quality assurance and quality development, and to relate this knowledge to research and development work in practice
4. Reflect critically on the implementation of new knowledge achieved from health-science research and in the profession's clinical research.

### **Skills**

1. Demonstrate search and selection of research-based knowledge in specific databases
2. Apply and critically relate to national and international research-based knowledge
3. Use and select relevant scientific qualitative and quantitative methods for data collection, data processing and description of data
4. Use fundamental concepts within the theory of science and scientific methodology in order to develop and document physiotherapy
5. Use, assess and justify methods and described standards for quality assurance and quality development
6. Use and argue for relevant study and working methods in order to search for, assess and interpret empirical evidence, theory and research methods, and to initiate and participate in research and development work.

### **Competencies**

1. Assess and integrate research ethics principles in connection with research and development work
2. Independently analyse professional and research-based knowledge in professional contexts and use and participate in research and development work within physiotherapy areas
3. Independently use and integrate national and international research-based literature and results, in order to integrate these in the development of the profession.
4. Assess and assume responsibility for quality development.

#### **3.7.3 Number of ECTS**

30 of the 30 ECTS for the semester consist of theory.

10 of the 30 ECTS for the semester must consist of elective programme elements.

#### **3.7.4 Requirement(s) for sitting the semester exams**

Only one requirement applies to the exam in this semester:

1. It is a precondition that the students have complied with and are able to document the compulsory participation and attendance requirements for elective programme elements.

The remedial option for the exam requirement is to submit a written report based on the academic content of the elective element(s). The written paper must be min. 4,800 and max. 14,400 characters, depending on the extent of the absence during the elective element. The educational institution specifies the extent and submission deadline for this on the basis of an individual assessment. The exam paper must comply with standards of academic integrity in terms of form and content.

Students who fail to comply with the requirements before the exam date will not be allowed to sit the exam and will be deemed to have used one of their exam attempts (as per the Exam Order).

### 3.7.5 Exam

One exam is held during the semester in Independent and Critical Practice of the Profession and Development. See also 2.4 on exams on the programme and 11 on general information about exams and assessments on the study programme, where the exam conditions and assessment are stated.

The content relates to the semester's themes, and the learning outcomes are tested by the semester exam.

Exam content and conditions:

The exam is based on the theme for the semester: "Independent and Critical Practice of the Profession and Development"

Prior to the exam, groups of 2-4 students work on written problem-statement projects of max. 84,000 characters. The educational institution appoints a supervisor for each group, who is responsible for the supervision of the project and the exam based on it.

See 3.8 for further information on "Bachelor Project on VIA Physiotherapy"

The basis for the exam:

The exam is based on the content of the semester.

The written project in its entirety constitutes the basis for the individual exam.

The assessment basis (the basis for the grading) is the written product and the oral performance. A combined grade is awarded on the basis of an overall assessment.

Assessment:

The exam is individual, external, written and oral.

The supervisor acts as an examiner along with an external examiner from the corps of external examiners

The exam is graded according to the 7-point grading scale

Study aids:

Study aids such as books, notes are permitted.

### Language

The exam is conducted in Danish.

## 3.8 The bachelor project on VIA Physiotherapy

The bachelor project consists of a written part and an oral part. It is written in groups, and may be mono- or interprofessional.

The bachelor project must document the student's understanding of and independent ability to reflect on the profession's practice and use of research theory and scientific method in relation to a practice-centred issue. The problem, which must be central to the programme and the profession, is formulated by the student, possibly in collaboration with a private or public enterprise.

The problem area must be approved by the educational institution.

The purpose of the project is for students to acquire the competencies required to participate in the development, initiation, implementation, documentation and communication of academic research and development work and by doing so contribute to quality enhancement and communication of the knowledge generated about physiotherapy.

---

## 4 Elective programme elements

Students on VIA Physiotherapy must complete 20 ECTS of elective programme elements. Sections 2.1 and 3 stipulate the timing of the elective elements.

The elective programme elements facilitate immersion in selected themes and enhance and/or expand the students' academic profiles. This gives students, within the framework provided, an opportunity to design their own programmes and take responsibility for them.

10 ECTS of elective programme elements must be taken during the first two years, the other 10 ECTS during the final 1½ years.

The elective elements during the first two years focus on the profession.

The elective elements during the final 1½ years are taken at the start of a semester. The content is either profession-based or interprofessional, and has broad appeal. The courses are open to students from various study programmes. The elective elements taken during the final 1½ years may include content chosen by the student and approved by the institution.

VIA's range of elective programme elements is continually adapted to reflect key social trends and trends in the profession's field of activity. The elective elements may last two, four or six weeks. They may be offered by the students' own study programmes or other programmes/campuses. See the intranet and the appropriate website for details of elective programme elements for the current semester (see the intranet and the VIA website). Elective programme elements may be taken at VIA, elsewhere in Denmark or abroad, and can consist of theoretical and/or practical ECTS.

The elective elements bring flexibility to the programme and help to ensure that it reflects the latest developments, research and practice in relevant academic themes.

By prioritising their wishes for the elective programme elements, the students develop their own academic profile and have the opportunity to explore a variety of job and career opportunities. The elective elements may also incorporate talent-development activities.

Ideas for the themes, form and content of the elective programme elements are developed in collaboration with the profession, educational institutions and the students, and discussed in the relevant forums.

Elective programme elements are tested as part of the overall learning outcomes for the semester.

---

## **5 Interprofessional programme elements**

VIA Physiotherapy students must complete 20 ECTS of interprofessional programme elements. Sections 2.1 and 3 stipulate the timing of the interprofessional programme elements.

The focus of the interprofessional programme elements is on coherent and meaningful citizen and patient cases, in which the participants' professional competencies are utilised and interprofessional competencies are developed on the basis of the citizen's and patient's condition, resources and objectives.

These elements help students acquire competencies that qualify them to engage professionally in and develop different types of interprofessional and intersectoral partnerships.

10 ECTS of interprofessional programme elements are taken during the first two years, 10 during the final 1½ years.

VIA develops and runs interprofessional programme elements corresponding to 5 out of the 20 ECTS across its programmes.

The interprofessional elements and study activities reflect real-world interprofessional and intersectoral challenges and partnerships. They are organised in a way that makes use of the professions' overall academic



competencies as they relate to the individual citizen and patient's goals, independent of structures and organisations.

Interprofessional programme elements run either as integrated elements of the study programme or as independent courses of study, in collaboration with other study programmes and/or professions.

The interprofessional elements may be either theoretical or clinical. The content is developed in close collaboration with practice, focuses on citizen/patient perspectives, and is based on meaningful, practice-related cases and challenges.

---

## **6 Clinical training**

Clinical training is central to bachelor programmes. The links between theory and clinical training help students acquire the competencies and skills to work in the profession, based on relevant knowledge, methods and techniques.

The relationship between theory and clinical training helps students achieve the programme's learning outcomes.

During the clinical training, the students are trained in and learn about current, specific and complex real-world professional situations and processes. Students are involved in practical collaborations, in which stakeholders in professional healthcare influence one another. In their encounters with practice, students develop their professional identity and competencies, and are able, with an increasing degree of independence, to perform tasks associated with the profession and with interprofessional work.

The educational institution and the organisations that provide clinical training places are part of a mutually binding collaboration that contributes to the programme's quality enhancement and assurance, guarantees the conditions for student learning, and supports the links between theory and practice in the students' learning.

### **6.1 Compulsory participation and attendance**

#### **Compulsory participation**

Students are obliged to participate in study activities that make up the exam requirement, and which must be completed before sitting the exam. The exam requirement can, for example, be to keep work journals, participation in mini-clinics, participation in supervision and reflection interviews. Specific requirements for compulsory participation are specified in the semester descriptions.

The compulsory attendance and participation requirements for VIA Physiotherapy students are described in 16 on Compulsory participation, compulsory attendance and study activity

#### **Compulsory attendance**

Pursuant to Section 8(3) of the Ministerial Order on the Bachelor's Degree Programme of Physiotherapy, attendance is compulsory for the clinical training, which is equivalent to an average of 30 hours per week.

Complying with the compulsory attendance requirement is a prerequisite for sitting the clinical exam at the end of the semester. Students must attend the activities that are planned and run as part of the clinical training. For clinical training, compulsory attendance is part of the compulsory participation requirement.

### **6.2 Co-operation between educational institutions and clinical training sites**

The educational institution and organisations that provide clinical training sites enter into binding agreements across sectors. Clinical training sites may, for example, be in hospitals, local government institutions or private companies.

The shared objectives of the co-operation are to offer the best possible learning opportunities for students and to assure and enhance the quality of the study programmes.

The co-operation focuses on social challenges, key trends in jobs and professions, and requirements placed on professionals, as well as research and development within specific professions, and how this influences the development of professional degree programmes.

The co-operation also encompasses dialogue about programme content, links between theory and practice, and conditions for the students' learning.

The co-operation supports quality, relevance and development on all levels, and provides clear milestones for the professional work on the study programmes.

The co-operation between educational institutions and clinical training sites is formalised at the following levels:

- The strategic level
  - Between the senior management of the educational institution and the senior management of the organisations providing clinical training places.
- The tactical level
  - Between the management of the clinical training sites and the management of the clinical training sites.
- The operational level
  - Between the lecturers from the study locations and the clinical supervisors.
  - Between the individual students, the lecturers from the study locations and the clinical supervisors.

### **6.3 Approval of clinical training site**

The educational institution approves the clinical training site on the basis of the following two criteria:

- A clinical training site must account for how it will ensure that the students have opportunities to acquire the learning outcomes described for the individual semesters. This account must describe the organisational, professional and educational conditions at the clinical training site.
- The clinical training site is also responsible for ensuring that the students' evaluations of the clinical training are included in the ongoing quality enhancement. This quality enhancement must be done in co-operation with the educational institution.

In addition, as per Ministerial Order no. 503 of 30/05/2016 on the Bachelor's Degree Programme of Physiotherapy, Part 3, sections 5 and 6, the following will apply to the approval of the clinical training site by the educational institution:

- (5) It is a condition for approval of the clinical training site that the clinical training is provided by physiotherapists with pedagogic qualifications equivalent to 1/6 of a diploma programme.
- (6) It is also a condition for approval that the clinical training site meets the following requirements:
  - 1) The clinical training is defined as the part of the study programme during which the physiotherapy student is in direct contact with healthy or sick individuals or groups and learns to plan, provide and assess physiotherapy.
  - 2) The clinical training takes place under supervision in an institution run by either the national government or a regional or local authority, including clinics, or in a private or another appropriate institution under supervision and guidance.

- 3) To a limited extent – as preparation for contact with patients, for example – some elements of the work placement (clinical training) may take place in a skills laboratory or simulation laboratory. However, they may not directly replace contact with the patient in the clinical department or institution.

#### **6.4 The clinical training site's role and responsibilities**

It is the clinical training site's responsibility to ensure that the necessary conditions are met so that the students have the opportunity to achieve the learning outcomes for the clinical training in the semester concerned.

The clinical training site is responsible for contacting the educational institution if challenges arise related to complying with the approved framework, or if it is deemed likely that a student will struggle to achieve their learning outcomes.

If the clinical training site wishes to discontinue the students' clinical training, it must first discuss the matter with VIA Physiotherapy.

---

### **7 Entrepreneurship and innovation**

The purpose of innovation in the study programme is to provide students with a strong academic foundation and train them to adopt an entrepreneurial approach in order to generate value for citizens, society, companies and the profession. The study programme seeks to provide students with entrepreneurial competencies that involve knowledge of and skills in developing new welfare solutions in collaboration with their own and other professions, civil society and the private sector.

Innovative educational opportunities help ensure that students forge careers that advance the academic profile of, or develop, the profession.

The programme encourages the students' entrepreneurial spirit through specific mono- or interdisciplinary courses of study. These courses of study must be based on real, topical social issues, selected on the student's own initiative.

The campus hothouse trains students in employability, in entrepreneurship and working with the private sector, e.g. by availing themselves of opportunities such as acting as a sounding board for individual students, courses and events.

---

### **8 Research and development**

The programme is organised so that the student acquires competencies aimed at *creating* and *applying* knowledge that will benefit the programme, profession and practice.

Knowledge is *generated* by the students' involvement in innovative research- and development-based processes that draw on specific events and challenges related to the experiences of patients, citizens and users. The students may be involved either in a single programme or across multiple programmes, in the private or public sector, and in organised research and development environments.

Knowledge is *applied* by involving national and international research-, development- and experience-based knowledge throughout the programme. The programme builds on the latest knowledge regarding the profession, its research and development.

*Generating* and *applying* knowledge means that students are able to seek out, manage and integrate national and international knowledge regarding practice, research and development, and also reflect on different forms of knowledge and evaluate its relevance in the specific situation.

Research and development in healthcare professional bachelor degree programmes is based on an understanding of the fact that knowledge is created, circulated and used in a dynamic process involving lecturers, students, researchers and practitioners, as well as patients, citizens and users. It is also based on interaction between the different players in the health service and society in both the public and the private sectors.

The programme is designed to enhance students' professional, methodological and personal competencies in relation to *generating* and *applying* knowledge. This is done throughout the course of the programme by means of the various study activities. Students have the opportunity to get involved and work systematically with relevant methodological approaches in ways that challenge their curiosity, creativity, judgement and dynamism in relation to research and development.

VIA Physiotherapy students acquire the competencies required to apply health-science research methods by taking part in research and development work during their studies and where appropriate in collaboration with practice. The students will also be presented with and may be involved in research and development projects run by the lecturers on the study programme.

---

## **9 Teaching and working methods on VIA Physiotherapy**

The programme is organised jointly by the educational institution and the clinical training site. The classes are designed to strengthen the relationship between the students' theoretical and clinical training. As far as possible, the forms of teaching and working are organised so that practical experience is processed in the theory classes, and insights from theoretical teaching are used in analyses and actions in clinical training.

Forms of work and teaching are used to support the students and develop their professional identity. The use of different forms of teaching enhances the students' opportunities to acquire the learning outcomes and use them in professional analyses and practical situations.

The students encounter forms of work and teaching that support the retention and development of curiosity, commitment, self-confidence and enterprise in relation to resolving professional problems. The aim is to develop the students' judgement and capabilities via a range of teaching methods.

The educational institution describes the forms of teaching and working, including study activities, on the basis of four categories in the study-activity model.

The teaching includes classes initiated by the lecturers in which both students and lecturers participate. Lecturers can initiate other study activities in which they do not participate. Students can also initiate their own study activities, which may or may not involve participation by lecturers.

In the practical classes during the theoretical part of the programme, the focus is on practising and testing practical skills. Students practice their skills on students from their own or other professions and on patients/citizens. The idea is to prepare students to use their skills in physiotherapy in practice. Skills are acquired via the repetition of training situations in various different contexts and with different bodies.

Training in practical skills is provided in classes with the lecturers present. Students also acquire practical skills under supervision in practice/workshop lessons. Students are expected to take the initiative to choose their own focus and seek out supervision. The timetable also includes practice/workshop lessons during which students are expected to practise without supervision.

In the mobility laboratory, students have the opportunity to practise skills in various contexts using the different technical equipment used during the teaching and in project contexts.

---

## **10 Educational opportunities abroad**

The programme offers a number of opportunities abroad, the purpose of which is to equip students to act professionally in a globalised world. The study programme aims to ensure that students acquire intercultural and international competencies involving knowledge of and respect for other cultures, as well as the ability to reflect on academic problems and understand how they relate to the profession's practices and core areas.

The educational institution concludes agreements with institutions abroad to promote student and staff mobility. Students have the opportunity to take parts of the theoretical part or clinical training abroad, at educational institutions or clinical training sites approved by the educational institution.

The international dimension of the programme also covers the integration of international aspects into the day-to-day teaching. This helps to establish a stronger international learning and study environment, which incorporates international literature and global health challenges into the teaching, uses international guest lecturers, and participates in international knowledge research and development.

Each educational institution has entered into agreements with institutions and hosts abroad about student exchanges.

Joint VIA University College procedures assure the quality of the international work.

### **10.1 Exchange agreements and opportunities**

Students on VIA Physiotherapy can take parts of their programme abroad during semesters 4, 5, 6 and the elective part of semester 7.

The institution only works on longer-term study visits with educational institutions abroad that match the level of a Danish bachelor programme. The learning objectives/outcomes for the stay abroad are defined and approved by VIA Physiotherapy to ensure that the student obtains credit transfers for the time spent away. The extent of the exchange will therefore depend on the current agreements/may vary based on individual agreements.

The current agreements are published on the intranet.

### **10.2 Reading texts in languages other than Danish**

VIA Physiotherapy is taught primarily in Danish.

Some of the texts used on the programme are in English, Swedish and Norwegian. Reading of the academic texts requires general language comprehension corresponding to youth-education level. Understanding the texts in the languages mentioned above is a prerequisite for students on VIA Physiotherapy.

---

## 11 General information about exams and assessments on the programme

At the end of each semester, students are assessed on the extent to which they have achieved the learning outcomes described for the semester. This assessment takes the form of either internal exams, conducted by internal examiner(s) appointed by the educational institution, or external exams, which also involve an external examiner appointed by the Minister of Higher Education and Science.

Exams on the degree programmes are held in a manner that complies with the requirements in the current ministerial orders and legislation on tests and exams on vocational higher education programmes.

The forms of exam vary and reflect the professional content, forms of working used and learning outcomes for the individual semesters. The individual study programmes determine their own exam forms.

All exams on the first six semesters must be passed before students are allowed to take the final bachelor exam.

The exams on VIA Physiotherapy are in Danish. When evaluating students' performance in written exams and oral exams, based on materials written by the students themselves, students' spelling and communication skills form a significant part of the assessment.

VIA Physiotherapy decides whether participation in study activities, attendance during clinical training and theory classes, assignments, use of the portfolio, etc. are prerequisites for the semester exam. The nature of the compulsory participation is stipulated in the curriculum and may be described in detail in other curriculum documents linked to the clinical training and theoretical education.

If they fail to comply with the requirements for sitting the semester exam or do not sit it, they are deemed to have used one exam attempt, unless they were unable to attend due to documented illness or maternity/paternity leave.

Students who have started a programme element are automatically registered for exams in that element.

They are not allowed to withdraw from the exams.

### 11.1 Special exam conditions

Where deemed necessary by VIA Physiotherapy, special exam conditions may be arranged for students with physical or mental disabilities or for students whose native language is not Danish in order to put them on an equal footing with other students taking the same exam. It is a requirement that the offer does not change the level of the exam, cf. Ministerial Order no. 1500 of 02/12/2016, the Ministerial Order on exams on Professionally-Oriented Higher Education Programmes.

On presentation of documentation, students who comply with the requirements above may apply for special exam conditions, including extended time. The application must be submitted to the Study Administration no later than four weeks before the exam.

### 11.2 The first-year exam

The exams in semesters 1 and 2 make up the first-year exam. The first-year exam must be passed before the end of semester 2.

If the exams are passed as resits before the beginning of the programme elements that constitute the third semester, the exam is considered to have been passed on time. The student may then continue on the programme, as per the progression laid out above under timing of programme elements and clinical training (section 2.1. Overview of the programme's structure and content).

If the exams in semester 2 are not passed as resits, students may apply for another exam attempt at the end of semester 3.

The rule in the Exam Order section 6(3) must be complied with, i.e. that the students must pass the first-year exam before the end of the second year of study.

The exams that make up the first-year exam must be passed before a student can apply for a transfer, change of programme or leave of absence due to anything other than illness, maternity/paternity leave, adoption or national service.

### **11.3 Diploma**

Section 2.4 contains an overview of the exams that appear on student diplomas.

---

## **12 Make-up exams and resits**

### **12.1 Make-up exams**

For students who are exempt from ordinary exams due to documented illness or other similar conditions in accordance with the Exam Order, a new exam must be held as soon as possible after the ordinary one.

Students are automatically registered for the new exam.

In special cases, make-up exams are held during the next ordinary exam period for the programme element. However, this does not apply to make-up exams for the bachelor-project exam, which are always held during the same exam period.

Students are informed of the time and place of the make-up exam as soon as possible after the ordinary exam.

### **12.2 Resits**

For students who have not passed an exam, a resit must be held as soon as possible. If a make-up exam is held, this will be considered the next exam attempt for students who have not passed the ordinary exam.

Students are automatically registered for the new exam.

In special cases, resits are held during the next ordinary exam period for the programme element. However, this does not apply to resits for the bachelor project, which are always held during the same exam period.

Students are informed of the time and place of the resit as soon as possible after the ordinary exam.

---

## **13 Cheating, plagiarism and disruptive behaviour during exams**

### **13.1 Cheating**

As per the Exam Order, exam cheating is defined as when students, during an exam, obtain from or provide to other students unlawful help or use study aids that are not permitted.

If VIA Physiotherapy becomes aware of instances of cheating, the student(s) involved will be expelled from the exam. If the allegation is confirmed, the student is deemed to have used one exam attempt.

If the exam has been assessed before the cheating is confirmed, the assessment does not count.

### **13.2 Plagiarism**

Plagiarism is defined as students sitting an exam claiming the work of others as their own or citing their own previously assessed work without proper source references.

If VIA Physiotherapy becomes aware of instances of plagiarism, the student(s) involved will be expelled from the exam. If the allegation is confirmed, the student is deemed to have used one exam attempt.

If the exam has been assessed before the plagiarism is confirmed, the assessment no longer counts.

In special cases, VIA Physiotherapy may disregard alleged plagiarism if it has not or could not have had implications for the assessment.

### **13.3 Disruptive behaviour**

Any student whose behaviour during an exam is disruptive will be expelled from the exam by VIA Physiotherapy. However, in less serious cases, VIA Physiotherapy will issue a warning first.

Students expelled from an exam due to disruptive behaviour are deemed to have used one exam attempt.

### **13.4 Aggravating circumstances**

If there are aggravating circumstances pertaining to an instance of cheating, plagiarism or disruptive behaviour, VIA Physiotherapy may suspend students for a period of time. Suspended students also receive a written warning stating that any repetition may lead to permanent expulsion and withdrawal of registration from VIA Physiotherapy.

---

## **14 Complaints and appeals about exams**

### **14.1 Appeals about exam conditions**

Students are entitled to file complaints about exam conditions. Complaints must be submitted in writing, specifying the grounds, to VIA Physiotherapy no later than two weeks after the student has been informed of the outcome of the exam assessment.



Exam appeals may be about:

- The exam basis
- The exam process
- The assessment

VIA Physiotherapy immediately forwards the complaint to the assessors, who have two weeks to issue a ruling. They must comment on the specific questions addressed in the complaint. On receipt of the assessors' ruling, VIA Physiotherapy sends it to the student concerned. They then have one week to comment on the assessors' ruling.

VIA Physiotherapy, represented by the programme director, then makes a decision on the case. The decision must be in writing, include a justification and specify the appeal procedure. The decision may have one of the following outcomes:

- A new assessment (reassessment), though only for written exams
- A new exam (resit)
- Rejection of the appeal.

Complaints regarding exam conditions can only be upheld with unanimous agreement from the assessors. VIA Physiotherapy immediately notifies the student and the assessors of the decision. If the decision involves an offer of a reassessment or resit, the student has two weeks in which to accept. Reassessments and resits must take place as soon as possible.

Reassessments and resits may result in a lower grade than the original assessment or exam. New assessors are appointed for resits and reassessments. For reassessments, the case file is presented to new assessors, who make a new assessment, which is submitted along with a written justification.

#### **14.2 Appeals about exam conditions**

For complaints about exam conditions, students may appeal against VIA Physiotherapy's decision to a board of appeals set up by the VIA Physiotherapy programme. The appeal must be submitted in writing, specifying the grounds, to VIA Physiotherapy no later than two weeks after the student has been informed of the outcome of the exam assessment.

The board of appeals for VIA Physiotherapy is convened on a case-by-case basis. The board of appeals consists of two appointed external examiners, one lecturer who is empowered to conduct exams and a student. All members of the board of appeals must work in the field covered by VIA Physiotherapy.

The board makes its decision based on the material presented when VIA Physiotherapy made its ruling, and on the student's appeal and the stated grounds for it. The decision may have one of the following outcomes:

- A new assessment (reassessment), though only for written exams
- A new exam (resit)
- Rejection of the appeal.

The ruling in the appeal case should be sent as soon as possible to VIA Physiotherapy, which then forwards the decision to the student.

If the decision involves an offer of a reassessment or resit, the student has two weeks in which to accept. Reassessments and resits must take place as soon as possible.

Resits and reassessments may result in lower grades. New assessors are appointed for resits and reassessments. For reassessments, the case file is presented to new assessors, who make a new assessment, which is submitted along with a written justification.

The appeal board's decision is final and cannot be referred to any other administrative body.

---

## **15 Requirements for written assignments and projects**

### **15.1 Formal requirements for VIA Physiotherapy**

Written assignments and projects on VIA Physiotherapy are subject to guidelines and formal requirements, which are to be found on the intranet.

For written assignments and projects on VIA Physiotherapy, a standard page consists of 2,400 keystrokes, including spaces.

---

## **16 Compulsory participation, compulsory attendance and study activity**

Compulsory participation means that students on VIA Physiotherapy must participate in the stipulated study activities. These activities are listed in the descriptions of the semesters in the curriculum, the study activity model and semester descriptions.

Students may comply with the requirement for compulsory participation, including compulsory attendance and study activity, in several ways.

This requirement can take the form of:

- compulsory attendance, i.e. that the student must be physically present
- the exam requirement students must fulfil in order to sit the exam
- the exam requirement may also include compulsory attendance
- exams that must be passed

VIA Physiotherapy's requirements for compulsory participation, compulsory attendance and study activity are listed below.

### **16.1 Compulsory participation and attendance**

Study activity is compulsory on VIA Physiotherapy and the students must participate in all of the programme's activities, as described in the study activity model and semester plans.

For certain activities, the compulsory participation requirement is clarified by placing requirements for compulsory attendance. Compulsory attendance is defined as the student's obligation to attend activities during the study programme for which attendance is compulsory.

Attendance is compulsory during the clinical training part of VIA Physiotherapy and comprises an average of 30 hours per week. At the start of the clinical training, the clinical lecturer agrees with the students what activities a register will be kept for. Documentation of compliance with the compulsory attendance requirement is a prerequisite for sitting exams related to the learning objectives for the clinical training.

Specific requirements for compulsory participation are specified in the semester descriptions in the curriculum.

*Non-fulfilment of compulsory participation and compulsory attendance*

Students who fail to comply with the requirement for compulsory participation and/or attendance will be considered to have used one exam attempt, unless they can document illness or have an exemption.

### **Re. compulsory participation:**

Developing competencies in working with others and building relationships and building up manual and physical experience and skills requires a high degree of participation in classes and the other learning activities during the semesters. The learning practices are practice- and experience-based and promote forms of knowledge that are process- and action-oriented, which requires presence and active participation to achieve sufficiently good learning outcomes and acquire the necessary competencies.

Students are obliged to participate in study activities that make up the exam requirement, and which must be completed before sitting the exam. Exam requirements may, for example, consist of assignments/products, oral presentations, participation in supervision and reflection interviews, group work and in practical exercises. See the semester descriptions for specific requirements.

In some semesters, it is compulsory to act as media at other groups' semester exams and similar activities.

### **Re. compulsory attendance**

The exam requirements in 3 stipulate whether attendance and participation in classes is compulsory in the individual semesters.

## **16.2 Study activity**

Students on VIA Physiotherapy are considered to be actively studying as long as they comply with the compulsory participation requirement, including compulsory attendance, and with the exam requirements for the programme.

Failure to comply with the study-activity requirement may affect students' entitlement to grants (SU).

Students who do not pass at least one exam on VIA Physiotherapy for a consecutive period of at least one year will have their registration withdrawn by VIA Physiotherapy, in accordance with the rules set out in the Admissions Order. Students are informed about their lack of study activity before the registration is withdrawn.

Students may access information about their study activity at any time on [mitVIA.dk](http://mitVIA.dk).

---

## **17 Talent initiatives**

VIA organises special talent initiatives that run concurrently with the study programme. The purpose is to support particularly talented and motivated students to participate in study activities that extend beyond the compulsory elements.

The initiatives will be based on the purpose of the programme and be compatible with the student fulfilling the requirements for exams/compulsory study activities. The initiatives must be within the prescribed study time for the programme.

Places on talent initiatives are offered to students who have the ability and desire to make extraordinary efforts and who are motivated to work in greater depth with academic topics in innovative or research contexts. They also represent an opportunity for students with special qualifications in one or more areas. The institution describes the criteria for the selection of students.

Participation in talent initiatives may lead to additions to diplomas such as:

- Distinction
- Additional ECTS
- Recognition of extra-curricular activities

Please refer to the *Ministerial Order on talent initiatives on higher education study programmes under the Ministry of Higher Education and Science (the Talent Order)*. (Ministerial Order no. 597 of 08/03/2015).

VIA Physiotherapy recognises talent-track participation as an extra-curricular activity on its diplomas.

VIA Physiotherapy in Aarhus offers talent tracks in the following areas:

- Research and development
- Teaching and Outreach

VIA Physiotherapy in Holstebro offers a talent track in:

- Teaching and Outreach

Further information about talent initiatives is available by contacting the institution and its website.

---

## **18 Transfers**

Transfer to VIA Physiotherapy from the same study programme at another Danish educational institution can only take place once the student has passed exams equivalent to the first year of study on VIA Physiotherapy.

Transfer also depends on there being vacant places on VIA Physiotherapy. The transfer must comply with the rules and practices of the recipient institution.

Applications for transfers to VIA Physiotherapy must be sent to the main postboxes for VIA Physiotherapy Aarhus: [FIA@Via.dk](mailto:FIA@Via.dk) or VIA Physiotherapy in Holstebro [FIH@via.dk](mailto:FIH@via.dk). Applications must be submitted no later than three months before the start of the semester.

Applications for transfer must contain at least a justification and a transcript of grades.

---

## **19 Leave of absence**

During a leave of absence from VIA Physiotherapy, students cannot attend classes or take exams. After the end of the leave period, as far as possible, students re-enter the programme at the same point they reached prior to the leave.

Leave of absence that is not due to maternity/paternity leave, adoption or national service is only allowed for periods corresponding to whole programme elements.

During a leave period, students are not entitled to grants (SU) during absences for anything other than maternity/paternity leave or adoption leave.

### **19.1 Maternity, adoption and national service**

Applications for leave due to documented maternity/paternity, adoption or national service must be granted by VIA Physiotherapy. For the sake of the students, including their right to grants (SU), every attempt should be made to arrange the end of the leave period so that students experience the fewest and shortest possible teaching-free periods.

## **19.2 Application**

Applications for leave must be in writing and stipulate the reasons. VIA Physiotherapy may require that the application is submitted on a special form, including digital forms.

In addition, only students who have passed the exams corresponding to the first year of study may apply for leave of absence not due to maternity/paternity leave, adoption or national service.

Applications for leave of absence cannot be retrospective, and must be submitted at least one month before the start of the leave period.

---

## **20 Credits**

Students are entitled to credits for parts of the programme on the basis of previously acquired qualifications and competences, according to Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes.

If students obtain credits for part exams, it is the second part exam that makes up the overall grade.

If a student applies for a credit assessment or transfer of credits from another higher education institution in Denmark or abroad, the institution must conduct an evaluation. Credits are granted on the basis of documented courses or employment commensurate with the parts of the programme and clinical training for which credits are sought.

Students transferring to VIA who have completed two years of study on the same programme at another educational institution can have credits for the first two years transferred without individual assessment.

Students may not be granted credit transfers for the entrance qualifications.

Regarding credit transfer for exchange programmes abroad, see the section on internationalisation.

Please also refer to the rules for compulsory applications for credit transfer in the Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes and the Admissions Order.

Applications for credit transfers that are not covered by the rules for compulsory credit transfer must be submitted no later than one month before the start of the programme element concerned.

---

## **21 Exemptions**

VIA Physiotherapy can grant exemptions from the rules in this curriculum's general and institution-specific parts determined by VIA Physiotherapy or nationally in collaboration between all providers of the programme.

---

## **22 Commencement and transitional regulations**

### **22.1 Commencement**

This curriculum enters into force in 2017/18. Previous curricula for VIA Physiotherapy are hereby revoked.

## 22.2 Transitional arrangements

Until the end of June 2017, students who, at the time this curriculum entered into force, were covered by the previous curriculum for VIA Physiotherapy, can complete the programme in accordance with the programme structure stated in Appendix 3. This does not apply to students who started on the programme in September 2014, who may continue on the previous curriculum until the end of 2017. After that, the programme can only be completed in accordance with this curriculum. For a description of transitional arrangements for each group, see Appendix 4. For individual students who deviate from the description in Appendix 4 due to leave of absence, illness or other reasons, an individual assessment is made of their further study needs.

---

## 23 Authority

This curriculum has been drawn up under the authority endowed by:

- The Danish Act on Academy Profession Programmes and Professional Bachelor Programmes (most recently promulgated by consolidated act no. 1147 of 23/10/2014)
- Ministerial order no. 1047 of 30/06/2016 on Admission to and Enrolment on Academy Profession and Professional Bachelor's Degree Programmes (the LEP Order)
- Ministerial Order on the Bachelor's Degree Programme of Physiotherapy (order no. 503 of 30/05/2016)
- Ministerial Order no 107 of 27/01/2017 on Admission to and Enrolment on Academy Profession and Professional Bachelor's Degree Programmes (the Admissions Order)
- Ministerial Order no. 1500 of 02/12/2016) on Examinations on Professionally Oriented Higher Education Degree Programmes
- Ministerial Order no. 114 of 03/02/2015 on the Grading Scale and Other Forms of Assessment of Study Programmes under the Ministry of Higher Education and Science (the Grading Scale Order)

---

## 24 Appendices

Appendix 1 Overall objectives for the learning outcomes on VIA Physiotherapy

Appendix 2 Overview of subject areas, courses and semesters

Appendix 3 From curriculum 2008, section 3: Structure and organisation of the programme

Appendix 4 Interim arrangements on VIA Physiotherapy from the 2008 curriculum to the 2016 curriculum as per 1 September 2017 per group

---

## 25 Appendix 1 Overall objectives for the learning outcomes on VIA Physiotherapy

### Learning outcomes – knowledge

*Graduates:*

- understand and reflect on the body's structure and function from a biopsychosocial perspective,
- reflect on physiotherapeutic examination, treatment and health promotion on the basis of physiotherapeutic theory and methodology in the field of physical activity, movement and manual methods,
- possess knowledge of the side-effects of medicines, which lead to contra-indications or special precautions for the use of forms of physiotherapeutic examination and treatment.
- possess knowledge of basic concepts in relation to health work based on a biopsychosocial perspective and the structure of the health systems
- understand and reflect on health-policy and economic structures in relation to public health in a national, international and global perspective
- possess knowledge of, and are able to reflect on, the profession's use of information and communication technology, as well as the impact of technology
- possess knowledge of, and are able to understand and reflect on, targets set for citizens and patients, and are able to participate in interprofessional and intersectoral collaboration on care
- possess knowledge of, and are able to reflect on, the legal framework and ethics for independent professional practice and are able to reflect and act professionally in relation to these
- possess knowledge of, and are able to understand, innovation as a method to change practice, and are familiar with simple implementation methodologies in relation to health promotion, illness prevention and treatment
- possess knowledge of and are able to reflect on the application of communication theories and methods, and understand the communicative significance in relation to dialogue and forging relationships
- possess knowledge of methods and standards for quality assurance, patient safety and quality enhancement, and are able to reflect on their use
- possess knowledge of, and are able to reflect on, their own practice, as well as their profession's duties and responsibilities, in an organisational, administrative and social perspective and as part of the wider health service
- possess knowledge of the priorities for deploying professional resources under the prevailing framework conditions in the health service
- possess knowledge of, and are able to reflect on, the theory of science, research methods and models for evaluation, quality assurance and quality enhancement, as well as relating this knowledge to research and development work in professional practice.

### Learning outcomes – skills

*Graduates:*

- apply theory and methods in health pedagogy/psychology, movement analysis, examinations of functions and examinations of tissues and justify the use of this in relation to anatomical structures, physiological and biomechanical factors as well as knowledge of pathology, neurophysiology and health and disease concepts
- apply and assess selected clinical measurement methods in relation to diagnosis, classification and prognostic factors and changes over time
- analyse, assess and diagnose movement and function in collaboration with the citizen/patient and in relation to health and quality of life
- assess and justify the examination, analysis, intervention and evaluation methods used by physiotherapy in health promotion, illness prevention and habilitation and rehabilitation, including treatment and rehabilitative training
- apply and master methods for the assessment of forms of physical strain and psychosocial factors in co-operation with the citizen and the patient including occupational health and safety and ergonomic factors, as well as dissemination of knowledge about these
- use testing and screening as well as diagnostic and prognostic examinations and treatment of dysfunctions in systems related to the musculo-skeleton and physiology as well as pain and psychosomatic problems

- in co-operation with the citizen, assess the need for assistive devices and health-technology solutions to support and promote the citizen's opportunities for movement and function as well as participation in society,
- work independently and professionally on the basis of a citizens' perspective and with citizen and patient-centred services, which respect the autonomy and dignity of the individual,
- master and apply situation-specific and professionally relevant communication, guidance, advice and reports on care of citizens and patients in professional practice and in interprofessional collaboration,
- master interprofessional and intersectoral collaboration in a range of types of citizen and patient care and contexts
- use professionally relevant information, communication and health technology that incorporates thinking about the citizen's own resources to the greatest possible extent,
- use, assess and justify methods and described standards for quality assurance and quality development,
- master relevant study and working methods to search for, assess and interpret empirical evidence, theory and research methods, as well as to initiate and participate in innovation, research and development work,
- master the art of continuous development by regular critical reflection and implementation of new knowledge generated in health-science research as well as in the profession's clinical research

### **Learning outcomes – competencies:**

#### *Graduates:*

- work independently with, and take responsibility for, the implementation, dissemination of knowledge and management of reports, diagnosis, treatment and rehabilitative training, health promotion, health optimisation, illness prevention and rehabilitation,
- independently work with professional and research-based knowledge in professional contexts and follow, use and participate in research and development work in interprofessional and physiotherapy areas in both the public and private sector,
- independently conduct professional assessments in unique and complex situations and, in collaboration with other healthcare professionals, contribute toward the efficient and safe use of social resources via evaluation, documentation and quality assurance,
- independently manage and develop new areas of activity in relation to society and health that support entrepreneurship as well as health-technology and citizen-driven development in the public and private sectors,
- independently engage in situation-specific therapeutic relations with citizen-centred services on the basis of current ethical guidelines and patient safety, as well as requirements of record keeping, and identify and handle the ethical dilemmas that arise in professional practice
- independently identify citizens with a need for help with nutrition and via interdisciplinary collaboration with nutritionists draw up holistic rehabilitation plans
- independently assume responsibility as co-ordinator and manager in health implementations and interventions in practical treatment, health promotion, prevention and rehabilitation
- adapt to new situations and adopt an innovative approach to decision-making and solutions individually and in collaboration with citizens and other partners
- develop own knowledge and skills via lifelong learning
- independently use and integrate national and international research-based literature and results and integrate them into professional practice and development
- independently work with, and communicate in various contexts, in equal, dialogue-based and value-generating relationships with citizens, patients, relatives and interprofessional partners
- cope with, and independently enter into and coordinate, interprofessional and intersectoral collaboration and, on the basis of a holistic perspective, support citizens and patients as key, active stakeholders in the individual care package
- work with, and assume responsibility for, technology, including information and communications technology, relevant to the profession in the relevant context
- work with and assume responsibility for quality assurance and enhancement
- demonstrate personal professional responsibility, and keep up-to-date by identifying and understanding their own learning processes and developmental needs.



## 26 Appendix 2 ECTS per subject areas, courses and semesters

Science areas/courses	Semester 1	Semester 2	Semester 3	Semester 4	ECTS after 2 years	Semester 5	Semester 6	Semester 7	ECTS in total
<b>Health Sciences</b>	<b>13</b>	19	13	21	66	26	23	30	145
Theory of Science, Ethics and Research Methodology	2	1	1	1	5		2	12	19
Public Health, Epidemiology and Statistics					0			6	6
Professional Communication, Information Technology and Health Informatics	1	2			3	4	1	2	10
<b>Physiotherapy Theory &amp; Method</b>	<b>10</b>	16	12	20	58	22	20	10	110
Movement Science	3	2			5				5
Physiotherapy Examination, Diagnosis, Investigation and Treatment	4	5	1	2	12	4	4		20
Pain Science			2	3	5				5
Musculo-skeletal Physiotherapy (MSK, rheuma ortho., sport)	2	2	2	6	12	2	6		20
Health Promotion and Preventive Measures (SF)	1	2	4		7	7	5	1	20
Working Environment, Health, Safety and Functional Capacity						5			5
Specialism (cardiovascular, neurological, paediatric, mental health/psychiatry, gerontological, trauma and acute, oncology, palliative care, gynobs., phys)		5	3	9	17	4	5	9	35
Of which elective elements		2	5	3	10			10	20
<b>Natural Sciences</b>	<b>12</b>	10	11	7	40				40
Anatomy	5	3	2		10				10
Human Physiology and Nutrition	4	5	4		13				13
Pathology and Pharmacology	3	2	5	7	17				17
<b>Humanities</b>	<b>4</b>		3	2	9	2	4		15
Health Psychology	2		1	2	5	1	2		8
General and Health Pedagogy	2		2		4	1	2		7
<b>Social Sciences</b>	<b>1</b>	1	3		5	2	3		10
Legislation, Administration, Health Economics and Management of Health Initiatives	1				1	2	2		5
Public Health and Social Medicine		1	3		4		1		5
<b>Of which clinical training 1–5</b>	<b>1</b>	4		12		10	15		42
<b>ECTS in total</b>	<b>30</b>	30	30	30	120	30	30	30	210

**3 Structure and organisation of the programmes**

The programme is divided up into semesters and modules. An academic year is divided into two semesters, which are in turn divided into two modules.

The programme consists of 14 modules. Each module is prescribed to 15 ECTS, with the exception of 13 (10 ECTS) and 14 (20 ECTS).

Modules start in weeks 6, 17, 35 and 46. Module 13 starts in weeks 6 and 35, and module 14 in weeks 12 and 41.

Each institution publishes the specific dates of commencement for the modules.

A module is a rounded programme unit with a specific learning objective reflecting the profession-related theme, content and competencies for the module. A module contains theoretical, practical and instrumental/technical or clinical teaching/training or a combination thereof.

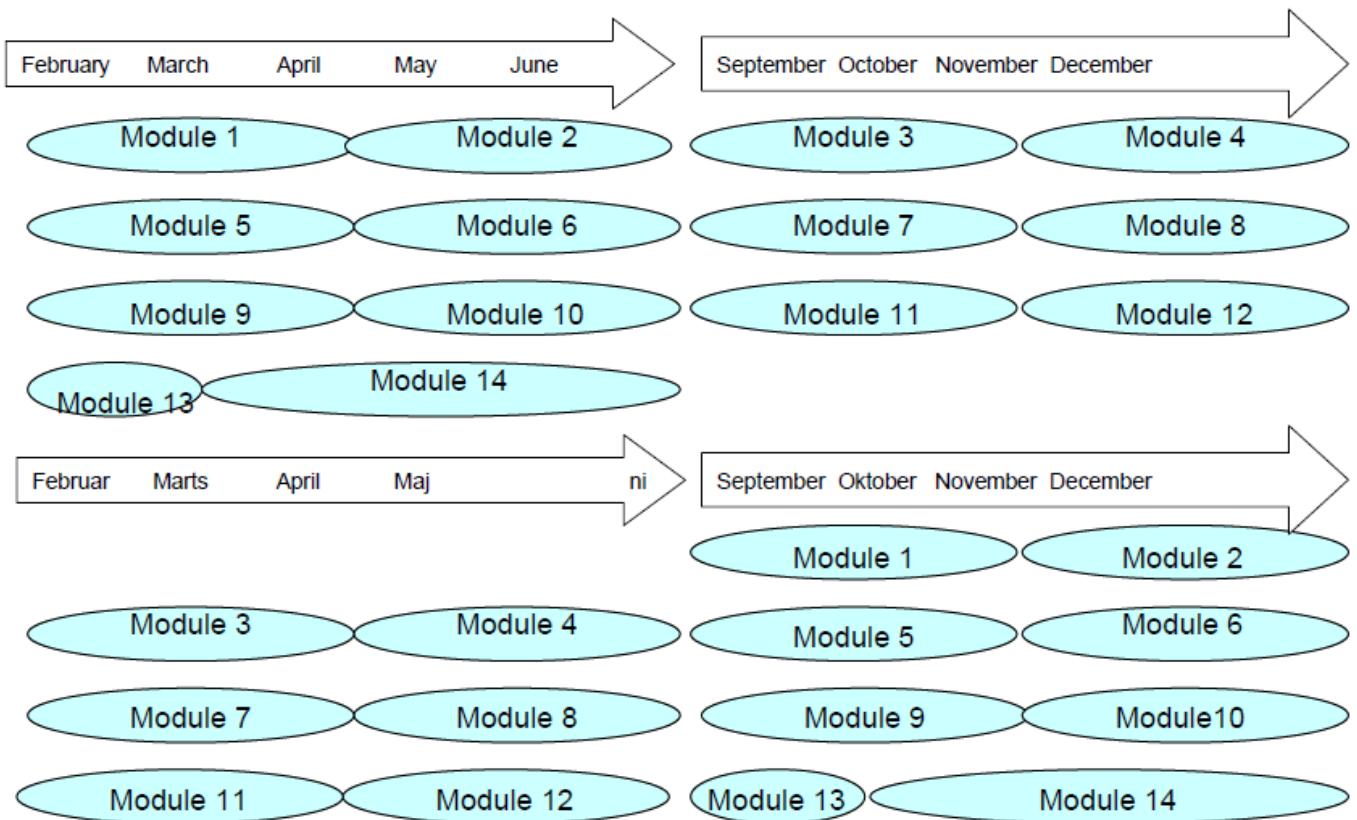
**3.1. ECTS**

ECTS (European Credit Transfer System) is a standardised system used to state the estimated study workload to enable comparisons between study programmes at national and international level in Europe and related countries. The programme is prescribed to a total of 210 ECTS.

A student FTE is equivalent to 60 ECTS, which corresponds to 1,500-1,800 working hours. A student FTE comprises participation in theory classes and the clinical training. Workload comprises preparation, self-study, classes, post-processing, assignments, projects, examinations, etc.

**3.2 Timetable for the programme and modules**

Fig. 1 shows the timetable for the modules for students starting in the spring semester around 1 February, and students starting in the autumn semester around 1 September. The individual educational institutions stipulate the exact start and end times in local supplements to the curriculum.



### 3.3 Timetable and ECTS for courses

Health Sciences	ECTS	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
Physiotherapy - 97																
PHYSIOTHERAPY THEORY and METHOD	47	3		4	2	5	5	4	4	1	3	6			10	47
Of which:																
MANUAL TISSUE SAMPLING and TREATMENT	13	1	5	2			2		3							13
TRAINING AND MOVEMENT	14	2		2	3			2	3		1	1				14
ELECTIVE MODULE	10													10		10
MEASURING METHODS, TESTING and VALIDITY	3								2			1				3
THEORY and METHODOLOGY OF SCIENCE	10														10	<b>10</b>
Other health science courses -21																
PATHOLOGY AND HYGIENE	14	2			1	1	6	2	5							14
SOCIAL and OCCUPATIONAL MEDICINE	2										2					2
INFORMATION TECHNOLOGY (including health informatics)	3	1				1						1				3
PUBLIC HEALTH and EPIDEMIOLOGY	2					1					1					2
Clinical training - 42																
CLINICAL TRAINING	42	1	3		3			6		14				15		42
<b>Natural sciences - 25</b>																
ANATOMY	10	1	3	3	2		1									10
PHYSIOLOGY	11	2	1	3	4						1					11
THEORY and METHODOLOGY OF SCIENCE	4			1			1		1			1				4
Social Science -10																
LEGISLATION and ADMINISTRATION	3					2					1					3
SOCIOLOGY	3					3										3
ORGANISATION, MANAGEMENT and HEALTH ECONOMICS	2										1	1				2
THEORY and METHODOLOGY OF SCIENCE	2										1	1				2
Humanities-15																
PSYCHOLOGY and PAEDAGOGY	8	2	1								3	2				8
COMMUNICATION	4		2			1					1					4
ETHICS THEORY and METHODOLOGY OF SCIENCE	3					1		1				1				3
<b>Total</b>	<b>210</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>20</b>	<b>210</b>

### 3.4 ECTS per module

#### 3.4.1 ECTS and form of assessment for modules 1–4

Semester 1		Semester 2	
Module 1	Module 2	Module 3	Module 4
Physiotherapy; courses, profession and study	Touching, communication and manual manipulation of tissue	Identification and analysis of the movement activity, and	Physical activity in health and rehabilitative therapy
Physiotherapy courses	Physiotherapy courses	Physiotherapy courses	Physiotherapy courses
Physiotherapy Theory and Methods 3	Manual Manipulation of Tissue and Treatment 5	Physiotherapy – Theory and Methods 4	Physiotherapy – Theory and Methods..... 2
Manual Manipulation of Tissue and Treatment 1		Manual Manipulation of Tissue and Treatment 2	Training and Movement .....3
Training and Movement 2	Clinical training 3	Training and Movement 2	<b>Health sciences</b>
<b>Health sciences</b>	<b>Natural sciences</b>	<b>Natural sciences</b>	Pathology.....1
Pathology and Hygiene 2	Anatomy 3	Anatomy 3	Clinical training 3
Information technology 1	Physiology 1	Physiology Theory and Method 3 1	Natural Sciences Anatomy 2
Clinical training 1	Humanities Psychology and Pedagogy 1		Physiology .....4
<b>Natural sciences</b>	Communication 2		
Anatomy 1			
Physiology 2			
Humanities			
Psychology and Pedagogy 2			
ECTS total 15	ECTS total 15	ECTS total 15	ECTS total 15
The module concludes with an internal exam	The module concludes with an internal clinical exam.	The module concludes with an internal exam	The module's 15 ECTS are concluded with an external exam based on a practical situation

### 3.4.2 ECTS and form of assessment for modules 5–8

Semester 3		Semester 4	
Module 5	Module 6	Module 7	Module 8
Joint interdisciplinary module Interprofessional Teamwork	Physiotherapeutic Examination, Diagnosis and Differential Diagnosis	Investigation and treatment	Examination and treatment of the strain injuries and degenerative disorders
Physiotherapy courses Physiotherapy theory and methods 5	Physiotherapy courses Physiotherapy theory and methods 5 Manual manipulation of tissue and treatment 2	Physiotherapy courses Physiotherapy theory and methods 4 Training and Movement 2	Physiotherapy courses Physiotherapy Theory and Method .....4 Manual manipulation of tissue and treatment.....3 Training and Movement 3 Measuring methods, tests and validity 2
<b>Health sciences</b> Pathology 1 Public Health and Epidemiology 1 Information Technology 1	<b>Health sciences</b> Pathology 6	<b>Health sciences</b> Pathology 2	<b>Health sciences</b> Pathology
Social Science 2 Legislation and Administration 3 Sociology	<b>Natural sciences</b> Anatomy 1 Theory and Methodology of Science 1	Clinical training 6 Humanities Theory and Methodology of Science 1	<b>Natural sciences</b> Theory and Methodology of Science.....1
Humanities Communication 1 Theory and Methodology of Science 1			
ECTS total 15	ECTS total 15	ECTS total 15	ECTS total ..... 15
The module concludes with an internal exam	The module concludes with an internal exam	The module concludes with an internal exam	The module concludes with an internal exam

### 3.4.3 ECTS and form of assessment for modules 9–12

Semester 5		Semester 6	
<b>Module 9</b> Clinical Reasoning and Decision-making	<b>Module 10</b> Society, Health and Prevention	<b>Module 11</b> Quality assurance in the profession through clinical reasoning and treatment	<b>Module 12</b> Independent professional practice
Physiotherapy courses Physiotherapy Theory and Methods .....1 Clinical training 14	Physiotherapy courses Physiotherapy Theory and Methods 3 Training and Movement 1 <b>Health sciences</b> Social and Occupational Medicine .....2 Public Health and Epidemiology <b>Natural sciences</b> Physiology.....1 Social Sciences Legislation and Administration.....1 Organisation, Management and .....1 Health Economics Theory and Methodology of Science 1 Humanities Psychology and Pedagogy .....3 Communication ..... 1	Physiotherapy courses Physiotherapy Theory and Methods 6 Training and movement .....1 Measuring methods, tests and validity.....1 Health sciences Information Technology .....1 <b>Natural sciences</b> Theory and Methodology of Science .....1 Social Sciences Organisation Management and Health .....1 Economics Theory and Methodology of Science 1 Humanities Psychology and Pedagogics .....1 Theory and Methodology of Science.....2	Physiotherapy courses Clinical training 15
ECTS total 15	ECTS total 15	ECTS total 15	ECTS total 15
The module is concludes with an internal clinical exam (Pass/Fail)	The module concludes with an internal exam	The module concludes with an external theory exam.	The module concludes with an external clinical exam.

### 3.4.4 ECTS and form of assessment for modules 13–14

Semester 7	
Module 13 Elective module:	Module 14 Documentation and Development
Physiotherapy .....10 courses Elective Module	Physiotherapy courses.....10 Physiotherapy Theory and .....10 Methods Theory and Methodology of Science
ECTS total      10	ECTS total      20
The module concludes with an internal exam	The module concludes with an external exam

#### **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

28 Appendix 4: Transitional arrangements on VIA Physiotherapy from the 2008 curriculum to the 2016 curriculum as per 1 September 2017 per group

Group:	Interim arrangements		Semester 4		Semester 5		Semester 6	
	Replaces	Transferred to	Clinical training	Theory (ECTS)	Clinical training	Theory (ECTS)	Clinical training	Theory (ECTS)
<b>FIA: FA16V</b> <b>FIH: FH91</b>	Modules 7+8	4. Semester	<p><b>FIA:</b> –2 weeks The clinical training in weeks 1-8 will be reduced by two weeks, i.e. under the transitional arrangements, the clinical training will end in week 6 of the semester.</p> <p><b>FIH:</b> – 2 weeks. The clinical training is reduced by two weeks. A total of 6 weeks, starting in week 5.</p>	<p><b>FIA:</b> The group does not have Cardiovascular Physiotherapy Part 1 from Module 7. This – and Child Physiotherapy – are timetabled for the two weeks by which the clinical training is shortened.</p> <p><b>FIH:</b> The group has not had Cardiovascular Physiotherapy Part 2, Neurological Physiotherapy Part 2 and Mental Health Part 1 from Module 7. These classes must be timetabled before the clinical training in semester 4</p>	No corrections	<p><b>FIA:</b> The group has not had Health Promotion and Preventative Measures in semester 3. The group therefore has two weeks with health promotion and preventative measures and then continues with a project planned for semester 5. The group has had Scientific Theory on modules 3–6, but not module 8. The two weeks before the project therefore contain Scientific Theory corresponding to modules 8 and 10.</p> <p><b>FIH:</b> The group has not had Health Promotion and Preventative Measures in semester 3. The group therefore has a further two weeks of project work on health promotion and preventative measures</p>	No corrections	The group takes semester 6 as per Executive Order no. 2016.



Group:	Interim arrangements		Semester 4		Semester 5		Semester 6	
	Replaces	Transferred to	Clinical training	Theory (ECTS)	Clinical training	Theory (ECTS)	Clinical training	Theory (ECTS)
<b>FIA: FA15S</b> <b>FIH: FH90</b>	Modules 9+10	5. Semester	Not relevant		<p><b>FIA and FIH:</b> +2 weeks</p> <p>The clinical training in weeks 14–20 will be reduced by two weeks, i.e. under the transitional arrangements, the clinical training will end in week 12 of the semester.</p>	<p><b>FIA:</b> The group has not had Health Promotion and Preventative Measures in semester 3. The group therefore has two weeks with health promotion and preventative measures and then continues with a project in semester 5. The group has had Scientific Theory on modules 3–6, but not module 8. The two weeks before the project include Scientific Theory corresponding to modules 8 and 10. The group has had Cardiovascular Physiotherapy Part 2, but not Neurological Physiotherapy Part 2 and Mental Health Part 2. Neurological Physiotherapy Part 2 is timetabled before the clinical training in Semester 5, Mental Health Part 2 in Semester 6.</p> <p><b>FIH:</b> The group has not had Health Promotion and Preventa-</p>	No corrections	<p><b>FIA:</b> Mental Health 2 is timetabled in the first two weeks of the semester. The rest of the semester is as planned.</p> <p><b>FIH:</b> Mental Health Part 2 is timetabled in the first 10 weeks of theoretical teaching</p>

Group:	Interim arrangements		Semester 4		Semester 5		Semester 6	
	Replaces	Transferred to	Clinical training	Theory (ECTS)	Clinical training	Theory (ECTS)	Clinical training	Theory (ECTS)
						<p>tive Measures in semester 3. The group therefore has a further two weeks of project work on health promotion and preventative measures</p> <p>The group lacks Child Physiotherapy Part 2, which is timetabled before the clinical training.</p>		
<b>FIA: FA15V</b> <b>FIH: FH89</b>	Modules 11+12	6. Semester	Not relevant	Not relevant	Not relevant	Not relevant	No correction	<b>FIA and FIH:</b> The group has not had Neurological Physiotherapy Part 2 and Mental Health Part 2. The first part of the semester is, therefore, conducted as the previous module 11, but with a view to the planned part 1 of the semester exam.
<b>FIA: FA14S</b> <b>FIH: FH88</b>	Modules 13+14	Modules 13+14	Not relevant	Not relevant	Not relevant	Not relevant	Not relevant	Not relevant