

Executive Order on the degree programme leading to a Professional Bachelor Degree in Occupational Therapy (B.O.C.T.)

Pursuant to section 22 (1) and section 30 of Act No. 207 of 31 March 2008 on degree programmes at Business Academies and on Professional Bachelor Degrees, and section 58 of Act No. 451 of 22 May 2006 on the authorisation of health care personnel and the practice of the health care professions, and after consultation with the Minister of Health and Preventative Measures, we hereby lay down the following:

Part 1

The Aims and Extent, etc. of the Degree Programme.

S. 1. The aim of the Occupational Therapy degree programme is to qualify the student at the completion of her/his studies to work independently as an occupational therapist and to enter into mono-professional and interprofessional cooperation. The programme, in accordance with social, scientific and technological developments and the need of the population for Occupational Therapy, shall qualify the student in the fields of theoretical and clinical Occupational Therapy, see Appendix 1.

(2) The student must be able to:

- 1) perform, communicate and manage Occupational Therapy tasks connected with health promotion, health preservation, disease prevention, habilitation and rehabilitation, in interaction with physical, social, cultural and institutional factors in the environment;
- 2) evaluate, justify and develop her/his professional practice in relation to citizens;
- 3) cooperate with citizens, relatives, colleagues and other professional workers, with respect for their cultural, religious or linguistic backgrounds;
- 4) evaluate, document and develop Occupational Therapy, initiate renewal and apply established knowledge, apply and participate in work related to professional development within the health sector; and,
- 5) continually develop her/his skills through further professional education of a theoretical or clinical nature after the completion of her/his degree studies.

S. 2. The degree programme is defined as 3½ full-time study units, equivalent to 210 ECTS credits (European Credit Transfer System). One full-time study unit represents the work done by a full-time student in one year.

(2) The programme is divided into terms and modules. A term lasts 18-24 weeks and is divided into two modules. A module is a self-contained teaching unit, comprising theoretical or clinical elements, or a combination of these. The student's level of achievement with regard to the learning outcomes prescribed for each module is assessed for each module.

S. 3. The degree programme entitles the student to the title of 'Professionsbachelor i ergoterapi'. The English title is Bachelor of Occupational Therapy (B.O.C.T.)

(2) After qualification, persons can be authorised subject to the provisions of the Act on the authorisation of health personnel and professional health practice.

S. 4. The institution offering the degree programme is responsible for the conduct of the whole programme. Places of Clinical Education are responsible to the educational institution in question in accordance with the guidelines laid down by the latter.

Part 2

The Design and Content of the Programme

S. 5. The knowledge base of the degree programme is both professional and developmental. The programme is based on knowledge and proficiencies specific to Occupational Therapy, linked to knowledge and proficiencies from academic disciplines connected with the health sciences, the natural sciences and the social sciences. Theoretical and Clinical Education are to be interactively combined throughout the programme with increasing degrees of difficulty and complexity, in order to ensure a close relationship to practice and the development of professional skills.

(2) The professional knowledge base of the programme is ensured by constant interplay between the values, knowledge and proficiencies enshrined in the programme and in the profession, and by incorporating developments in the profession into the knowledge base of the programme.

(3) The developmental knowledge base of the programme is ensured by incorporating relevant findings from national and international research, so that the programme is constantly based on the latest knowledge.

(4) The design of the degree programme is based on a theory of knowledge approach that enables the study of theories, concepts and methods from the academic discipline of Occupational Therapy, as well as from other disciplines, which contribute to the description, explanation and understanding of the specific problems, phenomena and contexts with and within which occupational therapists work.

(5) The student shall, through participation in, the practice of, and reflection on Occupational Therapy, acquire practical and personal skills related to practicing, managing, communicating and developing Occupational Therapy.

(6) A variety of study skills shall be used to support the development in the student of skills related to learning, independence and cooperative abilities, as well as the ability to create professional development.

S. 6. The degree programme comprises theoretical teaching components corresponding to a total of 168 ECTS credits and Clinical Education components corresponding to a total of 42 ECTS credits. An interprofessional module corresponding to 15 ECTS credits and an optional module corresponding to 10 ECTS credits are included in the programme. The programme concludes with a bachelor project corresponding to 20 ECTS credits.

(2) The theoretical component of the programme comprises health science subjects (117 ECTS credits), natural science subjects (18 ECTS credits) and social science subjects (15 ECTS credits).

S. 7. Teaching in environmental problems and the interaction between different cultures shall be included to the extent this is relevant to any particular subject.

Part 3

Clinical Education

S. 8. Clinical Education, while providing training in basic skills, shall be designed as a progression from observation through reflection to the independent exercise of the profession, thus ensuring the mastery of general professional competencies and developing the responsibility necessary to judge situations and make qualified choices.

(2) Clinical Education focuses on human experiences, conditions and actions in relation to: the need for Occupational Therapy and the services and results it offers; the interaction between citizens, relatives and the occupational therapist; the professional and personal development of each student; and cooperation between different professions and sectors.

(3) The educational institution approves places of Clinical Education based on the opportunities offered locally within the health and social sectors.

(4) The place of Clinical Education writes a description of the Clinical Education course in accordance with the guidelines laid down for this in the curriculum. This description is approved by the educational institution.

S. 9. The educational institution prepares the student for the Clinical Education course. The institution draws up an individual study plan in cooperation with the student and the place of Clinical Education. The experience gained from the Clinical Education course is subsequently used in the theoretical teaching.

Part 4

Cooperation between the Educational Institution and the Place of Clinical Education

S. 10. The educational institution and the place of Clinical Education shall cooperate to ensure cohesion between theoretical and Clinical Education and to make sure that the student acquires the skills aimed at in Clinical Education. The educational institution shall ensure that this cooperation is established and maintained.

Part 5

Examinations and Related Matters

S. 11. At least one third of the degree programme (measured in ECTS credits) shall be assessed by external examinations. The programme contains five external examinations. One examination is scheduled for the second semester, the bachelor project for the seventh. The examinations related to the first three years of the programme have to be passed before the student may complete the bachelor project. The position in the programme of these examinations is detailed in the curriculum.

(2) The Clinical Education course shall be assessed by either internal or external examinations, the purpose of which is to assess the student's clinical competencies. An examiner from the educational institution participates in internal examinations. The type of assessment used in connection with two of the clinical examinations shall be pass/fail.

(3) A Clinical Education course shall be assessed by a separate examination if its extent is 7 ECTS credits or more. If theoretical teaching components form part of a module which is to be assessed by a clinical examination, see (1), assessment of these theoretical teaching components shall form part of the clinical examination. In the case of Clinical Education courses with an extent of less than 7 ECTS credits, assessment of such courses shall form part of the theoretical examination.

(4) Concerning tests and examinations in general, the rules apply that are laid down in the executive order concerning examinations in vocational education programmes (the Executive Order on examinations) and the executive order concerning marking and other forms of assessment (the Executive Order on marking and grades).

Part 6 *The Curriculum*

S. 12. Educational institutions shall offer the degree programme in accordance with the curriculum, cf. Appendix 2, which is to be used for all degree programmes offered, see however S. 13. (1).

(2) The curriculum lays down detailed regulations for tests and examinations, cf. the Executive Order on examinations and more detailed descriptions of:

- 1) The content and ECTS rating of each subject and module in the course of study.
- 2) The content, ECTS rating, place within the programme and planning of Clinical Education.
- 3) The framework for and structure of the optional module.
- 4) The interprofessional module.
- 5) Preparation of the bachelor project.
- 6) Types of teaching and study within the programme, including the use of ICT in teaching.
- 7) Cooperation between the educational institution and places of Clinical Education.
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- 14) Situations in which dispensations may be sought.

S. 13. The curriculum states which rules apply to all institutions offering the degree programme and which are applicable solely to the programme offered at the institution in question. In connection with the areas noted in the curriculum under S. 12. (2), items 4), 7), 10) and 11), individual institutions may lay down rules which apply solely to the programme offered at the institution in question.

(2) Individual institutions may lay down rules concerning conditions for admission to examinations in particular modules which apply solely to the institution in question. 'Conditions for admission to examinations' means the handing in of term papers and projects, etc., as well as compliance with the obligatory attendance at theoretical teaching.

(3) In cases where extraordinary circumstances justify it, an institution may dispense from rules in the curriculum which apply solely to the programme offered at the institution in question, cf. (1).

(4) When preparing or altering any part of the curriculum which applies solely to programme offered by the institution in question, cf. (1), a representative of the students and a representative of the places of Clinical Education shall be involved. The institution lays down transitional measures.

(5) The current curriculum shall be accessible on the institution's website.

Part 7 *Further Regulations*

S. 14. A student must complete the degree programme within six years after starting it, not counting absence from studies due to maternity, adoption, military service, service under the UN, etc. In exceptional cases, the educational institution may dispense from the six-year rule.

S. 15. Decisions reached by the educational institution under this Executive Order may be appealed by a student to the Ministry of Education when the complaint concerns questions of a legal nature. The complaint must be delivered to the institution within fourteen days after receipt of the decision. If the institution upholds its previously announced decision, the complaint is to be referred to the Ministry of Education accompanied by a declarative statement and a reappraisal from the institution.

Part 7

The Coming into Force of this Executive Order, etc.

S. 16. This Executive Order comes into force on 15 August 2008.

(2) Executive Order No. 237 of 30 March 2001 on the training of occupational therapists is hereby repealed.

(3) However, the Executive Order mentioned in (2) still applies to students who began the programme before 15 August 2008.

(4) In the case of students who have begun their studies under the earlier provisions, see (2), and who have not completed their studies by 1 August 2012, the institution may make transitional arrangements, so that these students may conclude their studies under the provisions of this present Executive Order.

Given at the Ministry of Education on 13 August 2008

On behalf of her Majesty the Queen

TORBEN KORNBECH RASMUSSEN
ACTING CHIEF EXECUTIVE

/ Cathrine Christensen

Appendix 1

of August 2008 to the Executive Order on the degree programme leading to a professional bachelor degree in Occupational Therapy.

Learning outcomes for a professional bachelor degree in Occupational Therapy

Learning outcomes cover the knowledge, skills and competencies acquired by a Bachelor of Occupational Therapy through the degree programme.

Knowledge

A newly-qualified Bachelor of Occupational Therapy:

- 1) has acquired knowledge of the theoretical basis of the profession, which concerns human occupation and participation in everyday life, the significance of this for citizens' health and quality of life, and the interaction between individual, occupation and the environment;
- 2) has acquired knowledge of the interaction between occupational performance, functional ability and the opportunities and rights of children, young people, adults and senior citizens to participate in the life of society;
- 3) has understood and is able to reflect on the human need for occupation and occupational performance, and on variations due to age, sex, culture and individual personality;
- 4) has understood and is able to reflect on human conditions of life and the influence of the physical and social environments on opportunities for human occupation;
- 5) has understood and is able to reflect on the positive and negative influence of activities on human health and quality of life;
- 6) has acquired knowledge about activities and can reflect on their therapeutic potential for relevant target groups;
- 7) is able to reflect on ethical issues within the field of operation of Occupational Therapy; and,
- 8) is able to combine relevant knowledge from natural science, humanist, social science and health science areas with theories relating to human occupation and participation.

Skills

A newly-qualified Bachelor of Occupational Therapy:

- 1) is able to select and apply theories concerning the interaction between people, human occupation and the environment in order to advance peoples' human occupations, their participation in everyday life, health and quality of life;
- 2) applies the Occupational Therapy work process to the identification of occupational problems, assessment, the negotiation and setting of goals, and to the planning, implementation and appraisal of results, with a view to meeting the occupational needs of citizens in relation to everyday life, health and quality of life;
- 3) applies Occupational Therapy methods of assessment, analysis, treatment and intervention in terms of health promotion, disease prevention, habilitation and rehabilitation, including treatment, retraining and compensatory measures;
- 4) is able to use the therapeutic potential of activities in the context of Occupational Therapy assessment and intervention;
- 5) is able to assess the occupational needs of citizens in relation to health and quality of life and to initiate activities and challenges suited to the actual situation of citizens as well as to their health, social and physical environment;

- 6) is able to establish a cooperative relationship with the individual citizen based on a client-centred approach involving respect for individual and cultural convictions, values and choices and the significance of these for the participation of the citizen in everyday activities;
- 7) is able to establish cooperative partnerships with institutions, private companies and citizens' organisations and to offer guidance and advice with a view to improving conditions for activity and occupational performance;
- 8) is able to use communication strategies and establish a dialogue with citizens, relatives, colleagues from Occupational Therapy and other professions, as well as other cooperative partners, concerning information, ideas, problems and solutions within Occupational Therapy;
- 9) is able to follow the set procedures regarding the documentation of Occupational Therapy services; and,
- 10) is able disseminate the results of research and development projects within Occupational Therapy to appropriate recipients.

Competencies

A newly-qualified Bachelor of Occupational Therapy:

- 1) works with the intention of spreading a greater understanding of the importance of human occupation for health and quality of life, and for occupational justice in relation to opportunities for human occupation and participation in everyday life;
- 2) adapts to new situations, is creative in solving problems and making decisions together with citizens, relatives, colleagues and other cooperative partners;
- 3) is able to plan and discuss measures that promote occupational justice in relation to opportunities for human occupation and participation in everyday life;
- 4) gives priority to independently taking Occupational Therapy measures in proportion to citizen's needs and the given framework and resources;
- 5) is able to tackle ethical issues that may arise in Occupational Therapy work and is able to practise the profession in accordance with the ethical code for Occupational Therapy;
- 6) offers guidance concerning Occupational Therapy to students, colleagues and other cooperative partners, with respect for the professional qualifications of others;
- 7) identifies relevant problem areas with a view to development projects concerning occupational performance, Occupational Therapy theory and the science of human occupations, and is able to follow, apply and participate in development projects within the health sector;
- 8) is able to take responsibility for leading, organising, and for the quality development of, the exercise of the profession of Occupational Therapy, and for social and health provision offered to citizens, with a focus on health promotion, disease prevention, rehabilitation and habilitation;
- 9) is able to demarcate and define her/his professional sphere of action and authority in accord with developments within society and within the health service;
- 10) refers to other professional workers when this is called for;
- 11) collates and interprets relevant data from the areas of the natural sciences, the humanities, the social sciences and the health sciences in order to solve problems within Occupational Therapy;
- 12) is able to reflect on her/his own clinical reasoning and therapeutic skills, including her/his own potential for development;
- 13) is able to initiate professional development and to follow, apply and participate in development projects within the professional sphere of Occupational Therapy;
- 14) is able to reflect on her/his own professional practice in cooperation with citizens, relatives, colleagues and other relevant parties with respect for diverse ethnic, cultural, religious and social backgrounds;
- 15) is able to search for, assess and analyse information from diverse sources, including various databases, and to discuss the application of this information in Occupational Therapy; and,

16) has a deep awareness of her/his own professional qualities and limitations, is forward-looking and seriously involved in improving her/his own professional abilities, in the development of the profession and in lifelong learning.

of August 2008 to the Executive Order on the degree programme leading to a professional bachelor degree in Occupational Therapy.

Curriculum for the professional bachelor degree in Occupational Therapy

The purpose of this curriculum is:

- to establish a framework for the structure and content of the Occupational Therapy degree programme, both in a mono-professional and interprofessional context;
- to ensure consistent quality standards for the learning outcomes achieved by students following Occupational Therapy degree programmes in Denmark;
- to ensure the development of the Occupational Therapy degree programme in relation to the requirements and expectations of the health sciences and the national and international higher educational context; and,
- to establish a framework for knowledge sharing between different institutions and professions.

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1. Aims of the degree programme in Occupational Therapy

The professional bachelor degree in Occupational Therapy qualifies the student to enter the profession of Occupational Therapy and to seek further qualifications by reading for a master's degree or (Danish) candidatus degree, either in Denmark or abroad.

A qualified professional bachelor of Occupational Therapy may be authorised according to the provisions of Act No. 451 of 22 May 2006 on the authorisation of health personnel and the practice of the health professions.

2. A profile of the degree programme in Occupational Therapy

The Occupational Therapy degree programme is based on the profession itself and on a commitment to development.

'Based on the profession' means that the degree programme is oriented towards the practice of the profession in the health and social areas. The values, theories and methods of the profession play an important part in the design of the degree programme in Occupational Therapy. Close cooperation is therefore sought between the degree programme and practitioners of the profession with a view to a close interaction between theory and practice.

Areas of knowledge and proficiency within Occupational Therapy are integrated into the degree programme, so that knowledge, skills and competencies can be transferred and applied to the roles played by the occupational therapist in her/his professional health practice.

'A commitment to development' means that there is a focus on experimental, developmental and research activities that can contribute to professional and academic development, closely linked to experience gained within the profession and within the health and social areas.

The Occupational Therapy degree programme incorporates the results of national and international research within the disciplines covered by the programme. In this way, the professional and academic content of the programme reflects current trends in the profession, including changes in the health and social conditions of the population and in the function and priorities of the health service.

In addition, 'a commitment to development' implies a focus on methods concerning the development of the profession and work related to quality issues and development.

The degree programme qualifies the student to carry out tasks related to health promotion, disease prevention, rehabilitation and habilitation, in accordance with society's demands, focusing on human occupation and participation in everyday life.

The degree programme develops the student's professional autonomy and the responsibility required to carry out these tasks, as well to assume collective responsibility for, and exercise an influence on, development and practice within the profession of Occupational Therapy.

The degree programme employs a terminology specific to the academic tradition of the profession of Occupational Therapy. The term 'functional ability' accords with the use of this term in ICF – WHO's International Classification of Functioning, Disability and Health. The term includes a list of body functions and structure, and a list of domains of activity and participation.

2.1 The professional activity and tasks of the Occupational Therapist

2.1.1 The professional activity of the Occupational Therapist

Occupational Therapy work contributes to health promotion and quality of life for children, young people, adults and senior citizens, and focuses on current and future issues related to human occupation and health. The aim of Occupational Therapy is to promote the participation by individual citizens and groups of citizens in everyday human occupation and in the general life of society. 'Everyday human occupation' comprises activities which are meaningful or necessary for the individual and which are related to caring activities, work and leisure activities and involvement and inclusion in the life of society.

The core contribution of Occupational Therapy:

It is thus clear that the sphere of intervention of Occupational Therapy encompasses the opportunities for, or limitations on, human occupation and participation in everyday life. These opportunities and obstacles are the product of the dynamic interaction between:

- individual preconditions for human occupation and participation, determined by physical, mental or social abilities and conditions;
- everyday human activities and patterns of activity, that is, the type, content and composition of activities and their significance for the individual;
- conditions of life, constituted by the physical, social and cultural environments and financial situation, as well as by the political and legislative framework and the importance attached to these by the individual.

Human occupation and participation in the general life of society are seen as decisive for the physical, mental and social development of individuals, for their health and rehabilitation after illness and for their perception of the quality of life.

The overall aim of Occupational Therapy is, therefore, in cooperation with the citizen/patient, to enable and promote human occupation and participation in everyday life by preventing and relieving occupational problems or by health promotion efforts.

Fields of practice of Occupational Therapy

The occupational therapist, in cooperation with other professional workers in the health sector, bears a responsibility regarding tasks connected with health promotion, disease prevention, habilitation and rehabilitation (retraining, treatment, compensatory measures).

Health promotion

The task of the occupational therapist is to promote and preserve health and human occupation with a focus on enabling participation in everyday life. The occupational therapist focuses on physical, mental and social well-being in connection with health, human occupation and the environment. The occupational therapist organises systematic health promotion, using instruction and the mobilisation of resources regarding individuals, groups of citizens and their environment, with a view to changing lifestyles and ensuring that the content, structure and pattern of occupations both in everyday life and working life do promote health. Through this work, the occupational therapist engages in general efforts towards health promotion by contributing to the creation of a framework and opportunities for the promotion of both individual health and the health of the population as a whole.

Disease prevention

The task of the occupational therapist is to identify physical and psycho-social risk factors and to initiate and participate in health activities suited to removing or limiting the effects of these risk factors, thereby preventing the possible occurrence of disease, psycho-social problems or accidents. This work is carried out at various levels (the individual, groups, society) in relation to primary, secondary and tertiary disease prevention.

Habilitation

The task of the occupational therapist is to help realise the potential children and adults have for developing skills suited to their ages and for participating in occupations. This is achieved through stimulation, learning opportunities, advice, guidance and treatment, including adapting and altering the environment through compensatory measures.

Moreover, habilitation involves the early identification of vulnerable children who risk deprivation or dysfunction.

Rehabilitation

The task of the occupational therapist is to make human occupation and participation possible through a targeted process, involving cooperation with citizens, relatives and perhaps other professional workers, aiming to ensure that citizens whose functional ability is restricted, or who run the risk of this, are able to live independent and meaningful lives. Rehabilitation is based on the life situation and decisions of the citizen in question, and consists of a coordinated and coherent set of measures. Within the rehabilitation process, the occupational therapist performs tasks related to retraining, treatment and compensatory measures, as follows:

Retraining and treatment

The task of the occupational therapist is to contribute to the retraining of the citizen's/patient's functional ability. The target group for retraining and treatment includes people suffering from a serious disease or damage which entail a delimited and temporary reduction of function, people suffering from progressive diseases which reduce functional ability, or people suffering from a serious disease or damage which entails a comprehensive and lasting reduction of function.

Compensatory measures

The task of the occupational therapist is to adapt the environment and grade activities to suit the functional ability of the citizen. Some of the measures to achieve this are: adaptive technology, adapting homes, assigning personal assistants, employment under special conditions and working to improve accessibility.

2.1.2 The professional tasks of the occupational therapist

In her/his capacity as a health professional, the occupational therapist plays a variety of roles:

- health expert

- communicator
- cooperative partner
- developer
- member of a profession

Health expert

The occupational therapist is especially focused on, and knowledgeable about, the interplay between human occupation, health and the opportunity to live a satisfactory daily life at home, at work and at leisure.

The health expertise of the occupational therapist includes skills related to the analysis of human activity, the appraisal of a citizen's functional and work ability and the review of opportunities and requirements in the environment.

The health expertise of the occupational therapist includes competencies concerning the therapeutic possibilities of everyday activities to develop a person's abilities and skills, with a view to promoting the desired human occupation and participation in social life, by:

- treating and retraining reduced functional and work ability by participating in meaningful activities;
- compensation for the loss of functional ability by planning and grading meaningful activities and by adapting the environment;
- promoting health and the quality of life and preventing disease by identifying risk factors and creating the opportunity for meaningful activities in environments that promote health.

A basic condition for the practice of Occupational Therapy is that the work be based on citizens' own perception of their situation and their own active involvement when setting goals and initiating and implementing changes.

Communicator

The occupational therapist establishes professional relations with clients, relatives and cooperative partners.

The occupational therapist offers advice and guidance in health matters touching on the therapeutic and health promotion opportunities offered by everyday activities and on the shaping of appropriate environments, including living and work environments.

The occupational therapist uses competencies relating to professional relations and partnerships.

Cooperative partner

The occupational therapist practices Occupational Therapy both independently and as a member of interprofessional teams.

The occupational therapist establishes cooperative relations to citizens as the basis for her/his practice. The foundation of this relationship is a client-centred practice involving respect for individual and cultural convictions, values and choices and their significance for citizens' participation in everyday activities.

Developer

The occupational therapist strives to achieve evidence-based practice with a view to ongoing quality development. The occupational therapist adopts an innovative and creative approach to the development of her/his profession within the social and health professions, and is able to contribute to contexts where research and development work is being done. The occupational therapist disseminates the results of research and development projects to appropriate recipients. The occupational therapist utilises competencies and skills in relation to the management and promotion of Occupational Therapy, as well as competencies and skills related to research and development in Occupational Therapy and the science of occupations.

Member of a profession

The occupational therapist demonstrates professionalism and ethical responsibility in the exercise of her/his profession.

The occupational therapist works to ensure quality in the practice of her/his profession, assesses her/his own professional, ethical and personal limits, her/his own professional abilities and her/his own limitations, and adopts a progressive and involved approach to her/his own professional development and that of the profession as such, and to lifelong learning.

The occupational therapist exploits her/his competencies related to professional autonomy and responsibility by working independently within her/his own profession, by referring to other professionals as required and by acting in response to the given situation in interaction with others.

2.2 The knowledge and proficiencies base and methods of Occupational Therapy

The knowledge and proficiencies base

The knowledge and proficiencies base in Occupational Therapy is knowledge and understanding of matters of health as well as knowledge about the interplay between the human capacity for occupation, functional ability and the opportunities for, and right to, active participation in the life of society. Viewing things from the point of view of the citizen and citizen participation are an integral part of the way Occupational Therapy understands client-centred practice. This knowledge is based on knowledge and proficiencies from Occupational Therapy itself, conjoined with knowledge and proficiencies from the health sciences, the natural sciences, the social sciences and the humanities.

The competencies of the occupational therapist encompass the Occupational Therapy work process and clinical reasoning, professional relations and partnerships, professional autonomy and responsibility, development work within Occupational Therapy, the science of occupations and the management and promotion of Occupational Therapy.

Methods in the practice of Occupational Therapy

The practice of Occupational Therapy combines theoretical knowledge with clinical experience relating to the carrying out of tasks concerned with health promotion, disease prevention, habilitation and rehabilitation.

The occupational therapist uses problem-solving models, and activity analysis as part of the work process in Occupational Therapy intervention. Occupational Therapy intervention uses task-specific methods, as well as methods of reflection and research:

- task-specific methods are methods related, for example, to assessment, treatment and retraining, stimulation, development and advice, evaluation and documentation;
- methods of reflection comprise clinical reasoning in relation to Occupational Therapy practice and client-centred practice, as well as methods to assess her/his own professional abilities and need for professional development;
- research methods: scientific theories and scientific methods are used in relation to quality and professional development, as well as in relation to sharing and documenting knowledge related to Occupational Therapy theory and practice.

2.3 The academic basis of the Occupational Therapy degree programme

The academic basis of the degree programme is constituted by Occupational Therapy, linked to academic subjects connected with the health sciences, the natural sciences, the social sciences and the humanities.

The 210 ECTS credits of the degree programme are allotted as follows: 168 ECTS credits to theoretical teaching and 42 ECTS credits to Clinical Education.

The 168 ECTS credits allotted to theoretical teaching are distributed as follows:

Health science subjects 117 ECTS credits

Occupational therapy as an academic discipline encompasses: the science of human occupation and theories related to Occupational Therapy, methods relating to human occupation, activities, and physical, social, cultural and institutional conditions in the environment. The academic focus is on the Occupational Therapy work

process, clinical reasoning, professional relations and partnerships, professional autonomy and responsibility, development work in Occupational Therapy, as well as on the management and promotion of Occupational Therapy.

Pathology, social medicine and occupational medicine are taught in relation to the professional exercise of Occupational Therapy. The work done covers an understanding of somatic and mental health diseases, including their causes, course and prognosis, disease prevention and treatment, as well as their connection with lifestyle, conditions of life and the risk of occupational problems.

Natural science subjects 18 ECTS credits

Anatomy and Physiology are taught in relation to the professional exercise of Occupational Therapy. The work covers an understanding and analysis of human biomechanical and physiological functions, both in connection with occupational performance and the risk of occupational problems, and in connection with disease prevention, treatment and retraining for people of all ages.

Social science subjects 15 ECTS credits

Sociology, social policies and legislation are taught in relation to the professional exercise of Occupational Therapy. The work covers social and cultural conditions, the role of civil authorities, lifestyle and conditions of life in relation to the promotion of occupational performance and participation in the life of society, and the risk of occupational problems in relation to play, learning and work.

Humanities 18 ECTS credits

Psychology, Theory of Education and Ethics are taught in relation to the professional exercise of Occupational Therapy. The work done in Psychology covers developmental psychology, clinical psychology and work psychology, as well as communication, learning theory, the development of motivation, behaviour and human relations in relation to the promotion of occupational performance and participation in the life of society, and the risk of occupational problems.

The work done in Theory of Education covers presentations, teaching, advice and guidance, as well as the student's own learning processes and academic development.

In addition, each of the above-mentioned subject areas includes work on the scientific theories and methods proper to the subject area in question.

3. Structure and design of the Occupational Therapy degree programme

The programme is divided into 7 semesters.

Each semester is divided into 2 modules. The programme thus consists of 14 modules, each with an extent corresponding to 15 ECTS credits, except module 13 and module 14 in the 7th semester, which have an ECTS credit rating of 10 and 20 respectively.

In each module, the student's learning outcomes are assessed in relation to the central components of the module in terms of knowledge, skills and competencies.

The occupational perspective and the central themes from Occupational Therapy as an academic discipline and the exercise of the profession of Occupational Therapy are summed up in the module headings and determine the content of the module.

The 14 modules of the degree programme reflect the importance of human occupation and its application in the exercise of the profession as well as other central elements in the performance of Occupational Therapy. The various subjects within the modules are treated in such a way that the students acquire the academic content in relation to Occupational Therapy, thus optimising their relevance and usefulness.

3.1 ECTS credits

The subject areas are subdivided as follows:

Health science subjects 117 ECTS credits, subdivided into:

– Occupational Therapy	96	ECTS credits
– Somatic Pathology	8.5	ECTS credits
– Mental health Pathology	5.5	ECTS credits
– Social and Work Medicine	2	ECTS credits
– Theory of Knowledge and Scientific Method	5	ECTS credits

Natural science subjects 18 ECTS credits, subdivided into:

– Anatomy	8.5	ECTS credits
– Physiology	8.5	ECTS credits
– Theory of Knowledge and Scientific Method	1	ECTS credit

Social science subjects 15 ECTS credits, subdivided into:

– Sociology	7	ECTS credits
– Social and Health Policies and Legislation	7	ECTS credits
– Theory of Knowledge and Scientific Method	1	ECTS credit

Humanities 18 ECTS credits subdivided into:

– Theory of Education	6	ECTS credits
– Psychology	9	ECTS credits
– Ethics	2	ECTS credits
– Theory of Knowledge and Scientific Method	1	ECTS credit

3.2 Table of ECTS credits per module or subject

The following table shows the distribution of ECTS credits and the position in the programme of Clinical Education and the various subjects.

		Year 1		Year 2				Year 3				Year 4			
		Sem. 1		Sem. 2		Sem. 3		Sem. 4		Sem. 5		Sem. 6		Sem. 7	
		Module	Module	Module	Module	Module	Module	Module	Module	Module	Module	Module	Module		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Subject															
Health Sciences															
Occupational Therapy	96	8.5	8	5.5	7	3	2	8.5	8.5		8	7.5	7.5	10	12
Somatic Pathology	14			1	5.5	1		3.5	3						
Mental health Pathology															
Pathology in total															
Social and Work Medicine	2										1	1			
Theory of Knowledge and Scientific Method	5							0.5	0.5						4
Natural Sciences															
Anatomy	8.5	2	3	1.5		0.5		1.5							
Physiology	8.5		2	2	2.5	0.5		1				0.5			
Theory of Knowledge and Scientific Method	1														1
Social Sciences															
Sociology	7	1	1								3	2			
Social and Health Policies and Legislation	7					3					2	2			
Theory of Knowledge and Scientific Method	1														1
Humanities															
Theory of Education	6	1				1					1	1			2
Psychology	9	1	1	2		1			3			1			
Ethics	2					1									1
Theory of Knowledge and Scientific Method	1					1									
Clinical Education	42	1.5		3		3	13			15			6.5		
Total	210	15	15	15	15	15	15	15	15	15	15	15	15	10	20

3.3 Table of subjects and their position in the curriculum

Depending on the local situation at each educational institution,

- modules 6, 7 and 8 may be taught in any order.
- modules 10 - 11 may be taught in any order.
- modules 13 - 14 may be taught in any order.

	<i>Semester 1</i>		<i>Semester 2</i>	
	Module 1	Module 2	Module 3	Module 4
Year 1	<p>Occupational Therapy and the practice of Occupational Therapy.</p> <p><u>Clinical Education I</u> The area of responsibility and the work process in Occupational Therapy</p> <p><u>Subjects</u> Occupational Therapy Anatomy Sociology Theory of Education Psychology</p>	<p>Human occupation and participation in everyday life. The performance and analysis of human occupation.</p> <p><u>Subjects</u> Occupational Therapy Anatomy Physiology Sociology Psychology</p>	<p>Development and change in the performance of human occupation: children, adults, senior citizens. Assessing functional abilities</p> <p><u>Clinical Education II</u> Professional relations and partnerships</p> <p><u>Subjects</u> Occupational Therapy Pathology Anatomy Physiology Psychology</p>	<p>Rehabilitation and habilitation as facilitating human occupation and participation. Rehabilitation and intervention I.</p> <p><u>Subjects</u> Occupational Therapy Pathology Anatomy</p>

	<i>Semester 3</i>		<i>Semester 4</i>	
	Module 5	Module 6	Module 7	Module 8
Year 2	<p>Interprofessional work</p> <p><u>Clinical Education III</u> Interprofessional work</p> <p><u>Subjects</u> Occupational Therapy Pathology Anatomy & Physiology Social and Health Policies and Legislation Theory of Education</p> <p>Psychology Ethics Theory of Knowledge and Scientific Method</p>	<p>The practice of Occupational Therapy and clinical reasoning</p> <p><u>Clinical Education IV</u> The practice of Occupational Therapy and clinical reasoning</p> <p><u>Subjects</u> Occupational Therapy</p>	<p>Rehabilitation and habilitation as facilitating human occupation and participation. Rehabilitation and intervention II. Somatic and mental health issues</p> <p><u>Subjects</u> Occupational Therapy Pathology Anatomy</p> <p>Physiology</p> <p>Theory of Knowledge and Scientific Method</p>	<p>Rehabilitation and habilitation as facilitating human occupation and participation. Rehabilitation and intervention III. Somatic and mental health issues</p> <p><u>Subjects</u> Occupational Therapy Pathology Psychology</p> <p>Theory of Knowledge and Scientific Method</p>

	<i>Semester 5</i>		<i>Semester 6</i>	
	Module 9	Module 10	Module 11	Module 12
Year 3	<p>Exercising the profession of Occupational Therapy in complex practice</p> <p><u>Clinical Education V</u> Conducting the profession of Occupational Therapy in complex situations in practice</p> <p><u>Subject</u> Occupational Therapy</p>	<p>Health promotion and disease prevention in the home and local environments. Assistive technology and the design of living space, the use of technology and compensatory measures</p> <p><u>Subjects</u> Occupational Therapy Social and Work Medicine Sociology Social and Health Policies and Legislation Theory of Education</p>	<p>Health promotion and disease prevention. Working life, the work environment and work rehabilitation</p> <p><u>Subjects</u> Occupational Therapy Social and Work Medicine Physiology Sociology Social and Health Policies and Legislation Theory of Education Psychology</p>	<p>The management, documentation and quality development of Occupational Therapy</p> <p><u>Clinical Education VI</u> Innovative and entrepreneurial exercise of the profession</p> <p><u>Subjects</u> Occupational Therapy Theory of Knowledge and Scientific Method Occupational Therapy</p>

	<i>Semester 7</i>	
	Module 13	Module 14
Year 4	<p>Professional skills in Occupational Therapy and the exercise of the profession</p> <p><u>Subject</u> Occupational Therapy</p>	<p>Developmental projects in Occupational Therapy. The bachelor project</p> <p><u>Subjects</u> Occupational Therapy Theory of Education Ethics Theory of Knowledge and Scientific Method</p>

4. Modules

4.1 Module 1: Occupational Therapy and the practice of Occupational Therapy. Clinical Education I.

Theme

In this module the student is introduced to the structure of the degree programme and types of study, and also to the demands made on the individual student, including knowledge searching and the use of information technology.

The areas of work of Occupational Therapy and the work itself are introduced.

The module focuses on human occupation and participation as central concepts in Occupational Therapy and its work processes.

In this connection, the special responsibility of the occupational therapist regarding health matters related to the human capacity for occupation, functional ability and the opportunities for, and right to, active participation in the life of society is elucidated.

Human body composition is introduced to further an understanding of the interplay between health, human occupation and participation.

Clinical Education focuses on the area of responsibility and the work process in Occupational Therapy

Learning outcomes:

At the end of this module the student is able:

- to describe the paradigm, values, basic assumptions, ethical norms and area of responsibility of the profession of Occupational Therapy;
- to describe the importance of human occupation and participation and their significance for health and quality of life, as well as the interaction between people, their occupations and the environment;
- to describe the connection between cultural conditions, social opportunities and limitations and human occupation;
- to describe the work process in Occupational Therapy;
- to use knowledge searching and information technology at a basic level;
- to explain the composition and structure of the human body, communication and group processes and the significance of their social and cultural environment in connection with Occupational Therapy theory relating to human occupation and participation; and,
- to formulate her/his own learning needs in terms of the professional and personal challenges posed by the degree programme in Occupational Therapy.

Subjects

Occupational Therapy	8.5 ECTS credits	Psychology	1 ECTS credit
Anatomy	2 ECTS credits	Sociology	1 ECTS credit
Theory of Education	1 ECTS credit	Clinical Education	1.5 ECTS credits

Assessment

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

4.2 Module 2: Human occupation and participation in everyday life. The performance and analysis of human occupation.

Theme

This module focuses on the analysis and understanding of human occupation and participation in everyday life.

The work done covers the theories, conceptual models and assessment tools in Occupational Therapy.

Occupational performance is analysed from the perspective of everyday life, emphasising the significance of activities for the individual, and the identification of resources, limitations and occupational problems. There is a focus on the understanding of health and disease in relation to functional ability and occupational performance.

Activity analysis is used as a way to gain insight and understanding concerning the occupational performance of individuals and as a method for the analysis of activity patterns and the balance of activities. On this basis, the importance of the conditions for activities, with reference to human occupation and participation, is evaluated, as well as the opportunities that lie in the promotion of occupational performance.

Learning outcomes:

At the end of this module the student is able:

- to explain Occupational Therapy theories of human occupation in relation to human occupation and participation and their significance for health and quality of life, as well as the complex interaction between people, their occupations and the environment;
- to explain the therapeutic potential of activities to meet people's need for human occupation in relation to health and quality of life;
- as part of the practice of Occupational Therapy, to carry out activity analysis in connection with occupational performance;
- to chart and evaluate people's daily activities and need for Occupational Therapy by using Occupational Therapy methods of assessment and analysis;
- to account for selected parts of the structure and function of the body in connection with Occupational Therapy theories about and participation;
- to reflect on her/his own learning processes and academic/professional development and express her/his own needs for further development.

Subjects

Occupational Therapy	8 ECTS credits	Sociology	1 ECTS credit
Anatomy	3 ECTS credits	Psychology	1 ECTS credit
Physiology	2 ECTS credits	Total	15 ECTS credits

Assessment

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

4.3 Module 3. Development and change in the performance of human occupation: children, adults, senior citizens. Assessing functional abilities. Clinical Education II.

Theme

This module focuses on the assessment of functional ability in relation to aspects of health and development. The work done covers the significance of reduced functional ability and changes in occupational performance in relation to phases of life, health and sickness.

There is a focus on the ordinary activities of daily living (ADL: understood as self-care, work and leisure), predominant activities (play, learning, work) and the combination of activities in everyday life (forms and patterns of activity and the balance of activities).

The work done covers the significance of human development for changes in the performance of activities, with special emphasis on child development. Work on the investigation and assessment of the significance of reduced functional ability should incorporate knowledge about diseases, their course and prognosis. Work is also done on how improved functional ability and changes in the environment throughout life can create better conditions for the performance of activities.

Clinical Education focuses on professional relations and partnerships.

Work is also done on activity analysis and the assessment of functional ability as the basis for Occupational Therapy intervention. Methods of Occupational Therapy intervention are tried out under guidance. The therapeutic role, including the establishment of therapeutic contact and the application of client-centred principles are reflected on.

Learning outcomes:

At the end of this module the student is able:

- to plan and account for a course of Occupational Therapy intervention using an Occupational Therapy work- process model;
- to investigate, analyse and assess the citizen's functional ability, development potential and occupational performance in relation to a meaningful and health-promoting daily life, focusing on ADL, predominant activities and patterns of activity;
- to present assessment results, formulate the kind of Occupational Therapy intervention required and establish goals for this intervention in cooperation with the citizen;
- to account for and reflect on principles for client-centred practice in all phases of the Occupational Therapy work process;
- to identify ethical dilemmas in Occupational Therapy practice;
- to give an account of basic knowledge in the fields of anatomy, physiology and pathology in relation to human functional ability;
- to give an account of psychological aspects of human occupational performance in relation to phases of life, health and disease; and,
- to reflect on her/his own professional abilities and limitations in terms of professional development and lifelong learning.

Subjects

Occupational Therapy	5.5 ECTS credits	Psychology	2 ECTS credits
Pathology	1 ECTS credit	Clinical Education	3 ECTS credits
Anatomy	1.5 ECTS credits	Total	15 ECTS credits
Physiology	2 ECTS credits		

Assessment

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

4.4 Module 4: Rehabilitation and habilitation as facilitating human occupation and participation. Rehabilitation and intervention I.

Theme

This module focuses on rehabilitation and habilitation as health measures. The work done covers stimulation, retraining and compensatory measures related to enabling and promoting the meaningful occupation and participation of citizens/patients with occupational problems (children, young people, adults and senior citizens). Work is also done on the Occupational Therapy work process as a whole, focusing on setting goals and planning Occupational Therapy intervention, drawing on pathology, knowledge pertinent to the understanding of illnesses connected with the reduction of functional ability, and rehabilitation. The module focuses on national and international classifications concerning the rehabilitation process.

Learning outcomes:

At the end of this module the student is able:

- to select and apply Occupational Therapy theories, models and methods in connection with assessment, setting goals, intervention and the evaluation of Occupational Therapy measures with regard to the rehabilitation process;
- to use the ICF classification system with regard to the rehabilitation process;
- to discuss and disseminate Occupational Therapy measures with regard to occupational problems in the context of health promotion, disease prevention, habilitation or rehabilitation, by using Occupational Therapy methods of intervention, treatment and retraining and/or by taking compensatory measures;
- to draw on pathology and knowledge pertinent to the understanding of illnesses, with a view to facilitating human occupation and participation;
- to account for areas of human physiology with regard to facilitating human occupation and participation; and,
- to reflect on her/his own learning processes and professional abilities in terms of professional development and lifelong learning.

Subjects

Occupational Therapy	7 ECTS credits	Physiology	2.5 ECTS credits
Pathology	5.5 ECTS credits	Total	15 ECTS credits

Assessment

The module concludes with an external theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

4.5 Module 5: Interprofessional work. Clinical Education III.**Theme**

This module focuses on the conditions necessary for professional health workers to ensure citizens/patients a coherent course of intervention, amongst other things by collective, flexible multi-professional task-solving within the health sector. The work done covers the development of the health sector and new demands made by citizens, as well as differences in core professional identity and communication between professions in interprofessional work.

Learning outcomes:

At the end of this module the student is able:

- to explain and apply her/his core professional identity in connection with interprofessional measures relating to health promotion, disease prevention, habilitation and/or rehabilitation;
- to participate in interprofessional cooperation with respect for, and a recognition of, both her/his own profession's responsibility and competence and the responsibility and competence of the other health professions in relation to interprofessional problem-solving;
- to give an account of the organisation and function of the health service;
- to give an account of and discuss legal and ethical aspects of the health service and the framework established by these for the exercise of their own profession and for interprofessional cooperation between health professions;
- to explain and discuss the use of communication and information technology in relation to the work done by professional health workers on documentation and quality assurance;
- to seek out, disseminate and apply knowledge derived from practice and from research and development in relation to tasks concerning health promotion, disease prevention, diagnosis, treatment and/or rehabilitation; and,
- to communicate the contribution her/his own profession can make to interprofessional measures.

Subjects

Occupational Therapy	3 ECTS credits
Pathology	1 ECTS credit
Anatomy	0.5 ECTS credits
Physiology	0.5 ECTS credits
Social and Health Policies and Legislation	3 ECTS credits
Theory of Education	1 ECTS credit
Psychology	1 ECTS credit
Ethics	1 ECTS credit
Theory of Knowledge and Scientific Method	1 ECTS credit
Clinical Education	3 ECTS credits
Total	15 ECTS credits

Assessment

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

4.6 Module 6: The practice of Occupational Therapy and clinical reasoning. Clinical Education IV.**Theme**

This module focuses on Occupational Therapy measures directed at target groups with occupational problems and at health problems typical for the area of work encountered by the student during Clinical Education. Clinical Education focuses on the Occupational Therapy work process in the context of evidence-based practice within health promotion, disease prevention, rehabilitation and habilitation in regional, municipal and private contexts. Clinical reasoning is trained in encounters with citizens through the choice and application of theories and models. The work done covers general Occupational Therapy intervention methods as well as specific methods of treatment and retraining with a view to improving the citizen's functional ability, opportunity for human occupation and participation in everyday life.

In Clinical Education work is done to promote learning in relation to the Occupational Therapy work process and mastery of methods of intervention, treatment and retraining.

Theoretical teaching in this module is linked to Clinical Education.

Learning outcomes:

At the end of this module the student is able:

- to plan and execute Occupational Therapy measures in relation to the occupational needs of a person, group or organisation in Occupational Therapy practice, with regard to health promotion, disease prevention, habilitation or rehabilitation;
- to identify, examine, negotiate goals, plan, implement and evaluate Occupational Therapy services;
- to use the therapeutic potential of activities in client-centred practice in relation to treatment, retraining and compensatory measures;
- to engage in relations, dialogue and interaction with patients and citizens in connection with the treatment, guidance and instruction of these latter;
- to engage in relations, dialogue and interaction with interprofessional cooperative partners in the rehabilitation process;
- to tackle and discuss ethical issues related to patients and citizens in Occupational Therapy practice;
- to follow the prescribed procedures regarding documentation of Occupational Therapy services;
- to seek out and apply knowledge and methods derived from national and international practice and research and development in a particular case of clinical practice; and,
- to reflect on her/his own therapeutic role, professional abilities and attitudes when exercising the profession.

Subjects

Occupational Therapy	2 ECTS credits	Total	15 ECTS credits
Clinical Education	13 ECTS credits		

Assessment

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed as pass/fail.

4.7 Module 7: Rehabilitation and habilitation as facilitating human occupation and participation. Rehabilitation and intervention II. Somatic and mental health issues.

Theme

This module focuses on rehabilitation and habilitation, including stimulation, retraining, treatment and compensatory measures for citizens/patients with reduced functional ability. There is an emphasis on physical, mental and social development and health, to facilitate human occupation and participation for children, young people, adults and senior citizens.

Work is done on Occupational Therapy intervention, including methods of assessment and treatment.

There is a focus on citizens/patients with acute and chronic illnesses involving somatic or mental health problems.

Learning outcomes:

At the end of this module the student is able:

- to select and apply Occupational Therapy theories, models and methods in connection with assessment, setting goals, planning and evaluation of Occupational Therapy services in relation to patients/citizens with acute and chronic illnesses;
- to apply Occupational Therapy methods of assessment, analysis and treatment in connection with motor and process skills and to justify their choices;
- to plan Occupational Therapy measures related to the rehabilitation of citizens/patients with somatic or mental health problems using relevant methods and principles of intervention, treatment and retraining and the instigation of compensatory measures;
- to apply the principles of client-centred practice in all phases of the Occupational Therapy work process;
- to reflect on national and international laws, regulations and provisions, on the significance of ethical guidelines for Occupational Therapy and to describe Occupational Therapy measures in accordance with the above;
- to give an account of selected parts of neuroanatomy and neurophysiology;
- to give an account of the influence of somatic and mental health illnesses on human occupational performance; and,
- to evaluate her/his own professional abilities, to identify her/his own learning needs on this basis and to show progression in learning.

Subjects

Occupational Therapy	8.5 ECTS credits
Pathology	3.5 ECTS credits
Theory of Knowledge and Scientific Method	0.5 ECTS credits
Anatomy	1.5 ECTS credits
Physiology	1 ECTS credit
Total	15 ECTS credits

Assessment

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

4.8 Module 8: Rehabilitation and habilitation as facilitating human occupation and participation. Rehabilitation and intervention II. Somatic and mental health issues.

Theme

This module focuses on rehabilitation and habilitation, including retraining, treatment and compensatory measures for citizens/patients with reduced functional ability. There is an emphasis on physical, mental and social development and health, to facilitate human occupation and participation for children, young people, adults and senior citizens. Work is done on Occupational Therapy intervention, including methods of assessment and treatment and methods related to guidance and instruction. Communication and learning are involved as part of the rehabilitation process for citizens/patients with somatic or mental health problems.

Learning outcomes:

At the end of this module the student is able:

- to apply and evaluate Occupational Therapy theories, models and methods in connection with assessment, setting goals, intervention and evaluation, focusing on communication and learning in the rehabilitation process;
- to apply methods of assessment, analysis and treatment in connection with interactive, communicative and social skills, and to justify her/his choices;
- to plan Occupational Therapy measures related to the rehabilitation of citizens/patients with somatic or mental health problems using relevant methods and principles of intervention, treatment and retraining and the instigation of compensatory measures;
- to apply the principles of client-centred practice in all phases of the Occupational Therapy work process;
- to plan, carry out, submit documentation of and reflect on Occupational Therapy intervention on the basis of organisational and legislative frameworks and provisions;
- to seek out and apply knowledge derived from practice and from research and development in relation to the planning and evaluation of Occupational Therapy measures;
- to reflect on communicative strategies and her/his own communication skills in connection with Occupational Therapy practice; and,
- to evaluate her/his own professional abilities, to identify her/his own learning needs on this basis and to show progression in learning.

Subject areas

Occupational Therapy	8.5 ECTS credits
Pathology	3 ECTS credits
Theory of Knowledge and Scientific Method	0.5 ECTS credits
Psychology	3 ECTS credits
Total	15 ECTS credits

Assessment

The module concludes with an external theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

4.9 Module 9 Exercising the profession of Occupational Therapy in complex practice. Clinical Education V.

Theme

This module focuses on Occupational Therapy measures directed at citizens with occupational problems related to acute or chronic complaints, or citizens threatened by illness on account of harmful living conditions or lifestyles. Clinical Education focuses on the Occupational Therapy work process in the context of evidence-

based practice within health promotion, disease prevention, rehabilitation and habilitation in regional, municipal and private contexts. Clinical reasoning is applied in encounters with citizens through the choice and application of theories and models. The work done covers general Occupational Therapy intervention methods as well as specific methods of treatment and retraining with a view to improving the citizen's functional ability, opportunity for human occupation and participation in everyday life. The work uses holistic courses of treatment in a client-centred, mono-professional and interprofessional context.

Learning outcomes:

At the end of this module the student is able:

- to plan, carry out, apply and evaluate Occupational Therapy measures related to health promotion, disease prevention, habilitation and rehabilitation by selecting relevant methods and principles of intervention, treatment and retraining and by instigating compensatory measures;
- to guide, advise and encourage the patient/citizen with regard to tackling occupational problems;
- to select and apply standardised Occupational methods of assessment and intervention;
- to account for the documentation of Occupational Therapy measures;
- to contribute to ensuring continuity of care through cooperation across sectors and institutions;
- to reflect on, discuss and tackle ethical issues in Occupational Therapy practice;
- to reflect on cooperation with citizens and other cooperative partners and formulate needs for development;
- to seek out and apply knowledge and methods from practice and from research and development in a particular case of clinical practice;
- to practice Occupational Therapy in accordance with national and international laws, regulations and provisions; and,
- to work independently and to reflect on her/his own therapeutic role, professional abilities and attitudes in the exercise of the profession.

Subjects

Clinical Teaching

15 ECTS credits

Assessment

The module concludes with an external clinical examination.

The student's learning outcomes are assessed as pass/fail.

4.10 Module10: Health promotion and disease prevention in the home and local environments. Assistive technology and the design of living space, the use of technology and compensatory measures.

Theme

This module focuses on health promotion, disease prevention, human occupation and participation, both as independent measures and as part of the rehabilitation process. There is a focus on improved accessibility in the environment and on providing assistive technology and on adapting homes to children, young people, adults and senior citizens. Work is done on models and methods related to health promotion and disease prevention, on the organisational and legislative frameworks for Occupational Therapy work, on health education and on methods concerning user involvement. Work is also done on the exercise of professional authority in a client-centred context, with special emphasis on tensions that may arise between a client-centred approach and the exercise of professional authority. This module also deals with design, technology and disability access at society level, that is, the preconditions for the promotion of citizens' opportunities for human occupation and participation in everyday life.

Learning outcomes:

At the end of this module the student is able:

- to plan, develop and submit documentation of Occupational Therapy measures concerning health promotion, disease prevention and compensatory measures, by initiating activities and adapting surroundings in the local environment;
- to apply Occupational Therapy methods of assessment and analysis to giving information about assistive technology and home adaptation, including access, and to justify these choices;
- to apply and adapt technological solutions with a view to enabling human occupation;
- to delimit and define her/his professional domain of action and authority in relation to the needs of citizens, current social and health policies and legislation;
- to establish cooperative relations with citizens with a view to offering guidance, advice and visitation;
- to lead groups, and promote the benefits to citizens of participation in measures organised on a group basis, with a view to advancing citizens' health and quality of life;
- to apply and reflect on health educational procedures and communication strategies and methods when passing on information to, or entering into dialogue with, both professional and non-professional cooperative partners;
- to justify and provide arguments for her/his own practice based on knowledge derived from practice and from research and development;
- to give an account of selected aspects of social and work medicine and sociology in connection with theories of human occupation and participation; and,
- to evaluate her/his own professional abilities, to identify her/his own learning needs on this basis and to show progression in learning.

Subjects

Occupational Therapy	8 ECTS credits
Social and Work Medicine	1 ECTS credit
Sociology	3 ECTS credits
Social and Health Policies and Legislation	2 ECTS credits
Psychology	1 ECTS credit
Total	15 ECTS credits

Assessment

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

4.11 Module 11: Health promotion and disease prevention. Working life, the work environment and work rehabilitation.**Theme**

Based on the significance of the conditions of life and work for health, human occupation and participation, this module focuses on health promotion and disease prevention in the context of the work environment, on keeping people at work and on work-oriented rehabilitation. There is a focus on factors related to the work environment and on guidance in this connection. In addition, work is done on the inclusive labour market: the retention and integration of employees with reduced ability to work and to the loss of work activities due to lack of occupational coherence, occupational injustice and occupational deprivation. Work is also done on the assessment, analysis and assessment of the balance between work requirements and people's physical, social, intellectual and emotional capacities. There is an emphasis on an interprofessional approach and on cooperation.

Learning outcomes:

At the end of this module the student is able:

- to plan, develop and carry out health promotion and disease prevention measures related to working life, work environment and work-oriented rehabilitation;
- to master and justify her/his choice of methods of assessment, analysis and assessment concerning the effect of work and the work environment on people, as well as of a citizen's work capacity and performance of activities in relation to the requirements of the labour market;
- to master mono-professional and interprofessional methods and principles of intervention;
- to adapt and give information about assistive technology and to supervise the adaptation of the workplace;
- to offer guidance and advice concerning the work environment and work-oriented rehabilitation;
- to apply relevant communication strategies and methods when passing on information to, or entering into dialogue with, both professional and non-professional cooperative partners;
- to reflect on and discuss ethical issues;
- to justify and provide arguments for her/his own practice based on knowledge derived from practice and from research and development;
- to master and give an account of relevant knowledge from social and work medicine, physiology, sociology, social and health policies and legislation, theory of education and psychology in connection with working life, the work environment and work-oriented rehabilitation; and,
- to evaluate her/his own professional abilities, to identify her/his own learning needs on this basis and to show progression in learning.

Subjects

Occupational Therapy	7.5 ECTS credits
Social and Work Medicine	1 ECTS credit
Physiology	0.5 ECTS credits
Sociology	2 ECTS credits
Social and Health Policies and Legislation	2 ECTS credits
Theory of Education	1 ECTS credit
Psychology	1 ECTS credit
Total	15 ECTS credits

Assessment

The module concludes with an external theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

4.12 Module 12: The management, documentation and quality development of Occupational Therapy. Clinical Education VI

Theme

This module focuses on the management and quality development of Occupational Therapy within the social and health areas, and on developmental trends in the profession.

In this module work is done on the documentation of Occupational Therapy, as the basis for assessing the need for the development of practice and for carrying out evidence-based practice. Scientific theory and methods are used to provide an understanding of documentation, quality development and development. There is a focus on new and untraditional areas of work, based on the development of the profession. In relation to this, work is done on the importance of societal developments for changes in the conditions of life and lifestyles, as well as on the consequent changes in the need for health services. Clinical education is directed at the innovative and entrepreneurial exercise of the profession in regional, municipal and private contexts. Moreover, the student is actively involved in documentation and quality development.

Learning outcomes

At the end of this module the student is able:

- to determine and prioritise Occupational Therapy measures in relation to citizens and to institutional frameworks and resources;
- to reflect on management in relation to Occupational Therapy tasks in the social and health areas;
- to give an account of methods relating to the quality development, organisation, dissemination and documentation of professional Occupational Therapy services concerning health promotion, disease prevention, habilitation and/or rehabilitation;
- to discuss innovative and entrepreneurial strategies in relation to the development of Occupational Therapy work;
- to formulate ideas and contribute to the development of measures that can improve and expand the understanding of the importance of human occupation for health and quality of life;
- to assess the significance of national and international societal developments for the documentation and quality development of Occupational Therapy services;
- to master, reflect on and adopt a critical approach to her/his therapeutic role, professional abilities and attitudes in the exercise of the profession;
- to justify and provide arguments for her/his own practice based on knowledge derived from practice and from research and development; and,
- to evaluate her/his own professional abilities, to identify her/his own learning needs on this basis and to show progression in learning.

Subjects

Occupational Therapy	7.5 ECTS credits
Theory of Knowledge and Scientific Method	1 ECTS credit
Clinical Teaching	6.5 ECTS credits
Total	15 ECTS credits

Assessment

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

4.13 Module 13: Professional skills in Occupational Therapy and the exercise of the profession.

Theme

This module focuses on the science of occupation, on theories and methods from the health sciences (both specific to Occupational Therapy and general) and on interprofessional themes.

By choosing to take either interprofessional or mono-professional optional modules, the student can personalise the programme by making a special study of an optional topic.

The module may include theoretical, clinical, interprofessional or cross-sectoral units, offered by the home institution or some other relevant Danish or foreign programme.

The module may include a special study of themes found in other modules of the Occupational Therapy programme, or may be supplementary to these. In this way, the module offers the student the opportunity to personalise her/his studies.

The optional module is described by the educational institution that offers it. The description of the module and the deadline for enrolment shall be published on a website common to health studies programmes. The student may design an individual unit, to be approved by the student's own educational institution.

Learning outcomes:

At the end of this module the student is able:

- to describe, discuss and apply knowledge derived from practice and from research and development in relation to the professional skills of Occupational Therapy and the exercise of the profession;
- to discuss, and adopt a critical approach to, the significance of societal developments for the professional skills of Occupational Therapy and the exercise and development of the profession;
- to master relevant communication strategies and methods when communicating the content of the optional module; and,
- to evaluate her/his own professional abilities, to identify her/his own learning needs on this basis and to show progression in learning.

Subjects

Occupational Therapy	10 ECTS credits
Total	10 ECTS credits

Assessment

The module concludes with an internal theoretical examination.

The student's learning outcomes are assessed on the Danish 7-point grading scale.

4.14 Module 14: Developmental projects in Occupational Therapy. The bachelor project.

Theme

This module, in which the student writes the bachelor project, focuses on research and development in Occupational Therapy and on the science of occupations. The bachelor project develops knowledge and skills related to the theory of knowledge and scientific method. Work is done on acquiring knowledge about human occupation and participation and about the significance of human occupation for everyday life, the quality of life and health. The field of enquiry for the bachelor project is occupational performance, Occupational Therapy theory and/or the science of occupations, as well as the practice of Occupational Therapy.

Learning outcomes:

At the end of this module the student is able:

- to demonstrate knowledge concerning the development of the knowledge and proficiencies base of Occupational Therapy and of methods used in the practice of Occupational Therapy;
- to apply, and adopt a position on, relevant national and international research and development work within Occupational Therapy and the science of occupations;
- to pinpoint relevant problem areas for developmental work in Occupational Therapy;
- to account for and justify the design, subject and method of a particular development project, including theoretical approaches and models suited to the topic, and ethical considerations;
- to apply scientific methods;
- to reflect on, discuss and assess problem formulation, research design and the choice and application of methods of assessment, theories, research results and their implications;
- to communicate and discuss the results of research and development projects in relation to the profession of Occupational Therapy and to society as a whole; and,
- to apply and reflect on ethical guidelines in relation to work based on the results of development projects.

Subjects

Occupational Therapy	13 ECTS credits
Theory of Knowledge and Scientific Method	4 ECTS credits

Theory of Education	2 ECTS credits
Ethics	1 ECTS credit
Total	20 ECTS credits

Assessment

The module concludes with an external theoretical examination. The examination consists of the bachelor project, composed of a written thesis and a subsequent oral exam, which are equally weighted in the final assessment. The finished bachelor project shall correspond in length to at least 15 standard pages (defined as 2.400 keystrokes).

The students' learning outcomes are assessed on the Danish 7-point grading scale.

5. Styles of teaching and working

The learning conditions created by the degree programme enable the student to develop the professional skills called for to practice independently as an Occupational Therapist and to take continuing professional education. The learning processes should be so designed that the student acquires and develops independence, cooperative and reflective skills and the ability to generate renewal in the profession.

Learning outcomes, knowledge, skills and competencies are developed and exercised through different types of study and practice and through various combinations of professionally relevant areas of knowledge and skills.

This means that the description of each module in the programme should identify which subject matter and which learning styles are best suited to the acquisition by the student of the learning outcomes set for the module. The educational institution chooses types of study so as to promote the student's learning outcomes in each module.

The degree programme in Occupational Therapy is designed to show a progression from the beginning to the end of the programme, in the sense that each new module builds on the learning outcomes of the previous modules. This concept of progression helps define the learning outcomes for each module, as shown in the model below:

														Research and development in Occupational Therapy	
												The management and promotion of Occupational Therapy			
								Professional autonomy and responsibility							
						Professional relations and partnerships									
The process of Occupational Therapy and professional reasoning															
1	2	3	4	5	6	7	8	9	10	11	12	13	14		
Semester 1		Semester 2		Semester 3		Semester 4		Semester 5		Semester 6		Semester 7			

Model: Progression in the Occupational Therapy degree programme

The student's learning outcomes are achieved through learning activities that combine different types of study, guidance and teaching, for example: project work, problem based learning (PBL), clinical education, interprofessional clinical study units, lectures, class teaching, casework, cases, workshops, activity workshops and lab skills, exercises, study and reading groups, academic tutoring, study guidance, portfolios (a portfolio is the student's own choice of representative work done in a given area – collected, annotated and reflected on over a period of time, and to be used for assessment purposes) and feedback.

Throughout the whole programme there is a stress on the development of study skills connected with being able independently to seek out, apply and adopt a critical approach to knowledge, with a view to lifelong learning. There is an emphasis on the student's responsibility for her/his own learning and for making her/his own contribution to an environment conducive to study.

5.1 Theoretical teaching

Learning activities connected with theoretical teaching should be so designed that the teaching style supports the academic content being studied and the learning outcomes the student is expected to achieve.

Teaching in the theoretical component of the curriculum includes:

- lectures;
- class teaching, problem based learning, cases and project work involving presentations and critical responses;
- guidance in connection with individual and group study tasks, for example in connection with project work; and,
- reading groups, study groups and workshops.

5.2 Clinical Education

The periods of clinical education are fitted into the programme in such a way as to support the student's appropriation of the learning outcomes in each module.

Clinical Education, planned to be carried out at places of Clinical Education, covers the Occupational Therapy area of responsibility, for example the health and social areas, and here the student learning takes place in interaction with citizens, Occupational Therapists and other health professionals.

Clinical Education is carried out by clinical tutors cooperating with the educational institution and its lecturers in order to ensure integration of the student's theoretical and practical learning.

5.3 Information technology

The use of information technology for web searches, learning labs, dissemination and communication supports styles of teaching and studying in both the theoretical and clinical parts of the curriculum.

5.4 Academic tutoring

The aim of academic tutoring is to meet the student's individual academic abilities and needs, enabling the programme to be designed with a variety of teaching approaches that can match the student's learning style and motivation and support completion of the programme. Academic tutoring can support the individual student and differentiated groups of students, for example by structured tutor sessions concerning modules, subjects, methods, clinical and theoretical teaching, individual study plans, contact teacher arrangements and so on.

5.5 Student guidance and careers service

The student guidance and career service shall support students throughout the programme, from the choice of a degree programme to the completion of studies, and presupposes that careers advisors, academic tutors and the students themselves actively use the service.

The purpose of the student guidance and career service is to help students steer a clear path through the programme and offer them better opportunities to make informed choices concerning their own learning and wellbeing.

The service is also focused on helping students with regard to:

- study start and the first modules in the programme;
- the link between clinical and theoretical teaching and learning in varying contexts; and,
- study and working habits, time management, keeping an overall view and making the best use of their time.

The aim of the student guidance and career service is:

To offer sound information and guidance, so that the student may make informed choices about academic and other study-related matters.

To inform and guide students about enrolment, study start, completing their studies and career planning.

The student guidance and career service is organised by the educational institution as both individual and collective guidance, which support and complement each other.

Guidance focuses on study technique, study aids, study and working habits and the study environment with a view to increasing the student's awareness of learning, to study requirements and the completion of studies. This includes helping the student to learn to study in both the theoretical and clinical learning environments. This means: managing her/his own time, choosing ways of learning and types of teaching, developing learning styles and setting up study groups.

Careers advisors and students should actively and systematically make use of their experiences and of evaluation/self-evaluation to improve opportunities for learning and quality development as regards both theoretical and clinical teaching.

Career planning focuses on the selection of learning processes and courses of education, on information and guidance concerning seeking employment, opportunities for continuing and further education, changing courses of study and periods of study abroad.

6. Cooperation between the educational institution and places of Clinical Education

The educational institution and places of clinical education cooperate concerning the framework and conditions for the student's learning and the coordination of the theoretical and clinical parts of the programme in accordance with the knowledge, skills and competencies the student shall acquire in the course of her/his studies.

Agreements have been reached concerning:

- the procedure for the approval of places of Clinical Education;
- the planning of Clinical Education;
- cooperation between students, clinical tutors and lecturers; and,
- procedures for the evaluation and quality assurance of Clinical Education.

This cooperation has been formally established at three levels:

- between the management of educational institutions and the managements of places of Clinical Education, with a view to discussing, evaluating and further developing cooperation and the agreements reached;
- between lecturers and clinical tutors with a view to incorporating the latest knowledge about major trends in Occupational Therapy (the job, the profession, research) into teaching and development projects;
- between clinical tutors and lecturers with regard to the general progress and assessment of individual students following the Clinical Education course.

Cooperative agreements will be described in a local appendix to the curriculum.

7. Criteria for the approval of places of Clinical Education.

A place of Clinical Education is a place with its own defined management, within the Occupational Therapy area of responsibility, which has been approved as a place of education for students of Occupational Therapy.

The educational institution approves places of Clinical Education.

The place of Clinical Education is responsible for ensuring the framework and conditions which an approved place of Clinical Education shall live up to.

The place of Clinical Education is responsible for providing an account of how the students' evaluations of Clinical Education are to be used in ongoing quality development.

A place of Clinical Education is approved on the basis of being able to comply with the prescribed conditions for Clinical Education within specific modules.

A precondition for approval is that to places of Clinical Education there are attached clinical tutors who are occupational therapists and who possess educational qualifications equivalent to the Clinical Tutor Course, which corresponds to 1/6 of a Diploma Course, or 9 ECTS credits.

The clinical tutors lead and are responsible for ongoing daily Clinical Education and for the guidance of the students at an approved place of Clinical Education.

It is a necessary precondition that the place of Clinical Education has allocated resources to Clinical Education and student guidance.

The basis for the approval of places of Clinical Education

The basis for the approval of places of Clinical Education comprises a description of the organisational and management structure, matters related to the profession of Occupational Therapy and matters related to the provision of education, as follows:

Matters related to organisation and management

The basic structure, framework and circumstances of the place of Clinical Education in terms of Occupational Therapy, educational provision and organisation, including an account of the Occupational Therapy and educational qualifications and competencies of the clinical tutors.

Matters related to the profession of Occupational Therapy

Mono-professional, interprofessional and cross-sectoral tasks within the Occupational Therapy area of responsibility which constitute the basis that enables students to acquire the learning outcomes described in the relevant modules.

Matters related to the provision of education

The organisation and planning of teaching, including study methods and conditions for the participation of the student in Clinical Education.

The function of the clinical tutors in cooperation with guidance and career services, the student and lecturers at the educational institution.

The learning and study environment, including teaching facilities that can support the students' academic/professional and personal learning processes with regard to the development of competencies in the module in question.

Places of Clinical Education are approved in a document of approval, valid for three years. In exceptional cases, approval may be made conditional on the place of Clinical Education meeting the requirements for approval within a specified period of time.

If during the period of approval changes occur which have serious consequences for the Clinical Education of students and for the reception of new students, the place of Clinical Education must inform the educational institution about these as soon as possible.

8. Study Plans

Clinical Education and assessment within a module are to be planned on the basis of a description of the module and a general study plan which describes the course of education at the actual place of Clinical Education.

Based on the general study plan, an individual study plan is drawn up for each student.

The individual study plan is drawn up by the educational institution in cooperation with the student and the place of Clinical Education.

An individual study plan comprises agreements concerning the student's attendance, a timetable for teaching and guidance sessions, the content and form of teaching, study activities (including handing in and feedback on term papers and the like), as well as a timetable for evaluation and assessments.

The educational institution prepares students for the Clinical Education course, and students' experiences in the Clinical Education course are subsequently included in theoretical teaching.

9. Opportunities for study abroad

The aim of offering opportunities for study abroad within the Occupational Therapy degree programme is to train the student to operate professionally within the field of activity of Occupational Therapy in a globalised world.

There is a difference between opportunities for study abroad and Internationalisation at Home.

Opportunities for study abroad aim to develop students' intercultural and international competencies through student exchanges, and also in theoretical teaching and Clinical Education. In this way, the student's knowledge of and respect for intercultural and international aspects of Occupational Therapy work may be developed.

Internationalisation at Home focuses on the international dimension of the Occupational Therapy degree programme, by introducing elements into the programme, such as international guest lecturers and e-learning, that can develop students' intercultural and international competencies both in mono-professional and interprofessional terms.

Internationalisation is further strengthened by cooperation with international partners, with a view to the development of the degree programme and the intercultural and international competencies of staff, for example by staff exchanges.

It is possible for students to complete parts of the theoretical programme and Clinical Education abroad, subject to approval by the educational institution.

Individual educational institutions enter into cooperative agreements with foreign educational institutions.

Such agreements and the procedures to be followed are described in a local appendix to the curriculum.

10. Examinations and types of assessment

The student's learning outcomes are assessed after each module. Assessment may take the form of an internal or external examination.

External examinations are adjudicated by internal examiners and external examiners, the latter assigned by the Ministry of Education.

Internal examinations are adjudicated by at least one examiner from the educational institution.

Individual institutions may lay down regulations about the requirements for taking examinations after each module which solely apply at the institution in question. 'Regulations about the requirements for taking examinations' means the handing in of term papers, project reports, etc., as well as compliance with the obligatory attendance at theoretical teaching.

As regards clinical examinations, it is a further requirement that the student has actively participated in those study activities described in the individual clinical study plan.

10.1 Table of types of assessment within the degree programme

The following table shows the position in the Occupational Therapy degree programme of both external and internal examinations:

	Year 1		Year 2				Year 3				Year 4			
	Sem. 1	Sem. 2	Sem. 3	Sem. 4	Sem. 5	Sem. 6	Sem. 7	Sem. 8	Sem. 9	Sem. 10	Sem. 11	Sem. 12	Sem. 13	Sem. 14
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Module 9	Module 10	Module 11	Module 12	Module 13	Module 14
External examination – position			X				X			X				X
Internal examination – position	X	X	X	X	X		X	X		X		X	X	
External clinical examination – position									X					
Internal clinical examination – position						X								

There are external examinations in modules 4, 8, 9, 11 and 14.

The other modules in the programme are assessed by internal examinations.

The clinical examinations in module 6 and module 9 are assessed as pass/fail.

The remaining examinations in the programme are assessed on the Danish 7-point grading scale.

10.2 Guidelines concerning examinations

A student may enter for the same examination three times. Examinations passed cannot be entered for again. Registering for a module means that the student is automatically entered for the examination in that particular module.

An examination is regarded as begun in terms of the number of attempts allowed, unless the student has deregistered within the appointed deadline. Deregistration may take place up to the beginning of the actual examination, unless the educational institution has laid down another deadline for deregistration.

Lack of compliance with any requirements for taking examinations laid down by the institution in the local appendix to the curriculum is regarded as automatic deregistration to the module examination.

Examinations are conducted in Danish. If circumstances permit, the institution may permit an examinee to take the examination in a foreign language.

The rules for re-examination due to illness are the same as for the standard examination.

The student shall before the end of the second semester after the commencement of studies enter for the examination(s) which she/he will sit before the end of the second semester. The student shall have passed the examination(s) before the end of the fourth semester in order to continue with her/his studies in the fifth semester.

In the assessment of the bachelor project, apart from on the academic content, emphasis shall be laid on the examinee's ability to express herself/himself and her/his spelling (if the examination has been taken in Danish), though greater weight shall be given to the academic content.

The external and internal examinations laid down for the first three years of study shall have been passed before the student may complete the bachelor project.

Rules concerning examinations that solely apply in the particular institution are to be found in the local appendix to the curriculum.

10.3 Special provisions concerning examinations

Students who meet the required conditions may be offered examination under the special provisions contained in the Act on special educational support in courses of higher education.

11. Obligatory attendance

In the periods of theoretical teaching, the student attends the fixed and targeted units of teaching and tutoring aimed at the theme of the module with a view to developing knowledge, skills and competencies.

The individual institution's local appendix to the curriculum indicates at which modules there is obligatory attendance and what kind of documentation is required to register student attendance.

In the extended periods of Clinical Education, the student attends the fixed and targeted units of teaching and tutoring aimed at developing the learning outcomes described for the module. Obligatory attendance for students at periods of Clinical Teaching covers an average of 30 hours per week. The clinical tutor attests that the student has fulfilled her/his obligations in this respect. This attestation by the clinical tutor is a required condition for the student entering for the internal clinical examination in the module in question.

12. Exemption (merit)

It is possible to be granted exemption from parts of the degree programme on the basis of previously acquired qualifications.

Exemption is granted on the basis of documentation for the completion of a course of education or period of employment that match that part of the degree programme the student is seeking exemption from.

Exemption is granted on the basis of the institution's assessment of the extent to which previously completed courses of education correspond to the theoretical components of the degree programme and the extent to which qualifications gained through employment correspond to the aims laid down for the practice placement periods that form part of the degree programme.

The assessment is made on the basis of documentation for the completion of a course of education or period of employment. Documentation for the completion of a course of education will consist of formal test or examination diplomas, or certificates for completed courses or periods of formal education. As regards employment, documentation will normally consist of contracts of employment, references and the like.

Exemption takes the form either of a reduction in the period of study as such, or as exemption from parts of the programme. The decision concerning exemption is made by the educational institution.

13. Dispensation

The educational institution can dispense from the local appendix to the curriculum in exceptional cases.