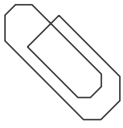


Move forward
VIA University College



Curriculum VIA Psychomotor Therapy

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

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Introduction

The curriculum for VIA Psychomotor Therapy has been drawn up pursuant to Ministerial Order no. 506 of 30/05/2016 on the Bachelor's Degree Programme of Psychomotor Therapy, and Ministerial Order no. 1047 of 30/06/2016 on Academy Profession Programmes and Professional Bachelor Programmes and the ministerial orders mentioned in 22.

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 Psychomotor Therapy at VIA University College.

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

1 Purpose of the profession and the study programme

1.1 Graduate profile

The aim of the psychomotor therapy profession is to support the development of the citizen's competency to act and life skills on the basis of the interaction between body, cognition and emotion. Based on the issues faced by an individual, group or organisation, as well as development opportunities and resources, the psychomotor therapist works from a critical, reflective and holistically-oriented perspective. A psychomotor therapist works on an interprofessional and innovative basis with health promotion, preventative measures and rehabilitation.

The psychomotor therapist's core competencies:

- Teaching, communication, treatment, supervision and guidance based on pedagogical and psychological methods
- Dealing with psychomotor therapy issues with strategies such as physical training, body awareness training, mindfulness/awareness and relaxation
- Independent planning, implementation, assessment and evaluation of psychomotor therapy interventions
- Facilitation and leadership of individual and group-dynamic change and rehabilitation processes
- Awareness of their own bodily and relational competencies and ability to apply these in professional practice
- Support coherent citizen care packages across professions, sectors and regions.

Psychomotor therapists work with psychology and pedagogy in the health sector. The interventions are adapted and designed for groups and individuals, both healthy individuals and those of ill-health, in all phases of life.

Psychomotor therapists work in the public and private sectors. They are employed in childcare, schooling and education. They are also employed in the areas of well-being and occupational health and safety, services for

the elderly, psychiatry, disability and rehabilitation. Psychomotor therapists also work in private practice, where they undertake functions such as consultant, teacher, personal trainer and therapist.

The outcome for the recipient:

- Improved physical, social and psychological health
- Enhanced resilience, ability to act and life skills
- Coherent care packages
- Improved well-being and life-work balance

The profession's development perspectives

- Co-creation of healthcare services
- Citizen-initiated interventions
- Greater health equality
- Reduced loneliness and improved relational competencies
- Improved healthy workplaces
- Authorised psychomotor treatment as part of the health service.

1.2 Purpose of the study programme

The purpose of the Bachelor's Degree Programme of Psychomotor Therapy is to qualify graduates to plan, organise, provide and evaluate tasks in the field of psychomotor therapy and healthcare independently and as an integral part of interprofessional teamwork. A psychomotor therapist specialises in psychology and pedagogy in the sector, with focus on health promotion, preventative measures and rehabilitation.

Graduates possess the competencies to participate in research and development work and to participate in theoretical and clinical continuing and further education study programmes.

The programme is based on research and development in the field of psychomotor therapy, as well as on knowledge of professional practice and the positions for which graduates are qualified.

1.3 Title

On successful completion of the programme, graduates are entitled to use the title *Professionsbachelor i psykomotorik* in Danish and Bachelor of Psychomotor Therapy, in English. The programme's English title is Bachelor's Degree Programme of Psychomotor Therapy.

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 one or more exams.

The programme as a whole is prescribed to 210 ECTS: 180 for theory and 30 for clinical training. Pursuant to Ministerial Order no. 506 of 30/05/2016 on the Bachelor's Degree Programme of Psychomotor Therapy, the programme consists of a general part 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 Psychomotor Therapy 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 week. Study activity includes preparation, self-study, classes, processing, assignments, projects, exams, etc. See also 9 below: Forms of teaching and working methods and 16.2: Study activity.

2.1 Overview – the structure and content of the programme

	Heading	Theory (ECTS)	Clinical training (ECTS)	The semester's 30 ECTS consist of	
				Interprofessional programme elements	Elective programme elements
Semester 1	Psychomotor Therapy – Body and Psyche	27	3	1	0
Semester 2	Body, Communication and Reflection	30	0	2	0
Semester 3	The Professional Relationship	30	0	0	10
Semester 4	Psychomotor Therapy Intervention	18	12	7	0
Semester 5	Health Promotion, Preventative Measures and Rehabilitation	30	0	5	0
Semester 6	Facilitation and Management	15	15	5	0
Semester 7	Documentation, Research and Development	30	0	0	10

2.2 Themes covered by the programme

VIA Psychomotor Therapy covers seven themes.

	Themes covered	No. of ECTS
T1	Psychomotor Therapy – Body and Psyche	30
T2	Body, Communication and Reflection	30
T3	The Professional Relationship	30
T4	Psychomotor Therapy Intervention	30
Themes covered during the first two years must make up a total of		120
T5	Health Promotion, Preventative Measures and Rehabilitation	30
T6	Facilitation and Management	30
T7	Documentation, Research and Development	30
The themes covered during the final 1½ years of the programme must make up a total of		90
Total:		210

2.3 The ECTS allocation between subject areas on the study programme

Courses prescribed to min. 5 ECTS only. See Appendix 2: Overview of subject areas, courses and semesters, showing courses prescribed to fewer than 5 ECTS for further info.

Subject areas	No. of ECTS
Health Sciences, total	138
Psychomotor Therapy Interventions (clinical training)	30
Psychomotor Treatment	20
Psychomotor Teaching	20
Psychomotor Physical Training	5
Sensory-motor Development	8
Psychomotor Therapy Specialisation	5
Pathology	5

Psychiatric Pathology	5	
Health Promotion, Preventative Measures and Rehabilitation	15	
Entrepreneurship, Organisation and Management	5	
The health-science part of the bachelor project (including Theory and Methodology of Science)	15	
Natural Science, total		20
Anatomy	8	
Physiology	10	
Humanities, total		40
Psychology	31	
Pedagogy	9	
Social Sciences, total		12
Social Studies	5	
Theory and Methodology of Science	7	
Total		210

2.4 Overview of exams during the programme

Semester 1						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical /clinical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
Psychomotor Therapy – Body and Psyche*	Theoretical	Written	Individual	Yes	Internal	30
Semester 2						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical /clinical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
Body, Communication and Reflection*	Theoretical	Oral	Individual	Yes	Internal	30
Semester 3						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical /clinical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
The Professional Relationship*	Theoretical	Oral	Group	Yes	Internal	30
Semester 4						
Programme element		Exam form		Assessment	Grading	ECTS
	Theoretical /clinical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
Psychomotor Therapy Intervention*	Theoretical Practical	Oral Written	Individual	Yes	External	30
Semester 5						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical /clinical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
Health Promotion, Preventative Measures and Rehabilitation*	Theoretical	Oral Written	Individual and group	Yes	Internal	30
Semester 6						
	Exam form			Assessment	Grading	ECTS

Programme element	Theoretical /clinical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
Facilitation and Management* This is also the final clinical exam	Theoretical	Oral Written	Individual	Yes	External	30
Semester 7						
Programme element	Exam form			Assessment	Grading	ECTS
	Theoretical /clinical	Oral/written	Individual/group	The 7-point grading scale	Internal/external	
Documentation, Research and Development*	Theoretical	Oral Written	Group	Yes	External	30

*Indicates exams listed on transcripts.

All of the exams must comply with the current ministerial orders on the programme, on the grading scale and assessment, and on tests and exams in professionally oriented higher education degree programmes.

For all exams, students may be required to comply with particular requirements during the theoretical part of the programme or clinical training before they are allowed to take the exam.

The programme teachers and semester coordinators assess whether these requirements have been met 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 below: Compulsory participation, compulsory attendance and study activity. Read about other exam conditions in 11 below.

3 Structure of the programme

VIA Psychomotor Therapy 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 and the curriculum's learning outcomes are formulated in accordance with the Danish Qualifications Framework.

3.1 Semester 1

3.1.1 Contents

Psychomotor Therapy – Body and Psyche

The themes focus on introducing the profession and the areas it covers in different sectors, including its theoretical, methodological and empirical basis; the theory of science that underpins the profession; the profession's ethics; an understanding of psychomotor therapy in a healthcare professional and societal context; the development and use of practical skills, as well as theories and methods in relation to the body, psyche and health, including the interaction between body, cognition, emotion and action.

3.1.2 Learning outcomes

Knowledge

- Have knowledge of the profession's fields of expertise and key concepts within psychomotor therapy
- Have knowledge of and be able to reflect on professional ethics
- Have knowledge of selected anatomical muscular, bone and tissue structures
- Have knowledge of basic principles of physiology
- Have knowledge of human cognitive, socio-emotional and sensory-motor development
- Have knowledge of and ability to understand different perspectives on health and ill health
- Have knowledge of selected theory of science positions and be able to understand general principles for scientific activity.

Skills

- Describe and assess central sensory-motor qualities, movements, movement functions and patterns
- Use and reflect on psychomotor therapy practice methods in a healthcare and societal context.

Competencies

- Develop knowledge and skills in relation to body awareness
- Identify own learning needs in relation to the formation of a professional identity.

3.1.3 Number of ECTS

27 of the 30 ECTS for the semester consist of theory. 3 of the 30 ECTS for the semester consist of clinical practice. 1 of the 30 ECTS for the semester must consist of interprofessional programme elements.

3.1.4 Exam requirements

It is a prerequisite for sitting the semester exam that students

- have complied with the 80% compulsory attendance requirement in the practical course/practical training and for the study activities
- have complied with the 80% compulsory attendance requirement for the clinical training.

The remedial option¹ for the exam requirements is described in 16 below: Compulsory participation, compulsory attendance and study activity

3.1.5 Exam

One exam is held in the semester. See also 2.4: Overview of programme exams and section 11: General information about exams and assessments on the programme

3.1.6 Exam content and conditions

The semester concludes with an internal, theoretical, written and individual exam.

The content relates to the theme for the semester: "Psychomotor Therapy – Body and Psyche". The semester exam covers all of the learning outcomes for the semester.

¹ "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.

Based on the clinical training, students produce an individual written assignment of 6.5–7.5 standard pages corresponding to 15,600–18,000 characters, including spaces. The exam covers all of the learning outcomes for the semester, but focuses on sensory-motor skills development and psychology.

The response is uploaded via WISEflow. The date and time of submission is stated in the exam timetable.

3.1.7 The basis for the exam

The basis for the exam is the individual, written assignment.

3.1.8 The assessment:

The exam is internal and is assessed individually according to the 7-point grading scale. The exam is assessed by the internal examiner(s) from the educational institution.

3.1.9 Study aids

All study aids are permitted.

3.1.10 Language

The exam is conducted in Danish.

3.2 Semester 2

3.2.1 Contents

Body, Communication and Reflection

The theme is focused on body, communication and reflection in relation to healthcare pedagogical and healthcare psychological interventions in an interprofessional context. The theme is also focused on individuals' and groups' relations and communication, as well as methods for the development of action competencies.

The theme focuses on professional and scientific methods for observation, patient examination, analysis and description of movements and movement functions, as well as the motor, cognitive and psychosocial development and functioning in relation to health issues and behaviour.

3.2.2 Learning outcomes

Knowledge

- Have knowledge of the anatomy from a functional perspective and be able to reflect on its use in psychomotor therapy practice
- Have knowledge of selected physiological principles related to psychomotor therapy practice
- Have knowledge of and be able to reflect on the application of professional methods to identify motor qualities and train movements and movement functions
- Have knowledge of and be able to understand healthcare psychological problems and its areas of application

- Have knowledge of and be able to understand the typical psychological development and main themes for people of different ages
- Have knowledge of social and group-psychological theories and concepts and be able to reflect on communication, relationships, processes and dynamics in groups
- Have knowledge of the structure and legal framework of the healthcare system, as well as the profession's tasks and areas of responsibility in a societal and interdisciplinary perspective
- Have knowledge of and be able to reflect on research methods, and relate this knowledge to professional practice.

Skills

- Use and document methods for observation, examination, analysis and description of posture and positions, movements and movement functions
- Use and justify selected methods for psychomotor therapy interventions with focus on the relationship between body, cognition, emotion and action
- Use situation-specific and profession-relevant communication regarding healthcare pedagogical and healthcare psychological interventions
- Use methods to apply research and development-based knowledge in relation to psychomotor therapy practice.

Competencies

- Develop knowledge and skills in relation to body awareness
- Identify their own professional and personal learning objectives in order to develop profession-oriented competencies in a healthcare and interprofessional context.

3.2.3 Number of ECTS

30 of the 30 ECTS for the semester consist of theory. 2 of the 30 ECTS for the semester must consist of inter-professional programme elements.

3.2.4 Exam requirement

It is a prerequisite for sitting the semester exam that students

- have complied with the 80% compulsory attendance requirement in the practical course/practical training and for the study activities.

The remedial option for the exam requirements is described in 16 below: Compulsory participation, compulsory attendance and study activity

3.2.5 Exam

One exam is held in the semester. See also 2.4 Overview of exams during the programme section 11 General information about exams and assessments on the programme.

3.2.6 Exam content and conditions

The semester concludes with an internal, theoretical, oral and individual exam.

The exam content relates to the theme for the semester: "Body, Communication and Reflection". The semester exam covers all of the learning outcomes for the semester.

The exam is held at the institution at the end of the semester. Based on an exam question drawn at random and their subsequent preparation, the students are examined in the semester's learning outcomes.

The exam question covers the elements below:

- Review of two anatomical areas, for each of which a main question and a subsidiary question are posed
- An anatomical analysis of a movement
- Communication of an exercise instruction in which the analysed movement is integrated. The exercise is communicated to an exam assistant. The emphasis in the communication is on clear and specific instruction in the exercise concerned
-

The total duration of the exam is 75 minutes, including preparation. The students have 35 minutes to prepare. The actual exam lasts 30 minutes. After the exam, the students are graded and receive feedback.

3.2.7 The basis for the exam

The exam is based on the oral answers to the exam question.

3.2.8 Exam assessment

The exam is internal and is assessed individually according to the 7-point grading scale. The exam is assessed by the internal examiner(s) from the educational institution.

3.2.9 Study aids

The following study aids are permitted. Box of bones and skeleton. The students must use an exam assistant for the exam. The assistants are students on semester 1. The students are responsible for recruiting their own assistants.

3.2.10 Language

The exam is conducted in Danish.

3.3 Semester 3

3.3.1 Contents

The Professional Relationship

The theme is aimed at the professional relationship and interaction with the citizen and target group, as an element of the psychomotor therapy intervention, and as a guide and supervisor in mono- and interprofessional contexts.

The theme focuses on understanding various psychological principles for interpersonal contact. In addition, there is focus on skills for teaching, communication and dialogue, as well as the development and use of their own relational and bodily skills in professional practice.

3.3.2 Learning outcomes

Knowledge

- Have knowledge of physiology in relation to psychomotor therapy practice
- Have knowledge of bodily and psychotherapeutic directions
- and reflect on their use and relevance in psychomotor therapy practice
- Have knowledge of and be able to understand factors concerning the professional relationship and reflect on leading and facilitating individual and group-dynamic processes
- Have knowledge of and be able to understand and reflect on the use of selected guidance and supervision methods
- Have knowledge of and be able to reflect on documentation methods.

Skills

- Use and justify communication and dialogue methods in psychomotor therapy practice
- Communicate and justify intervention proposals with focus on the relationship between body, cognition, emotion and action
- Use selected methods for the planning, implementation and evaluation of psychomotor therapy intervention on the basis of the patient/target group's problems, development opportunities and resources.

Competencies

- Reflect on profession-oriented competencies in connection with establishing and managing a professional relationship - including being attentive, empathetic and an active listener
- Develop own relational and bodily skills in professional practice, including identifying their own professional and personal learning and supervision needs.

3.3.3 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.

3.3.4 Exam requirement

It is a prerequisite for sitting the semester exam that students

- have complied with the 80% compulsory attendance requirement for classes in the practical course/practical training and for the study activities

The remedial option for the exam requirements is described in 16 below: Compulsory participation, compulsory attendance and study activity

3.3.5 Exam

One exam is held in the semester. See also 2.4: Overview of programme exams and section 11: General information about exams and assessments on the programme

3.3.6 Exam content and conditions

The semester concludes with an internal, theoretical, oral group exam with individual assessment.

The content relates to the theme for the semester "The Professional Relationship". The semester exam covers all of the learning outcomes for the semester.

The exam is held at the institution. Students are assigned an exam set relating to a case and on the basis of this, they plan a psychomotor therapy intervention concerning physical training. The students then prepare the case study.

The exam covers all of the learning outcomes for the semester, but focuses on the following four areas.

- Didactic considerations
- Psychomotor therapy methods
- Knowledge of physiology
- Putting practical experience into perspective with focus on professional relationships and group-dynamic processes.

The exam lasts a total of 5 hours and 15 minutes, including preparation. It is taken in groups of four students. Each group has four hours for collective preparation. The exam lasts one hour.

At the start of the exam, lots are drawn for the areas between the four students in the group and each student is then examined individually for 6-7 minutes., after which all four are examined jointly for 35 minutes. If there are only three students, the times are: 6-7 minutes and joint exam for 25 minutes, if there are five students, the times are: 6-7 minutes and joint exam for 45 minutes. After the exam, the students are graded and receive feedback.

3.3.7 The basis for the exam

The exam is based on the oral answers to the exam set.

3.3.8 Exam assessment

The exam is internal and is assessed individually according to the 7-point grading scale. The exam is assessed by the internal examiner(s) from the educational institution.

3.3.9 Study aids

All study aids are permitted.

3.3.10 Language

The exam is conducted in Danish.

3.4 Semester 4

3.4.1 Contents

Psychomotor Therapy Intervention

The theme is aimed at psychomotor therapy interventions based on the citizen/target group's problems, development opportunities and resources, including perspectives on psychomotor therapy expertise and intervention in a broader field of healthcare approaches and working methods. There is also focus on documentation and quality assurance methods

The theme focuses on pedagogical and psychological theories and methods of relevance to psychomotor therapy practice. There is also focus on the development of the students' own profession-oriented competencies in relation to undertaking health promoting change processes in mono- and interprofessional perspectives.

3.4.2 Learning outcomes

Knowledge

- Have knowledge of physiology and reflect on its application in psychomotor therapy practice
- Have knowledge of and be able to reflect on their own practice and professional contribution in an interprofessional context
- Have knowledge of and be able to reflect on quality assurance and quality enhancement methods that are relevant for the profession.

Skills

- Use selected guidance and supervision methods
- Use and justify didactic and methodological considerations and choices in relation to psychomotor therapy practice
- Master professional interaction, dialogue and relationships with the citizen/target group
- Master the facilitation and leadership of individual and group-dynamic processes
- Master methods to search for, assess and interpret empirical evidence, theory and research- and development-based knowledge in relation to psychomotor therapy practice
- Master planning, implementation, evaluation and documentation of psychomotor therapy interventions on the basis of knowledge of the citizen/target group's process and goals
- Assess psychomotor therapy issues and justify interventions on the basis of psychological perspectives on development, motivation and learning.

Competencies

- Independently engage in interprofessional teamwork and psychomotor therapy practice within the profession's legal framework and professional ethics
- Identify and develop their own relational and bodily skills in professional practice and account for and reflect on their own learning and supervision needs.

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 practice. 7 of the 30 ECTS for the semester must consist of interprofessional programme elements.

3.4.4 Exam requirement

It is a prerequisite for sitting the semester exam that students

- have complied with the 80% compulsory attendance requirement for classes in the practical course/practical training and for the study activities
- have complied with the 80% compulsory attendance requirement for the clinical training.

The remedial option for the exam requirements is described in 16 below: Compulsory participation, compulsory attendance and study activity

3.4.5 Exam

One exam is held in the semester. See also 2.4: Overview of programme exams and section 11: General information about exams and assessments on the programme

3.4.6 Exam content and conditions

The semester concludes with an external, oral, written, theoretical, practical and individual exam.

The content relates to the theme for the semester: "Psychomotor Therapy Intervention". The semester exam covers all of the learning outcomes for the semester.

The exam is in three parts:

- A written presentation
- A practical demonstration
- An oral exam, including evaluation and reflection on the students' own practical exercises on the basis of theory and methodology. In addition, the students must include a perspective on individual treatment and teaching of the clinical training's target groups in an interprofessional context.

Before the practical demonstration, the students submit – based on experience from clinical training – two written presentations, one of which contains elements from psychomotor therapy treatment and the other elements from psychomotor therapy teaching. Three days before the practical demonstration and oral exam, lots are drawn to decide which of the two written presentations will be used in the exam.

The written part of the exam consists of two presentations, each of 4-5 standard pages, corresponding to 9,600–12,000 characters (including spaces), as well as an appendix with a journal or teaching programme of max. 4 standard pages, corresponding to 9,600 characters. Both are uploaded via WISEflow. The practical demonstration lasts 45 minutes and is followed directly by the oral exam, which lasts 30 minutes. After the exam, the students are graded and receive feedback. The practical demonstration and oral exam are held at the institution.

3.4.7 The basis for the exam

The exam is based on a written presentation, the practical demonstration and the oral exam.

3.4.8 Exam assessment

The exam is external and is assessed individually according to the 7-point grading scale. An overall grade is given for the exam; however, emphasis is on the practical and oral part. The exam is assessed by an internal examiner from the educational institution and an external examiner.

3.4.9 Study aids

All study aids are permitted.

3.4.10 Language

The exam is conducted in Danish.

3.5 Semester 5

3.5.1 Contents

Health Promotion, Preventative Measures and Rehabilitation

The theme concerns the profession's contribution to resolving healthcare-related issues, including health promotion, preventative measures, early intervention and rehabilitation. The theme also concerns related professions' various contributions to promoting quality and cohesion in citizen care.

The theme has focus on psychomotor therapy interventions and the implications thereof, and is based on an overall professional understanding of citizens and target groups. There is also focus on various different views of life and living conditions, including the significance of social, cultural and institutional factors for the individual citizen's lifestyle, disease correlations and health challenges.

3.5.2 Learning outcomes

Knowledge

- Have knowledge of and be able to reflect on the profession's theoretical and methodological basis concerning interaction and integration of body, cognition, emotion and action
- Have knowledge of and be aware of the overall theories and values which are the basis for health promotion, preventative measures and rehabilitation
- Have knowledge of and be able to reflect on psychomotor theory and methodology as an element of the facilitation of change and rehabilitation processes
- Have knowledge of and be able to reflect on own professional practice, and their own profession's duties and responsibilities, in an organisational, administrative and societal perspective
- Have knowledge of and be able to reflect on professionally relevant information and communication technology
- Have knowledge of societal, institutional and cultural factors and an understanding of their significance for the citizen's circumstances in life, conditions and scope for action.

Skills

- Justify and reflect on the use of healthcare psychological and healthcare pedagogical approaches and methods in relation to psychomotor therapy interventions
- Use, assess and justify methods and standards for quality assurance and quality enhancement
- Use and master situation-specific and professionally relevant communication, guidance, advice and supervision in citizen care
- Apply and critically assess the results of research and development work within health promotion, preventative measures and rehabilitation.

Competencies

- Independently engage in resolving healthcare-related problems, including identifying risk factors and development opportunities and assessing the implications of psychomotor therapy intervention
- Facilitate individual and group-dynamic change and rehabilitation processes.

The semester is structured around programme elements that support the overall learning outcomes. The elements may be taken in different orders.

- One element deals with "theory and methods of health promotion, preventative measures and rehabilitation".

- Five elements of psychomotor therapy work on health promotion, preventative measures and rehabilitation; psychiatry, pain-related conditions, disability and neuro-psychology, prenatal and postnatal care and sexology. For each of the five health promotion, preventative measures and rehabilitation elements, a case study is presented. At the start of the semester, the students are informed which two will be exam requirements and which three will be included in part exam 1.
- An interprofessional element/module, which is offered at Campus Randers in collaboration with the social-education programme and the nursing programme.

3.5.3 Number of ECTS

30 of the 30 ECTS for the semester consist of theory. 5 of the 30 ECTS for the semester must consist of inter-professional programme elements.

3.5.4 Exam requirement

It is a prerequisite for sitting the semester exam that students

- have complied with the 80% compulsory attendance requirement for classes in the practical course/practical training and for the study activities. The remedial option for the exam requirements is described in 16.
- Have successfully completed the two case studies concerning health promotion, preventative measures and rehabilitation themes which are not included in the semester 5 exam. The form is the same as part exam 1 (please refer to it), but no grade is given. The remedial option for students who fail to comply with this exam requirement is that they must complete the activity.
- Have completed the three case studies that constitute part exam 1.

See also 16 below: Compulsory participation, compulsory attendance and study activity

3.5.5 Exam

One exam is held in the semester. See also 2.4: Overview of programme exams and section 11: General information about exams and assessments on the programme

3.5.6 Exam content and conditions

The semester concludes with an internal, theoretical, oral, written, group-based and individual exam.

The content relates to the semester's theme "Health Promotion, Preventative Measures and Rehabilitation". The total learning outcomes for the semester are tested at the semester exam.

The exam consists of two part-exams:

The first part exam consists of three case and is a written and oral group exam with individual assessment. This takes place at the institution.

The second part exam is individual and written.

Part exam 1:

Part exam 1 consists of three identical case studies on courses of psychomotor therapy based on the three themes health promotion, preventative measures and rehabilitation. Each case study consists of a paper written in a group. Each group is assigned a framework/case within the current health promotion, preventative measures and rehabilitation theme for the semester, which is answered in writing by the group and followed up with oral presentations and a group discussion (exam). After this follows brief, individual feedback and assessment. The groups are set up by the institution.

Written paper

Extent of the written paper: 5-6 standard pages of approx. 12,000–14,400 characters (including spaces), excluding appendices. Uploaded via WISEflow by the date and time stipulated in the exam schedule.

The written paper is based on the following framework:

- Front page indicating theme and student names
- Theory and method of intervention (max. 3 pages)
- Pedagogical considerations (max. 1 page)
- Draft teaching programme, exercises and/or description of the course of treatment. The methods selected should be justified in theory and based on pedagogical considerations.
- Appendix: list of searches, cf. recent research, literature, articles etc. One search per case.

Assessment of part exam 1:

The students present their case orally in groups, with a view to a further exploration of the written presentation. The written paper and the oral exam are weighted equally.

An overall and individual grade is given.

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

Part exam 1 is based on the written presentations and subsequent oral exams.

The grade for the three elements account for 100% of part exam 1, so that each element accounts for 1/3 of the overall grade.

Part exam 2:

Part exam 2 is individual and written. The exam consists of a written assignment of 2–3 standard pages of 4,800–7,200 characters including spaces. The students have 24 hours to submit the paper. The assignment is uploaded via WISEflow.

Contents:

The exam material is made up of three-five job descriptions (e.g. job ads) in which health promotion, preventative measures and rehabilitation may be included as part of the assignment for the psychomotor therapist. The students select a description, on which the assignment is based.

The assignment must contain a justification of and reflection on the psychomotor therapy practice in relation to health promotion, preventative measures and rehabilitation in relation to the chosen job presentation.

The written assignment must be based on the presentation and cover the following topics:

- Description and analysis of the socio-economic and institutional context
- Presentation of relevant theory in relation to the target group
- Justification of and reflection on relevant, psychomotor therapy methods for work with the target group
- Reflection on the psychomotor therapist's contribution to interprofessional teamwork.

Assessment of part exam 2

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

The basis for the exam is the individual, written assignment.

3.5.7 The basis for the exam

The total basis for the exams consists of:

Part exam 1 is based on the written presentations regarding the three case studies and subsequent oral exams.

The basis for part exam 2 is the written assignment.

3.5.8 Exam assessment

The exam is internal and is assessed individually according to the 7-point grading scale.

In the overall grade, part exam 1 is weighted 50% and part exam 2 50% (see table below).

In order to pass the semester 5 exam, both part exam 1 and part exam 2 must be passed with the grade 02 at the very minimum. The individual case in part exam 1 need not be assessed grade 02, but the overall grade must be.

		Weighting of the overall exam
Part exam 1 – case study 1	33.3%	
Part exam 1 – case study 2	33.3%	
Part exam 1 – case study 3	33.3%	
Part exam 1 total	100%	50%
Part exam 2 total		50%

3.5.9 Study aids

All study aids are permitted.

3.5.10 Language

The exam is conducted in Danish.

3.6 Semester 6

3.6.1 Contents

Facilitation and Management

The theme focuses on the development of professional, academic and personal skills and competencies to engage in, support, lead and facilitate psychomotor therapy intervention and change processes.

The theme has focus on independent, critical and innovative professional practice across professions, cultures and organisational contexts. There is also focus on documentation and reflection on theory, empirical methods and methodology in relation to psychomotor therapy practice.

3.6.2 Learning outcomes

Knowledge

- Have knowledge of and be able to understand innovation as a method of facilitate and change practice
- Have knowledge of management, organisational theory and organisational psychology in relation to psychomotor therapy professional practice
- Have knowledge of and be able to reflect on the theory of science and research methods, and relate this knowledge to research and development work in professional practice.

Skills

- Master observation, examination, analysis and description of the citizen, group or organisation from a holistic perspective

- Master planning, reasoning, discussion, implementation and evaluation of psychomotor therapy intervention and change processes
- Use professionally relevant information and communication technology that incorporates the citizen's own resources
- Master interprofessional and intersectoral teamwork in various care packages and contexts
- Apply and critically assess the results of research and development work in relation to psychomotor therapy method and practice.

Competencies

- Work with, independently assess and justify the choice of psychomotor therapy intervention based on healthcare psychological and healthcare pedagogical approaches and methods
- Independently support, manage and facilitate the development of the competency to act on the basis of the issues faced by the citizen, group or organisation
- Independently and innovatively engage in problem solving and decision making in interprofessional teamwork, with focus on supporting the citizen's active participation and coping skills
- Work with the professional, pedagogical and therapeutic relationship with the citizen and the group, including being attentive, empathetic and an active listener
- Assume responsibility for professionally relevant guidance and supervision
- Manage and independently engage in communication in various contexts, including by engaging in equal, dialogue-based and value-creating relationships with citizens, patients, relatives and interprofessional partners
- Work with and undertake to use professionally relevant information and communication technology
- Identify own learning needs and, in relation to professional practice, continuously acquire new knowledge and develop own skills.

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

3.6.4 Exam requirement

It is a prerequisite for sitting the semester exam that students

- have complied with the 80% compulsory attendance requirement for classes in the practical course/practical training and for the study activities
- have complied with the 80% compulsory attendance requirement for the clinical training.

The remedial option for the exam requirements is described in 16 below: Compulsory participation, compulsory attendance and study activity

3.6.5 Exam

One exam is held in the semester. See also 2.4: Overview of programme exams and section 11: General information about exams and assessments on the programme

3.6.6 Exam content and conditions

The semester concludes with an external, theoretical, written, oral and individual exam.

The content relates to the theme for the semester: "Facilitation and Management". The total learning outcomes for the semester are tested at the semester exam.

The exam is based on the clinical training and consists of a written part in the form of two synopses and an oral exam.

In the written part, the students write two synopses based on experiences from the clinical training related to individual oriented (psychomotor treatment) and group-oriented courses of treatment psychomotor teaching. In each synopsis, the student identifies an academic problem, which is then illustrated on the basis of the study programme's psychology syllabus.

The exam covers the overall learning outcomes for the semester, but it is particularly important that theories and concepts related to psychology are drawn on as part of the understanding or processing of a problem related to the psychomotor therapy profession.

Each synopsis must be 2–2½ standard pages, corresponding to 4,800–6,000 keystrokes, including spaces. The students write the synopses individually and upload them via WISEflow no later than the date and time stated in the exam schedule.

For the oral exam, the students draw lots for one of their two synopses and are then examined on the basis of it. They have preparation time immediately after the lots are drawn.

The oral exam lasts one hour, including preparation. The students have 20 minutes preparation time. The oral exam lasts 25 minutes, of which the first 10 are spent on the synopsis. After the exam, the students are graded and receive feedback.

3.6.7 The basis for the exam

The exam is based on the written paper and oral presentation

3.6.8 Exam assessment

The exam is external and is assessed individually according to the 7-point grading scale.

An overall grade is given for the exam; however, the oral part is weighted most highly.

The exam is assessed by an internal examiner from the educational institution and an external examiner.

The semester 6 exam is also the final exam for the clinical training.

3.6.9 Study aids

All study aids are permitted.

3.6.10 Language

The exam is conducted in Danish.

3.7 Semester 7

3.7.1 Contents

Documentation, Research and Development

The theme concerns critical examination and development of healthcare professional and interprofessional knowledge and practice in relation to professional psychomotor therapy practice at national or international level.

The theme focuses on independent examination and dissemination of academic problems using scientific methodology and documentation, as well as the development of psychomotor therapy theory and practice through critical assessment and involvement of results from research and development work.

3.7.2 Learning outcomes

Knowledge

- Understand and reflect on healthcare professional and interprofessional knowledge and practice.
- Have knowledge of and be able to reflect on the theory of science, research methods and models for evaluation, and quality assurance and enhancement, and to relate this knowledge to research and development work in professional practice.

Skills

- Master relevant study and working methods to search for, assess and interpret empirical evidence, theory and research methods, and to initiate and participate in innovation, development and research work.

Competencies

- Independently take responsibility for psychomotor therapy clinical examinations, communication or intervention in co-operation with partners or employers
- Work with the development of psychomotor therapy methods and theory on the basis of critical assessment and using results from research and development work
- Work with and undertake responsibility for quality assurance and quality enhancement
- Demonstrate responsibility and stay updated by understanding and identifying own learning processes and developmental needs.

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.

3.8 The Bachelor Project on VIA Psychomotor Therapy

The programme concludes with a bachelor project. The project is prescribed to 20 ECTS (out of a total for the programme of 210 ECTS) and concludes with an exam. The project cannot be finished until all other exams on the programme have been passed and the student has acquired 190 ECTS.

The exam, along with the other exams on the programme, documents the extent to which the student has met VIA Psychomotor Therapy's overall targets for learning outcomes.

The bachelor project must be based on practice-oriented issues in the field of psychomotor therapy.

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

The problem must be approved by the educational institution.

The bachelor project documents the student's ability to work on an academic problem encountered in practice in psychomotor therapy, in a way that incorporates relevant theory and methodology.

The method of working on the bachelor project must provide the opportunity for different methodological approaches inspired by both the research process and the methods of examination used in the profession. The

student must incorporate results from research and development work and research-based literature relevant to the problem.

The student works on the bachelor project in collaboration with potential employers.

The bachelor project is written in groups of 2–3 students, and the written part must be 72,000–80,000 characters including spaces.

3.8.1 Exam requirement

The elective programme element prescribed to 10 ECTS must be documented before the student can take the final exam in the semester 7.

The documentation can consist of the following:

- Completion of the VIA Psychomotor Therapy elective programme element (80% compulsory attendance for practical course/practical training, as well as the study activities, see also 16).
- Completion of programme elements involving ECTS from another educational institution or another programme at VIA. The student must submit documentation for the ECTS from other educational institutions. These must be approved by the standard process of credit assessment for VIA Psychomotor Therapy. Before taking programme elements outside VIA Psychomotor Therapy, students can obtain a preliminary assessment of whether the elements will entitle them to credit transfer to the semester 7 elective element.

3.8.2 Exam

One exam is held in the semester. See also 2.4: Overview of programme exams and section 11: General information about exams and assessments on the programme

3.8.3 Exam content and conditions

The semester concludes with an external, theoretical, written and oral group exam with individual assessment.

The content relates to the theme for the semester "Documentation, Research and Development". The total learning outcomes for the semester are tested at the semester exam.

The final exam covers the learning outcomes for Semester 7. The exam consists of a written bachelor project followed by an oral group exam with individual assessment.

For the oral exam, the students:

- Discuss the relevance and academic content of the project
- Demonstrate insight into scientific methodology, especially the methods used in the project(s)
- Relate critically and reflectively to the theories and practice described
- Relate reflectively to the method applied
- Discuss and put into perspective the results and conclusions generated by the project.

3.8.4 The basis for the exam

The exam covers the written bachelor project and subsequent oral exam. The project covers all of the learning outcomes for the semester.

3.8.5 Exam assessment

The exam is external and is assessed individually according to the 7-point grading scale. The written product and oral exam are assessed together and weighted equally. The methodological and academic content of the bachelor project are also given equal weight.

The exam is assessed by an internal examiner from the educational institution and an external examiner.

3.8.6 Study aids

All study aids are permitted.

3.8.7 Language

The exam is conducted in Danish.

4 Elective programme elements

Students on Psychomotor Therapy 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. 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

Students on VIA Psychomotor Therapy must complete elective interprofessional programme elements prescribed to 20 ECTS. 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, 1 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 programme elements may be either theoretical or practical. The content is developed in close collaboration with practice, focuses on citizen/patient/client perspectives, and is based on meaningful, practice-related cases and challenges.

6 Clinical training (ECTS)

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

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

Clinical training educates students in current, specific, complex and real-world professional situations and processes. Students are involved in practical collaborations, in which stakeholders in professional healthcare exert influence on each other. In their encounters with practice, students develop their professional identity and competencies, and are able, with an increasing degree of independence, to perform duties associated with the profession and with interprofessional teamwork.

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 assurance and enhancement, guarantees the conditions for student learning, and supports the links between theory and practice in the students' learning.

6.1 Compulsory participation and attendance

See the Ministerial Order on the Bachelor's Degree Programme of Psychomotor Therapy 8 (3) on compulsory attendance in clinical training. Complying with the compulsory attendance requirement is a prerequisite for sitting the semester exams.

Compulsory participation and attendance are described in 16 below.

6.2 Co-operation between the educational institution and clinical training site

The educational institution and organisations that provide clinical training places enter into binding agreements across sectors. Clinical training may, for example, take place in hospitals, local authority institutions, private companies, interest organisations and the likes.

The mutual objectives of the collaboration are to offer the best possible learning opportunities for students and to assure and enhance the quality of the study programmes. The collaboration 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 collaboration also encompasses dialogue about programme content, links between theory and practice, and conditions for the students' learning.

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

The collaboration 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 study locations and the management of clinical training institutions.
- The operational level
 - Between the lecturers from the study locations and the clinical training supervisors.
 - Between the individual students, the lecturers from the study locations and the clinical training supervisor.

6.3 Approval of clinical training sites

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

- The clinical training site and the institution must describe the training that will ensure that the students are given adequate opportunities to acquire the learning outcomes described for the individual semesters. This description must include the organisational, professional and educational conditions at the clinical training site.
- The clinical training site must account for how the students' evaluations of the clinical training will be incorporated into ongoing quality-enhancement work. This quality enhancement must be done in conjunction with the educational 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 live up to the learning objectives 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 any student will struggle to achieve their learning objectives.

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

7 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 challenges facing society, 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 development and research.

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

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.

9 Forms of teaching and working:

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 practical learning. 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 practical analyses and work.

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 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. The allocation of study activities per semester is listed in the semester's study activity model.

On VIA Psychomotor Therapy, teaching focuses on transfer enhancing activities. This is reflected, for example, in the following ways of working:

- Clinical training in parallel with theoretical learning activities
- Communication of pedagogical and didactic considerations
- Simulation of learning activities during clinical training
- Interprofessional activities
- Feedback and supervision
- Exchange of knowledge between colleagues and reflection/supervision groups
- Writing journals and logbooks.

The programme also uses the following forms of teaching and working:

- Class instruction
- Learning in groups
- Project work
- IT and E-learning
- Supervision (and feedback)
- Practical training.

Practical training during the theoretical part of the study programme

Practical training consists of study activities planned and initiated by lecturers to train and develop student's methodological skills.

Practical training on VIA Psychomotor Therapy has two purposes: practical training in reflective practice of psychomotor therapy and experience-based practical training aimed at the application of their own bodily and relationship competencies in their professional practice.

This learning takes place mainly in learning spaces linked to the practical training. In order to promote knowledge transfer, the theoretical learning spaces also include practical training elements.

Practical training can be divided into three different learning spaces:

- The teaching space, where the lecturer or supervisor is present and initiates and facilitates the activity
- The practice space, where the lecturer initiates and describes the activity. The students carry out the activity themselves, followed by reflection along with the lecturer and, if relevant, along with their fellow students.

- The training space, where students are encouraged to practice study activities themselves. As a rule, this learning space is initiated by both the lecturers and the students.

The students practice their skills on fellow students from their own or other professions and on citizens. Lecturers and fellow students provide supervision and feedback during the practical training.

The semester description contains a detailed run down of teaching and working methods. These are also described on the intranet.

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 development and research.

The individual educational institutions enter into agreements with institutions and hosts abroad about student exchanges.

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

10.1 Exchange agreements and opportunities

Bachelor programmes in Psychomotor Therapy are available in six countries in Europe. VIA Psychomotor Therapy has a close working relationship with institutions in all six countries. The collaboration includes exchange programmes for lecturers and students, annual summer schools within psychomotor subject areas, two-week individual exchange programmes and joint online lectures.

On the basis of differences in the study programmes, students' *learning agreements/training agreements* will usually specify that the students, after an exchange visit, must pass exams in VIA Psychomotor Therapy corresponding to the semester they have spent as exchange students.

Exchange opportunities

The different opportunities for students on VIA Psychomotor Therapy are:

Longer exchanges:

- Studies at an institution that offers a bachelor programme in Psychomotor Therapy
- Clinical training

Shorter exchanges:

- Study/clinical training as part of the elective programme element (up to six weeks)
- PMT2goEU – a two-week individual exchange at a partner institution
- International summer schools, including the annual psychomotor therapy school
- Student Academy.

Mobility windows

Students must have completed the first year on the programme before taking part in an exchange. Every exchange is planned individually.

Mobility course of study: Semester 3 and Semester 5

Mobility for combined clinical training/studies: Semester 4

Mobility for clinical training: Semester 4 and semester 6

Mobility shorter periods: first six weeks of semester 7: Self-defined programme element, international

10.2 Reading texts in languages other than Danish

The teaching on VIA Psychomotor Therapy is in Danish. However, texts in English, Swedish and Norwegian may also be used as part of the programme. Reading of the texts requires a basic understanding of the languages. The ability to understand these texts is a prerequisite for passing VIA Psychomotor Therapy.

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 professionally oriented 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 Psychomotor Therapy are in Danish. The students may take the exams in Swedish or Norwegian instead of Danish. Group exams 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, although the academic content is weighted the most heavily. The institution may grant exemption from this for students who are able to document a relevant specific functional impairment.

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

If they fail to comply with the requirements for sitting the semester exam or do not sit it, students are deemed to have used one exam attempt, unless they were unable to attend due to documented illness or maternity/paternity leave. The students must also comply with the requirements for written assignments and projects as described in 15.1. Failure to comply with formal requirements will lead to the rejection of the assignment, which will not be assessed. The students can then sit the next ordinary exam.

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

Please refer to the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes for special exam conditions.

The educational institution may arrange special exam conditions for students with physical or mental disabilities, for students whose native language is not Danish, and for other students who face comparable disadvantages, if the institution deems it necessary to provide the students concerned with equal opportunities in the exam situation. 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.

Application

The students must apply for an exemption for each individual exam. The students are responsible for applying themselves, and the application must contain a detailed description of what the student wishes the exemption to cover. The application form is available on the intranet and must be submitted to the student counsellor no later than three weeks before the exam.

If the application concerns illness or disability, it must be accompanied by documentation in the form of a medical certificate, a statement from the Speech Therapy Institute or otherwise describing the reason for the application. In the event of language problems, no further documentation is required.

The dispensation can cover changes to the exam form, extra time or special study aids (e.g. special software) or a combination.

11.2 The first-year exam

The exams “Psychomotor Therapy – Body and Psyche” and “Body, Communication and Reflection” make up the first-year exam.

In order to continue on the programme, students must pass the first-year exam before the end of the third semester after they commenced their studies. In order to continue on the programme, students must pass the practical skills exam in the fourth semester before the end of the fifth semester.

If the exams are passed as a resit before the beginning of semester 4 (first-year exam) and semester 6, the exams are considered to have been passed on time. Students may then continue on the programme as per the progression laid out in Section 3.

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 Psychomotor Therapy 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.

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

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 Psychomotor Therapy 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 Psychomotor Therapy 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 Psychomotor Therapy. In less serious cases, the educational institution may, however, 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 Psychomotor Therapy may suspend students for a period. Suspended students also receive a written warning stating that any repetition may lead to permanent expulsion and withdrawal of registration from VIA Psychomotor Therapy.

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 Psychomotor Therapy no later than two weeks after the student has been informed of the outcome of the exam assessment. The appeal must be submitted to the head of programme.

Exam appeals may be about:

- The exam basis
- The exam process
- The assessment

VIA Psychomotor Therapy 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 Psychomotor Therapy sends it to the student concerned. They then have one week to comment on the assessors' ruling.

VIA Psychomotor Therapy, 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 Psychomotor Therapy 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 Psychomotor Therapy's decision to a board of appeals set up by the VIA Psychomotor Therapy programme. The appeal must be submitted in writing, specifying the grounds, to VIA Psychomotor Therapy no later than two weeks after the student has been informed of the outcome of the complaint.

The board of appeals for VIA Psychomotor Therapy 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 Psychomotor Therapy.

The board makes its decision based on the material presented when VIA Psychomotor Therapy 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 Psychomotor Therapy, which then forwards the ruling 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 board of appeal'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 Psychomotor Therapy

For written assignments and projects at VIA Psychomotor Therapy, the following formal requirements apply:

- The cover page must include the students' name, student number, year of study, semester, title of the assignment, the extent of the assignment as well as the name of the lecturer or supervisor.
- The lecturers inform the students of the extent in terms of standard pages or number of characters. A standard page is 2,400 characters including spaces. The extent includes notes, but excludes the table of contents, bibliography and appendices.
- Students must comply with the requirement for extent by answering the question and not by including irrelevant content or content that does not live up to standards of academic integrity, the sole purpose of which is to comply with the minimum criterion.
- A table of contents must be inserted at the start of the assignment.
- A bibliography must be prepared stating the sources cited in the text (see 15.2).
- Source references must be clear (see 15.2).
- Use an easy to read font such as Times New Roman or Arial. Use 12pt with line spacing 1.5.
- The layout must be reader-friendly with section markings.

During their studies, students must comply with the rules for academic integrity by submitting independently produced assignments, i.e. produced by themselves without undue help from others and avoiding plagiarism of other people's work or falsifying their own or others' performances or results.

15.2 References

Quotations reproduced in written assignments on VIA Psychomotor Therapy must appear in quotation marks for shorter quotes and in italics and indented in the text for longer ones.

Source references must follow the American Psychological Association guidelines (the APA standard). They should be in parenthesis in the body of the text stating the name of the author, year of publication and page number(s) for the quote:

[(Author, year of publication, page number(s)]

(Rienecker & Jørgensen, 2012, p. 380).

Correct source references in the bibliography in written assignments must look like this (exemplified here by monographs):

[Author. (Year of publication). *source name*, (edition). city: publisher]

[Rienecker, L. & Jørgensen, P. S. (2012). *Den gode opgave - Håndbog i opgaveskrivning på videregående uddannelser*. (4th edition). Frederiksberg: Samfundslitteratur].

Incorrect source references, including omitted ones, will be considered errors in the assignment or written project, and may also trigger a plagiarism investigation.

16 Compulsory participation, compulsory attendance and study activity

Compulsory participation means that students on VIA Psychomotor Therapy 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
- exam requirements students must fulfil in order to sit the exam
- such exam requirements may also include compulsory attendance
- exams that must be passed first.

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

16.1 Compulsory participation and attendance

Compulsory participation

Basically, attendance is compulsory throughout VIA Psychomotor Therapy. The compulsory participation requirement comprises compulsory attendance and active studying, i.e. active participation in classes, project

work, group work, theme weeks etc. It also includes participation in academic and professional/personal learning processes initiated as part of the teaching as well as practical training on and outside the study programme.

Specific requirements for compulsory participation, which constitute exam requirements, are specified in the semester descriptions in the curriculum.

Compulsory attendance

The minimum attendance requirement for all of the programme's theoretical and practical courses/practical training, as well as study-related activities during semesters 1 and 2, is 80%. On semesters 3–7, the requirement is 80% attendance at all practical courses/practical training as well as study activities.

The practical courses are: Psychomotor Treatment, Psychomotor Teaching, Physical Training, Sensory-motor Development, Elective Element on semester 3 (psychomotor therapy specialisation), Ergonomics and Health Promotion, Preventative Measures and Rehabilitation.

The compulsory attendance requirement for all practical elements of VIA Psychomotor Therapy is 80%.

The requirement is particularly important for the students' training in practical skills, as well as academic and professional and personal development. Compulsory attendance is an exam requirement on all of the semesters.

Practical arrangements concerning compulsory attendance

Complying with the compulsory attendance requirement is a prerequisite for sitting the semester exams. The semester coordinators are responsible for the register. During clinical training, the clinical training site registers attendance.

Concerning assessment of the requirement for compulsory attendance:

1. The student meets the requirement for compulsory attendance, and is allowed to sit the exam.

2. The student meets most of the requirement for compulsory attendance.

The semester coordinators assess the student's competencies in relation to whether the learning outcomes they are expected to acquire during the semester have been met and that the general requirement for study activity has been met in relation to the exam. The assessment stresses

- High level of participation in the practical courses
- Long-term absence is documented by medical certificate
- The student's general study activity.

If the outcome of the individual assessment is positive, the student is allowed to sit the exam.

3. The student meets some of the requirement for compulsory attendance.

The semester coordinators may assess that the student's competencies in relation to the learning outcomes they are expected to acquire during the semester have not been met and/or that the general requirement for study activity has not been met in relation to the exam.

A remedial plan is drawn up (individual study plan). In exceptional circumstances, (e.g. documented illness or other unusual circumstances) the remedial option consists of a plan for the next semester.

Failure to comply with the compulsory attendance requirement for the clinical training leads to a remedial plan (individual study plan) drawn up jointly by the institution and the supervisor at the clinical training site.

A remedial plan (individual study plan) may contain:

- Plan for completing the missing activities
- Requirement for extra programme elements (e.g. training practical competencies)
- Requirement for special focus areas in the clinical training in a later semester
- Requirement for higher compulsory attendance in future semesters

Remedial plans are sent to students in writing. A student who is assigned an individual remedial plan is allowed to sit the semester exam.

No student is allowed to have more than two remedial plans in a row. The institution is empowered to grant exemptions from this in extraordinary circumstances. The application for exemption must be submitted to the head of the study programme.

4. The student fails completely to meet the requirements for compulsory attendance and is not allowed to sit the exam.

16.2 Study activity

Students on VIA Psychomotor Therapy 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 (Danish state grants/SU).

Students who do not pass at least one exam on VIA Psychomotor Therapy for a consecutive period of at least one year will have their registration withdrawn by the institution, in accordance with the rules set out in the Admissions Order. Periods of maternity/paternity leave, other leave, documented illness, military service and other legitimate reasons for absence do not count. The student must provide documentation of these matters on request. 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.

17 Transfers

Transfer to VIA Psychomotor Therapy 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 Psychomotor Therapy.

Transfer also depends on there being vacant places on VIA Psychomotor Therapy. Applications for transfer to VIA Psychomotor Therapy must be submitted to the student counsellor 14 days before the start of the semester.

18 Leave of absence

During a leave of absence from VIA Psychomotor Therapy, 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.

18.1 Maternity, adoption and national service

Applications for leave due to documented maternity/paternity, adoption or national service must be granted by VIA Psychomotor Therapy. 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.

18.2 Application

Requests for leave can be submitted after an interview with a student counsellor.

The request must be submitted in writing, and the grounds for the leave must be specified. VIA Psychomotor Therapy may require that the application is submitted on a special form, including digital forms.

Only students who have passed the exams corresponding to the first year of study may apply for leave of absence unless due to maternity/paternity leave, adoption or national service.

Applications for leave of absence cannot be retrospective, and must be submitted at least 14 days before the start of the leave period.

19 Credits

Students are entitled to credits for parts of the programme on the basis of previously acquired qualifications and competencies, according to Act no. 1147 of 23/10/2014 on Academy Profession Programmes and Professional Bachelor Programmes.

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 that is commensurate with the part 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.

VIA and UCC have also agreed that students may transfer credit between the two Psychomotor Therapy programmes for the following elements: Semester 5 and Semester 6.

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

Students may not be granted credit transfers for the entrance qualifications. Regarding credit transfer for study periods 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.

20 Exemptions

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

21 Commencement and transitional regulations

21.1 Commencement

This curriculum enters into force in 2017. Previous curricula for VIA Psychomotor Therapy are hereby revoked.

21.2 Transitional arrangements

From August 2017, the programme can only be completed in accordance with this curriculum. Students admitted before 2017 will complete their programmes under this curriculum.

22 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 Academy Profession Programmes and Professional Bachelor Programmes (the LEP Order).
- Ministerial order no. 506 of 30/05/2016. Ministerial Order on the Bachelor's Degree Programme of Psychomotor Therapy
- Ministerial Order no 107 of 27/01/2017 on Admission to Academy Profession Programmes and Professional Bachelor Programmes (the Admissions Order)
- Ministerial Order no. 1500 of 02/12 2016 on Tests and Exams on Professionally Oriented Higher Education Programmes (the Exam Order)
- 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)

23 Appendices

Appendix 1 Overall objectives for the learning outcomes

Appendix 2 Overview of subject areas, courses and semesters

24 Appendix 1 Overall objectives for the learning outcomes on VIA Psychomotor Therapy

The objectives for learning outcomes include the knowledge, skills and competencies that a bachelor of psychomotor therapy must achieve during the programme.

Learning outcomes – knowledge

The graduates:

- 1) Have knowledge of the profession's theoretical and methodological basis relating to interaction and integration of body, cognition, emotion and action, and are able to reflect on how they are used
- 2) Have knowledge of and can incorporate areas of knowledge within psychomotor therapy practice
- 3) Have knowledge of and can reflect on psychomotor theory and methodology, including facilitation of change and rehabilitation processes, treatment, teaching, dissemination, guidance and supervision
- 4) 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
- 5) Have knowledge of, and are able to understand and reflect on, the citizen's process and goals, and are able to participate in interprofessional and intersectoral collaboration on this
- 6) Can reflect on ethical problems
- 7) Have knowledge of and can understand innovation as a method to change practice in relation to specific target groups

- 8) 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
- 9) Possess knowledge of methods and standards for quality assurance, patient safety and quality enhancement, and are able to reflect on their use
- 10) Have knowledge of and can reflect on their own professional practice, as well as their own profession's duties and responsibilities in an organisational, administrative and societal perspective in terms of being part of the entire healthcare system
- 11) Possess knowledge of the priorities for deploying professional resources under the prevailing framework conditions in the health service
- 12) 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

The graduates:

- 1) Master observation, examination, analysis and description of people from a holistic perspective
- 2) Master psychomotor therapy intervention with focus on the relationship between body, cognition, emotion and action on the basis of planning, justification, implementation and assessment of effect
- 3) Master planning, reasoning, discussion, implementation and evaluation of psychomotor teaching, treatment and rehabilitation on the basis of the citizen/target group's healthcare psychological problems, and the citizen's development opportunities and resources
- 4) Master the dissemination and documentation of professional observations, analyses, assessments and proposed interventions on the basis of psychomotor theory and methodology
- 5) Apply and develop and their own relational and bodily skills in professional practice
- 6) Master and apply situation-specific and professionally relevant communication, guidance and advice on citizen care
- 7) Master interprofessional and intersectoral collaboration in different citizen care packages and contexts
- 8) Use professionally relevant information, communication and welfare technology, which incorporates the citizen's own resources to the greatest possible extent
- 9) Use, assess and justify methods and described standards for quality assurance and enhancement
- 10) Master relevant study and working methods both to search for, assess and interpret empirical evidence, theory and research methods, and to initiate and participate in innovation, development and research work.

Learning outcomes – competencies

The graduates:

- 1) Independently support, manage and facilitate the development of the competency to act on the basis of the citizen, group or organisation's issues , as well as resources and development opportunities
- 2) Independently and innovatively engage in problem solving and decision making, both individually and in interprofessional teamwork, with focus on health promotion, preventative measures and rehabilitation

- 3) Assume responsibility for professionally relevant guidance and supervision
- 4) Work with the professional, pedagogical and therapeutic relationship with the citizen and the group, which includes being attentive, empathetic and an active listener
- 5) Independently manage and coordinate individual and group-dynamic processes of change and rehabilitation in relation to the psychomotor therapeutic profession
- 6) Work with the development of psychomotor therapy methods and practice on the basis of critical assessments and make use of results from research and development work
- 7) Independently practice within the profession's legal framework and professional ethics
- 8) Identify own learning needs and, in relation to professional practice, continuously acquire new knowledge and develop own skills
- 9) Independently work with, and communicate in various contexts, in equal, dialogue-based and value-generating relationships with citizens, patients, relatives and interprofessional partners
- 10) Independently participate in interprofessional and intersectoral collaboration and, on the basis of a holistic perspective, support citizens as key and active stakeholders in their own care
- 11) Work with professionally relevant technology, including information and communication technology, in relevant contexts
- 12) Work with and assume responsibility for quality assurance and enhancement
- 13) Demonstrate personal professional responsibility, and keep up-to-date by identifying and understanding their own learning processes and development needs.

25 Appendix 2 Overview of subject areas, courses and semesters

	1	2	3	4	5	6	7	ECTS in to- tal	Elec- tive 1	Elec- tive 2	Elec- tive BA
Health science subjects											
<i>Psychomotor theory and methodology:</i>											
<i>Psychomotor Treatment</i>	2	5	5	3	2	2	1	20		1	
<i>Psychomotor Teaching</i>	2	5	5	3	2	2	1	20		1	
<i>Physical Training</i>	2	1	2					5			
<i>Ergonomics</i>				3				3			
<i>Sensory-motor Development</i>	4	4						8			
<i>Psychomotor Therapy Specialisation</i>			5					5	5		
<i>The Profession's Organisation, Ethics, etc.</i>	2							2			
<i>Psychomotor Therapy Intervention (practical)</i>	3			12		15		30			
<i>Pathology</i>				2	3			5			
<i>Psychiatric Pathology</i>					5			5			
<i>Health Promotion, Preventative Measures and Rehabilitation</i>					12		3	15		3	
<i>Entrepreneurship, Organisation and Management*</i>						3	2	5		2	
<i>The Health Sciences' component</i>							15	15			15
Health Sciences, total	15	15	17	23	24	22	22	138			
Natural science subjects											
<i>Physiology</i>	4	2	2	2				10			
<i>Anatomy</i>	4	4						8			
<i>Theory and Methodology of Science</i>			2					2	2		
Natural Science, total	8	6	4	2				20			
Humanities											
<i>Pedagogy</i>	1	2	2	1	2		1	9	1	1	
<i>Psychology</i>	4	5	7	3	2	5	5	31	2	2	3
Humanities, total	5	7	9	4	4	5	6	40			
Social Science											
<i>Social Studies</i>	1	1		1	2			5			
<i>Theory and Methodology of Science</i>	1	1				3	2	7			2
Social Sciences, total	2	2		1	2	3	2	12			
Semester total	30	30	30	30	30	30	30	210	10	10	20

*The course Entrepreneurship, Organisation and Management incl. 2 ECTS for Psychology and 2 for the elective element.

The following ECTS are included in the elective element in Semester 3, 10 ECTS (Elective 1):

Psychomotor Therapy Specialisation (5), Psychology (2), Scientific Theory and Methodology from Natural Science (2)

The following ECTS are included in the elective element in Semester 7, 10 ECTS (Elective 2):

Health Promotion, Preventive Measures and Rehabilitation (3), Entrepreneurship, Organisation and Management (2), Psychomotor Treatment (1), Psychomotor Teaching (1), Psychology (2), Pedagogics (1)

The following ECTS are included in the Bachelor Project in Semester 7, 20 ECTS:

The health-science part of the bachelor project (15),
The humanities part of the bachelor project (3),
The social science part of the bachelor project (2),

The interprofessional ECTS are earned at the following times during the study programme:

Semester 1 (1 ECTS), Semester 2 (2 ECTS), Semester 4 (7 ECTS), Semester 5 (5 ECTS), Semester 6 (5 ECTS)