
Prüfungsordnung für den dualen Bachelorstudiengang Therapiewissenschaften, Studienrichtung Logopädie und Physiotherapie (Besonderer Teil)

Fakultät Ingenieurwissenschaften und Gesundheit

Der Fakultätsrat der Fakultät Ingenieurwissenschaften und Gesundheit der HAWK Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzwinden/Göttingen hat am 17. Februar 2021 die Änderung der Ordnung über den Besonderen Teil der Prüfungsordnung für den dualen Bachelorstudiengang Therapiewissenschaften vom 30. Juni 2017 beschlossen. Die geänderte Fassung der Ordnung wurde am 23. Februar 2021 vom Präsidium der Hochschule gemäß § 37 Absatz 1 Satz 3 Ziffer 5b) NHG genehmigt. Die hochschulöffentliche Bekanntmachung erfolgte am 2. März 2021.

Inhaltsübersicht

§ 1 Dauer und Verlauf des Studiums	2
§ 2 Prüfungen	2
§ 3 Bachelorarbeit und Kolloquium	3
§ 4 Hochschulgrad, Abschlussdokumente.....	3
§ 5 Inkrafttreten und Übergangsregelungen	3
Anlage 1: Bachelorurkunde (Muster)	4
Anlage 2: Bachelorzeugnis (Muster).....	5
Anlage 3: Inhalt und Umfang der berufsfachschulischen Ausbildung.....	6
Anlage 4: Modulübersicht	10
Anlage 5: Diploma Supplement (Muster)	12

§ 1 Dauer und Verlauf des Studiums

- (1) Die Regelstudienzeit des Bachelorstudiengangs Therapiewissenschaften beträgt acht Semester.
- (2) Der Gesamtumfang der Pflicht- und Wahlpflichtbereiche beträgt 210 Leistungspunkte (Credits). Das Studium setzt sich in der Studienrichtung Logopädie aus 25 Pflichtmodulen sowie einem Wahlpflichtmodul im Umfang von sechs Credits zusammen. In der Studienrichtung Physiotherapie setzt es sich aus 24 Pflichtmodulen sowie einem Wahlpflichtmodul im Umfang von sechs Credits zusammen. Ein idealtypischer Studienverlauf wird in Anlage 4 aufgezeigt, den Workload der einzelnen Module veranschaulicht ebenfalls die Anlage 4.
- (3) Das Studium ist als dualer ausbildungsintegrierender Studiengang angelegt. In das duale Studium (erstes bis sechstes Fachsemester) ist die berufsfachschulische Ausbildung und deren erfolgreicher Abschluss in einem der zwei Berufe integriert.
- (4) Das duale Studiengangsmodell verzahnt Inhalte und Umfang der berufsfachschulischen Ausbildung entsprechend der zugehörigen Ausbildungs- und Prüfungsordnung bzw. Ausbildungs- und Prüfungsverordnung, die in Anlage 3 dargestellt sind, mit akademischer Lehre.
- (5) Das duale Studiengangsmodell schließt berufsfachschulischen Unterricht, integrierte Lehre und hochschulisch verantwortete Module ein. In Modulen mit integrierten Lehranteilen und hochschulisch verantworteten Modulen werden die fachspezifischen und berufspraktischen Inhalte der berufsfachschulischen Ausbildung vertieft und ergänzt. Über die berufsfachschulische Ausbildung hinausgehend dienen die Module der Vermittlung von Kompetenzen zur selbstständigen Planung und Bearbeitung umfassender fachlicher Aufgabenstellungen in einem komplexen, spezialisierten, sich verändernden beruflichen Tätigkeitsfeld der Gesundheitsversorgung entsprechend Level 6 des deutschen Qualifikationsrahmes (DQR). Studierende des dualen Studiengangmodells sind in der Lage,
 - wissenschaftliche Texte inhaltlich adäquat zu erfassen und textbezogen einen eigenen Standpunkt zu entwickeln und zu begründen,
 - komplexe berufsspezifische Problemstellungen aus verschiedenen Perspektiven (Anwendung des bio-psycho-sozialen Modells) zu beschreiben, fachspezifische Befunde und angemessene Therapieansätze zu entwickeln,
 - Gemeinsamkeiten und Unterschiede der drei Professionen zu beschreiben und auf Situationen interdisziplinärer Zusammenarbeit anzuwenden (Zielfindung, Therapiedurchführung, Dokumentation),
 - aktuelle gesundheitspolitische Themen und professionsbezogene Herausforderungen in der Versorgung kranker und behinderter Menschen zu benennen.
- (6) Der Studienabschnitt (Fachsemester sieben bis acht) erweitert und vertieft berufsbezogen die Fähigkeiten zur selbstständigen und systematischen Analyse komplexer praxisrelevanter Problemstellungen. Es werden Kompetenzen zur Bearbeitung von umfassenden fachlichen Aufgaben- und Problemstellungen sowie zur eigenverantwortlichen Steuerung von Prozessen in Teilbereichen des beruflichen Tätigkeitsfeldes des Gesundheitswesens vermittelt. Die Anforderungsstruktur ist durch Komplexität und häufige Veränderungen gekennzeichnet (Level 6, DQR). Die wissenschaftsorientierte Reflexionsfähigkeit und Methodenkompetenz werden anwendungsbezogen erweitert.

§ 2 Prüfungen

- (1) Die für die Bachelorprüfung zu erbringenden Prüfungen werden studienbegleitend erbracht.
- (2) Prüfungsform und Bearbeitungszeit für die jeweiligen Prüfungen ergeben sich aus dem Modulhandbuch in der jeweils gültigen Fassung. Neben der Art der Prüfung ist in den Modulbeschreibungen bei zusammengesetzten Modulprüfungen die Gewichtung ausgewiesen, mit der die Gesamtmodulnote zu berechnen ist.

- (3) Eine Abmeldung von Prüfungen (vgl. § 7 Abs. 1 Allgemeiner Teil der Prüfungsordnung) ist bis zehn Tage vor dem jeweiligen Prüfungstermin möglich. Die Prüfungskommission informiert über das entsprechende Verfahren.

§ 3 Bachelorarbeit und Kolloquium

- (1) Die Bearbeitungszeit für die Bachelorthesis beträgt neun Wochen. Die Bachelorthesis soll den Umfang von 40 Seiten nicht überschreiten.
- (2) Zur Bachelorthesis wird zugelassen, wer bis dahin mindestens 160 Credits erreicht hat. Ferner müssen alle noch ausstehenden Prüfungen angemeldet und die Zulassung hierzu erteilt worden sein.
- (3) Dem Antrag auf Zulassung zur Bachelorthesis ist ein Vorschlag für den Themenbereich, dem das Thema für die Bachelorthesis entnommen werden soll und eine Erklärung, ob die Bachelorarbeit als Einzel- oder Gruppenarbeit vergeben werden soll, beizufügen.
- (4) Zum Kolloquium wird zugelassen, wer bis dahin alle Module mit Ausnahme des Bachelormoduls erfolgreich absolviert hat, und wessen Bachelorthesis von beiden Prüfenden vorläufig mit mindestens ausreichend bewertet wurde.
- (5) Das Kolloquium soll in der Regel innerhalb von acht Wochen nach Abgabe der Bachelorthesis durchgeführt werden.
- (6) Die Gewichtung von Bachelorthesis zu Kolloquium beträgt 3 zu 1.

§ 4 Hochschulgrad, Abschlussdokumente

- (1) Der Studiengang schließt mit dem Kolloquium zur Bachelorarbeit ab.
- (2) Die Hochschule verleiht zum Abschluss den Hochschulgrad Bachelor of Science (B.Sc.). Hierüber stellt die Hochschule eine Urkunde mit dem Datum des Zeugnisses aus (Anlage 1). Ein Muster des Bachelorzeugnisses enthält Anlage 2. Gleichzeitig mit dem Zeugnis wird der/dem Studierenden ein Diploma Supplement (Anlage 5) ausgehändigt.

§ 5 Inkrafttreten und Übergangsregelungen

- (1) Diese Änderung der Prüfungsordnung tritt am Tag nach ihrer hochschulöffentlichen Bekanntmachung in Kraft.
- (2) Sie gilt erstmalig für Studierende, die ihr Studium zum Wintersemester 2021/22 beginnen. Im Übrigen gilt § 25 Absatz 3 des Allgemeinen Teils der Prüfungsordnung der Fakultät Ingenieurwissenschaften und Gesundheit.

Anlage 1: Bachelorurkunde

BACHELORURKUNDE

Die HAWK
Hochschule für angewandte Wissenschaft und Kunst
Hildesheim/Holzminde/Göttingen
Fakultät Ingenieurwissenschaften und Gesundheit

verleiht mit dieser Urkunde

Frau/Herrn **«Vorname» «Nachname»**
geboren am «Geburtsdatum» in «Geburtsort»

den Hochschulgrad **Bachelor of Science**
abgekürzt B. Sc.,
nachdem sie/er die Abschlussprüfung im Studiengang

Therapiewissenschaften
(Studienrichtung)

bestanden hat.

Göttingen, den «Datum»

«Dekan/in»
Dekan/in

«Studiendekan/in»
Studiendekan/in

Anlage 2: Bachelorzeugnis

BACHELORZEUGNIS

Frau «Vorname» «Nachname»
geboren am «Geburtsdatum» in «Geburtsort»

hat die Bachelorprüfung im Studiengang

Therapiewissenschaften
(Studienrichtung)

der Fakultät Ingenieurwissenschaften und Gesundheit
bestanden.

Thema der Bachelorthesis:

Abschlussprüfung	Credits	Gesamtnote
	000	0,0 (in Worten)

Die Gesamtnote ergibt sich aus den Modulnoten (gemäß Anlage zum Bachelorzeugnis), die im Verhältnis der auf sie entfallenden Credits gewichtet werden.

Göttingen, den «PruefDatum»

«Studiendekan/in»
Studiendekan/in

Notenstufen: 1,0 bis 1,50 = Sehr Gut; 1,51 bis 2,50 = Gut; 2,51 bis 3,50 = Befriedigend; 3,51 bis 4,0 = Ausreichend

ANLAGE ZUM BACHELORZEUGNIS (TRANSCRIPT OF RECORDS)

Herr/Frau **Vorname Nachname**
 geboren am 00.00.0000 in Geburtsort
 Studierichtung **Logopädie**

Module	Credits	Note
Humanwissenschaftliche Grundlagen	6	0,0
Professionen im Gesundheitswesen	9	0,0
Interprofessional Collaboration	9	0,0
Interprofessionelles Wahlmodul	6	0,0
Wissenschaftliche Denk- und Arbeitsweisen I	6	0,0
Wissenschaftliche Denk- und Arbeitsweisen II	6	0,0
Evidenzbasierte Praxis	9	0,0
Gesundheitsförderung und Prävention	6	0,0
Reflektierte Planungs- und Entscheidungsprozesse	9	0,0
Der logopädische Prozess	6	0,0
Sprach- und sprechwissenschaftliche Grundlagen	6	0,0
Bezugswissenschaften der Logopädie	6	0,0
Theorie und Geschichte der Logopädie	6	0,0
Sprach-, Sprech- und orofaziale Muskelfunktionsstörungen bei Kindern und Jugendlichen	9	0,0
Neurogene Sprach-, Sprech- und Schluckstörungen	9	0,0
Stimm- und Redeflussstörungen	6	0,0
Logopädische Eltern- und Angehörigenberatung im biopsychosozialen Kontext	6	0,0
Sprach-, Sprech- und Schluckstörungen bei komplexen Grunderkrankungen	6	0,0
Stimme, Sprechen und Kommunikation im Spannungsfeld Praxis und Wissenschaft	6	0,0
Therapeutische Grundkompetenzen und Selbstreflexion	9	0,0
Praxislernen Logopädie I	12	0,0
Praxislernen Logopädie II	12	0,0
Praxislernen Logopädie III	15	0,0
Praxislernen Logopädie IV	12	
Praxisreflexionen	6	
Bachelorarbeit und Kolloquium		
Thema: «Thema»	12	0,0

Göttingen, den «PruefDatum»

ANLAGE ZUM BACHELORZEUGNIS (TRANSCRIPT OF RECORDS)

Herr/Frau **Vorname Nachname**
 geboren am 00.00.0000 in Geburtsort
 Studienrichtung **Physiotherapie**

Module	Credits	Note
Humanwissenschaftliche Grundlagen	6	0,0
Professionen im Gesundheitswesen	9	0,0
Interprofessional Collaboration	9	0,0
Interprofessionelles Wahlmodul	6	0,0
Wissenschaftliche Denk- und Arbeitsweisen I	6	0,0
Wissenschaftliche Denk- und Arbeitsweisen II	6	0,0
Evidenzbasierte Praxis	9	0,0
Gesundheitsförderung und Prävention	6	0,0
Reflektierte Planungs- und Entscheidungsprozesse	9	0,0
Bewegungswissenschaftliche Grundlagen	9	0,0
Physiotherapeutische Basis- und Fachkompetenzen I	9	0,0
Der physiotherapeutische Handlungsprozess	12	0,0
Physiotherapeutische Basis- und Fachkompetenzen II	6	0,0
Theorie und Geschichte der Physiotherapie	6	0,0
Menschliche Bewegung ermöglichen in der Prävention und Rehabilitation	6	0,0
Menschliche Bewegung ermöglichen in der Akutversorgung I	6	0,0
Menschliche Bewegung ermöglichen in der Akutversorgung II	6	0,0
Menschliche Bewegung ermöglichen in allen Anwendungsbereichen	6	0,0
Menschliche Bewegung ermöglichen in besonderen Lebenslagen	6	0,0
Menschliche Bewegung ermöglichen im Spannungsfeld zwischen		
Wissenschaft und Praxis	6	0,0
Praxislernen Physiotherapie I	12	
Praxislernen Physiotherapie II	15	0,0
Praxislernen Physiotherapie III	12	0,0
Praxislernen Physiotherapie IV	15	0,0
Bachelorarbeit und Kolloquium		
Thema: «Thema»	12	0,0

Göttingen, den «PruefDatum»

Anlage 3: Inhalt und Umfang der berufsfachschulischen Ausbildung

Studienrichtung Logopädie

Gemäß Ausbildungs- und Prüfungsordnung für Logopäden (LogAPrV) vom 01.10.1980, zuletzt geändert am 18.04.2016

Praktische Ausbildung		Theoretischer und praktischer Unterricht			
Inhalte	Stunden	Lehrinhalte	Stunden		
1. Hospitationen in Phoniatrie und Logopädie sowie anderen fachbezogenen Bereichen	340	1. Berufs-, Gesetzes-, Staatsbürgerkunde	60		
		2. Anatomie und Physiologie	100		
2. Praxis der Logopädie	1.520	3. Pathologie	20		
3. Praxis in Zusammenarbeit mit Angehörigen des therapeutischen Teams	240	4. Hals-, Nasen- Ohrenheilkunde	60		
		5. Pädiatrie und Neuropädiatrie	80		
		6. Kinder- und Jugendpsychiatrie	40		
		7. Neurologie und Psychiatrie	60		
		8- Kieferorthopädie, Kieferchirurgie	20		
		9. Phoniatrie	120		
		10. Aphasieologie	40		
		11. Audiologie und Pädaudiologie	60		
		12. Elektro- und Hörgeräteakustik	20		
		13. Logopädie	480		
		14. Phonetik/Linguistik	80		
		15. Psychologie, klinische Psychologie	120		
		16. Soziologie	40		
		17. Pädagogik	60		
		18. Sonderpädagogik	80		
		19. Stimmbildung	100		
		20. Sprecherziehung	100		
		Insgesamt	2.100	Insgesamt	1.740

Studienrichtung Physiotherapie

Gemäß Ausbildungs- und Prüfungsverordnung für Physiotherapeuten (PhysTh-APrV) vom 06.12.1994

Praktische Ausbildung		Theoretischer und praktischer Unterricht	
Inhalte	Stunden	Lehrinhalte	Stunden
Praktische Ausbildung	1.600	1. Berufs-, Gesetzes-, Staatskunde	40
		2. Anatomie	240
		3. Physiologie	140
		4. Allgemeine Krankheitslehre	30
		5. Spezielle Krankheitslehre	360
		6. Hygiene	30
		7. Erste Hilfe und Verbandtechnik	30
		8. Angewandte Physik und Biomechanik	40
		9. Sprache und Schrifttum	20
		10. Psychologie/Pädagogik/Soziologie	60
		11. Prävention und Rehabilitation	20
		12. Trainingslehre	40
		13. Bewegungslehre	60
		14. Bewegungserziehung	120
		15. Physiotherapeutische Befund- und Untersuchungstechniken	100
		16. Krankengymnastische Behandlungstechniken	500
		17. Krankengymnastische Therapien	270
		18. Methodische Anwendung der Physiotherapie	700
		Zur Verteilung auf die Fächer 1 bis 18	100
Insgesamt	1.600	Insgesamt	2.900

Anlage 4: Modulübersicht

Studienrichtig Logopädie

Nr.	Modulname	Credits/Semester								Summe
		1	2	3	4	5	6	7	8	CP
Professionelle und interprofessionelle Perspektiven im Gesundheitswesen										
1.1	Humanwissenschaftliche Grundlagen	6								6
1.2	Professionen im Gesundheitswesen		6	3						9
1.3	Interprofessional Collaboration				3		3		3	9
1.4	Interprofessionelles Wahlmodul								6	6
Methodisch-kontrolliertes Handeln in Therapie und Wissenschaft										
2.1	Wissenschaftliche Denk- und Arbeitsweisen I	3	3							6
2.2	Wissenschaftliche Denk- und Arbeitsweisen II							6		6
2.3	Evidenzbasierte Praxis							6	3	9
2.4	Gesundheitsförderung und Prävention							6		6
2.5	Reflektierte Planungs- und Entscheidungsprozesse			3		3		3		9
2.6	Bachelorarbeit								12	12
Disziplinäre Perspektiven Logopädie										
3.1	Der logopädische Prozess	6								6
3.2	Sprach- und sprechwissenschaftliche Grundlagen	3	3							6
3.3	Bezugswissenschaften der Logopädie					3	3			6
3.4	Theorie und Geschichte der Logopädie					3	3			6
Handlungsfelder Logopädie										
4.1	Sprach-, Sprech- und orofaziale Muskelfunktionsstörungen bei Kindern und Jugendlichen	6	3							9
4.2	Neurogene Sprach-, Sprech- und Schluckstörungen			3	6					9
4.3	Stimm- und Redeflussstörungen			3	3					6
4.4	Logopädische Eltern- und Angehörigenberatung im biopsychosozialen Kontext			3	3					6
4.5	Sprach-, Sprech- und Schluckstörungen bei komplexen Grunderkrankungen					3	3			6
4.6	Stimme, Sprechen und Kommunikation im Spannungsfeld Praxis und Wissenschaft							3	3	6
Praxishandeln Logopädie										
5.1	Therapeutische Grundkompetenzen und Selbstreflexion	3	6							9
5.2	Praxislernen Logopädie I		3	9						12
5.3	Praxislernen Logopädie II			3	9					12
5.4	Praxislernen Logopädie III				3	12				15
5.5	Praxislernen Logopädie IV						12			12
5.6	Praxisreflexionen					3	3			6
Summe CP		27	27	27	27	27	24	24	27	210

Studienrichtung Physiotherapie

Nr.	Modulname	Credits/Semester								Summe
		1	2	3	4	5	6	7	8	CP
Professionelle und interprofessionelle Perspektiven im Gesundheitswesen										
1.1	Humanwissenschaftliche Grundlagen	6								6
1.2	Professionen im Gesundheitswesen		6	3						9
1.3	Interprofessional Collaboration				3		3		3	9
1.4	Interprofessionelles Wahlmodul								6	6
Methodisch-kontrolliertes Handeln in Therapie und Wissenschaft										
2.1	Wissenschaftliche Denk- und Arbeitsweisen I	3	3							6
2.2	Wissenschaftliche Denk- und Arbeitsweisen II							6		6
2.3	Evidenzbasierte Praxis							6	3	9
2.4	Gesundheitsförderung und Prävention							6		6
2.5	Reflektierte Planungs- und Entscheidungsprozesse			3		3		3		9
2.6	Bachelorarbeit								12	12
Disziplinäre Perspektiven Physiotherapie										
3.1	Bewegungswissenschaftliche Grundlagen	6	3							9
3.2	Physiotherapeutische Basis- und Fachkompetenzen I	6	3							9
3.3	Der physiotherapeutische Handlungsprozess	6	6							12
3.4	Physiotherapeutische Basis- und Fachkompetenzen II			3	3					6
3.5	Theorie und Geschichte der Physiotherapie					6				6
Handlungsfelder Physiotherapie										
4.1	Menschliche Bewegung ermöglichen in der Prävention und Rehabilitation		6							6
4.2	Menschliche Bewegung ermöglichen in der Akutversorgung I			6						6
4.3	Menschliche Bewegung ermöglichen in der Akutversorgung II				6					6
4.4	Menschliche Bewegung ermöglichen in allen Anwendungsbereichen					3	3			6
4.5	Menschliche Bewegung ermöglichen in besonderen Lebenslagen					3	3			6
4.6	Menschliche Bewegung ermöglichen im Spannungsfeld zwischen Wissenschaft und Praxis							3	3	6
Praxishandeln Physiotherapie										
5.1	Praxislernen Physiotherapie I			12						12
5.2	Praxislernen Physiotherapie II				15					15
5.3	Praxislernen Physiotherapie III					12				12
5.4	Praxislernen Physiotherapie IV						15			15
Summe CP		27	27	27	27	27	24	24	27	210

Anlage 5: Diploma Supplement

DIPLOMA SUPPLEMENT

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. Holder of the Qualification
 - 1.1 Family Name «Nachname»
 - 1.2 First Name «Vorname»
 - 1.3 Date of Birth «GebDatumLE»
 - 1.4 Student ID Number or Code «Mtknr»
2. Qualification
 - 2.1 Name of Qualification and (if applicable) title conferred (in original language)
Bachelor of Science - (B.Sc.)
Bachelor of Science – Therapiewissenschaften (dual), Studienrichtung Logopädie
(Bachelor of Science - Therapeutic Sciences (dual), Speech and Language Therapy)
 - 2.2 Main Field(s) of Study for the qualification
Therapeutic Sciences
 - 2.3 Name and status of awarding institution (in original language)
HAWK Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzmin-
den/Göttingen
Fakultät Ingenieurwissenschaften und Gesundheit
University of Applied Sciences and Arts / State Institution
 - 2.4 Name and status of institution administering studies (in original language)
[as above]
Status (Type / Control)
[as above]
 - 2.5 Language(s) of instruction/examination
German
3. Level and Duration of the Qualification
 - 3.1 Level of the Qualification
Bachelor programme, undergraduate, first degree
 - 3.2 Official duration of programme in credits and/or years
Four years, 8 semesters, 210 ECTS
 - 3.3 Access Requirement(s)
General Higher Education Entrance Qualification or Entrance Qualification to Universities
of Applied Sciences, or foreign equivalent. Apprentice contract or part-time employment
contract with corporate partner enterprise.

4. Information on the Programme completed and the Results obtained

4.1 Mode of Study

Full Time Study

Dual Bachelor programme combined with vocational training

4.2 Programme learning outcomes

The programme with integrated vocational training aims at imparting broad basic knowledge about methods and theories of speech and language therapy. By deepening their specialist knowledge, graduates are particularly qualified to act on evidence. The programme covers the health professions of nursing, speech and language therapy and physiotherapy as well as medical engineering and develops a multiprofessional and educational perspective in addition to the disciplinary one. The combination of the bachelor's programme with a professional training in clinical practice results in a close interlocking of practical and university qualifications at a high level.

Having obtained their university degree, graduates master the demands of professional practice using current scientific theories and methods. They are able to look at the abilities of the human language, articulation, voice, hearing, and swallowing functions as well as effectively treat their disorders in a theory-based manner. In order to do so, they combine **current evidence with their personal competencies as well as with the patient's** individual demands. In the process, they are able to work self-reliantly, self-dependently and interprofessionally. They are able to reflect and evaluate their therapeutic treatment scientifically. The related tasks of documentation, quality assurance, and management can be conducted in accordance with the requirements of social law applicable to prevention, curation, and rehabilitation.

Main subjects of the curriculum:

- the theoretical and historical foundations of speech and language therapy
- in-depth knowledge of selected treatment approaches and assessments for therapy fields of speech and language therapy, also taking into account the relevant reference sciences
- Practical phases (1.740 hours)
- the basic principles of therapeutic decision-making, taking into account the models of clinical reasoning
- the conceptual foundations of evidence-based practice
- professional ethics
- multiprofessional co-operation within the framework of the allied health professions of nursing, speech and language therapy and physiotherapy and other related professional groups
- the basic principles of evaluation and quality management in the health care sector
- the basic quantitative and qualitative principles of empirical health and social research
- communicative competencies in the form of interprofessional collaboration, presentation and counselling
- **for their Bachelor's thesis, students expand upon a subject that is based on a current body of knowledge in the field of research in a scientific manner, the results are critically reflected upon and discussed in a theoretical framework**

4.3 Programme details, individual credits gained and grades/marks obtained

Please refer to the Certificate (Bachelorzeugnis) for a list of courses and grades.

4.4 Grading system and , if available, grade distribution table

Absolute grading scheme: "Sehr Gut" (1,0; 1,3) = Very Good; "Gut" (1,7; 2,0; 2,3) = Good; "Befriedigend" (2,7; 3,0; 3,3) = Satisfactory; "Ausreichend" (3,7; 4,0) = Pass; "Nicht ausreichend" (5,0) = Fail

Statistical distribution of grades: grading table

- 4.5 Overall Classification of the qualification (in original language) «GesNoteT»
The final grade is based on the grades awarded during the study programme and that of the final thesis (with oral component). Please refer to the Certificate (Bachelorzeugnis).
5. Function of the Qualification
- 5.1 Access to Further Study
The degree entitles its holder to apply for admission to master programmes.
- 5.2 Access to a regulated profession (if applicable)
The degree entitles its holder to the legally protected professional title “Bachelor of Science” and to exercise professional work in the fields for which the degree was awarded.
6. Additional Information
- 6.1 Additional Information
See “Bachelorzeugnis” (Final Examination Certificate) for mayor field of study.
- 6.2 Further Information Sources
www.hawk.de
7. Certification
This Diploma Supplement refers to the following original documents:
Bachelorurkunde (Document on the award of the academic degree)
dated from «PruefDatLE»
Bachelorzeugnis (Certificate) dated from «PruefDatLE»
Anlage zum Zeugnis (Transcript of Records)
- Certification Date: «PruefDatLE»

(Official Seal / Stamp)

Chairwoman/Chairman Examination Committee

8. Information on the German Higher Education System
(siehe Seite 18)

DIPLOMA SUPPLEMENT

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. Holder of the Qualification
 - 1.1 Family Name «Nachname»
 - 1.2 First Name «Vorname»
 - 1.3 Date of Birth «GebDatumLE»
 - 1.4 Student ID Number or Code «Mtknr»
2. Qualification
 - 2.1 Name of Qualification and (if applicable) title conferred (in original language)
Bachelor of Science - (B.Sc.)
Bachelor of Science – Therapiewissenschaften (dual), Studienrichtung Physiotherapie
(Bachelor of Science – Therapeutic Sciences (dual), Physiotherapy)
 - 2.2 Main Field(s) of Study for the qualification
Therapeutic Sciences
 - 2.3 Name and status of awarding institution (in original language)
HAWK Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzmin-
den/Göttingen
Fakultät Ingenieurwissenschaften und Gesundheit
University of Applied Sciences and Arts / State Institution
 - 2.4 Name and status of institution administering studies (in original language)
[as above]
Status (Type / Control)
[as above]
 - 2.5 Language(s) of instruction/examination
German
3. Level and Duration of the Qualification
 - 3.1 Level of the Qualification
Bachelor programme, undergraduate, first degree
 - 3.2 Official duration of programme in credits and/or years
Four years, 8 semesters, 210 ECTS
 - 3.3 Access Requirement(s)
General Higher Education Entrance Qualification or Entrance Qualification to Universities
of Applied Sciences, or foreign equivalent. Apprentice contract or part-time employment
contract with corporate partner enterprise.
4. Information on the Programme completed and the Results obtained
 - 4.1 Mode of Study
Full Time Study

Dual Bachelor programme combined with vocational training

4.2 Programme learning outcomes

The overall goal of the programme is to train students to be reflective practitioners in physical therapy. Therapists acquire a professional degree that is in accordance with international academic standards. This enables them to focus on therapeutic responsibilities in respective areas of the health care sector. The programme covers contents of the health profession physiotherapy and develops a multiprofessional perspective in addition to the disciplinary one. The profession-related contents serve to advance already existing competencies within physiotherapy. Within the framework of interdisciplinary courses, students get to know the similarities and differences between the professions of physical therapists, speech and language therapists and nurses and learn how to take advantage of them in new forms of professional cooperation.

Graduates of the programme are able to:

- perform (multi)professional therapeutic activities in a methodically sound, patient-centered and context-appropriate manner
- reflectively evaluate the services they provide and further develop models of service delivery in an evidence-based manner
- use scientific methods to work independently on problems in their area of expertise, participate in research projects
- participate in research projects in physiotherapy and interprofessional collaboration
- view their professional activities from an ethically reflective, intersectional and diversity-sensitive perspective
- develop an awareness of a quality-orientated way of acting in physiotherapy
- develop a professional identity as a physiotherapist
- develop and deepen acquired competences after graduation in lifelong learning in the work process

The curriculum covers:

- the theoretical and historical foundations of physiotherapy including a client-centred approach and activity-orientated physiotherapy, including a client-centred and evidence-based approach to physiotherapy, including a client-centred approach and a professional practice based on the movement system as the core construct, taking into account the international perspective. In-depth knowledge of selected treatment approaches and assessments for physiotherapy fields of action
- the basic principles of therapeutic decision-making, taking into account the models of clinical reasoning, the conceptual foundations of evidence based practice, professional ethics, diversity/intersectionality, gender and transculturalism, as well as of models of psychology
- competencies for multiprofessional cooperation within the framework of the allied health professions of nursery, speech and language therapy and physiotherapy and other related professional groups and their respective training programmes in the medical or professional fields, taking into account different basic conditions
- the basic principles of evaluation and quality management in the health care sector
- basic principles of health sciences in health policies, structure of the (German) health care system
- basic legal principles of the (German) health care system

The study programme imparts methodological competencies in the form of:

- the basic methodical principles of evidence-based practice
- the basic quantitative and qualitative principles of empirical health and social research

The study programme imparts communicative competencies in the form of:

- English for health care professionals
- presentation/communication/counselling
- For their Bachelor's thesis, students expand upon a subject that is based on a current body of knowledge in the field of research in a scientific manner. The results are critically reflected upon and discussed in a theoretical framework

- 4.3 Programme details, individual credits gained and grades/marks obtained
Please refer to the Certificate (Bachelorzeugnis) for a list of courses and grades.
- 4.4 Grading system and , if available, grade distribution table
Absolute grading scheme: "Sehr Gut" (1,0; 1,3) = Very Good; "Gut" (1,7; 2,0; 2,3) = Good; "Befriedigend" (2,7; 3,0; 3,3) = Satisfactory; "Ausreichend" (3,7; 4,0) = Pass; "Nicht ausreichend" (5,0) = Fail
Statistical distribution of grades: grading table
- 4.5 Overall Classification of the qualification (in original language) «GesNoteT»
The final grade is based on the grades awarded during the study programme and that of the final thesis (with oral component). Please refer to the Certificate (Bachelorzeugnis).
5. Function of the Qualification
- 5.1 Access to Further Study
The degree entitles its holder to apply for admission to master programmes.
- 5.2 Access to a regulated profession (if applicable)
The degree entitles its holder to the legally protected professional title "Bachelor of Science" and to exercise professional work in the fields for which the degree was awarded.
6. Additional Information
- 6.1 Additional Information
See "Bachelorzeugnis" (Final Examination Certificate) for mayor field of study.
- 6.2 Further Information Sources
www.hawk.de
7. Certification
This Diploma Supplement refers to the following original documents:
Bachelorurkunde (Document on the award of the academic degree)
dated from «PruefDatLE»
Bachelorzeugnis (Certificate) dated from «PruefDatLE»
Anlage zum Zeugnis (Transcript of Records)
- Certification Date: «PruefDatLE»

(Official Seal / Stamp)

Chairwoman/Chairman Examination Committee

8. Information on the German Higher Education System
(siehe Seite 18)

8. Information on the German Higher Education Systemⁱ

8.1 Types of Institutions and Institutional Status

Higher education (HE) studies in Germany are offered at three types of Higher Education Institutions (HEI).ⁱⁱ

- *Universitäten* (Universities) including various specialized institutions, offer the whole range of academic disciplines. In the German tradition, universities focus in particular on basic research so that advanced stages of study have mainly theoretical orientation and research-oriented components.

- *Fachhochschulen* (Universities of Applied Sciences) concentrate their study programmes in engineering and other technical disciplines, business-related studies, social work, and design areas. The common mission of applied research and development implies an application-oriented focus of studies, which includes integrated and supervised work assignments in industry, enterprises or other relevant institutions.

- *Kunst- und Musikhochschulen* (Universities of Art/Music) offer studies for artistic careers in fine arts, performing arts and music; in such fields as directing, production, writing in theatre, film, and other media; and in a variety of design areas, architecture, media and communication.

Higher Education Institutions are either state or state-recognized institutions. In their operations, including the organization of studies and the designation and award of degrees, they are both subject to higher education legislation.

8.2 Types of Programmes and Degrees Awarded

Studies in all three types of institutions have traditionally been offered in integrated "long" (one-tier) programmes leading to Diplom- or Magister Artium degrees or completed by a Staatsprüfung (State Examination).

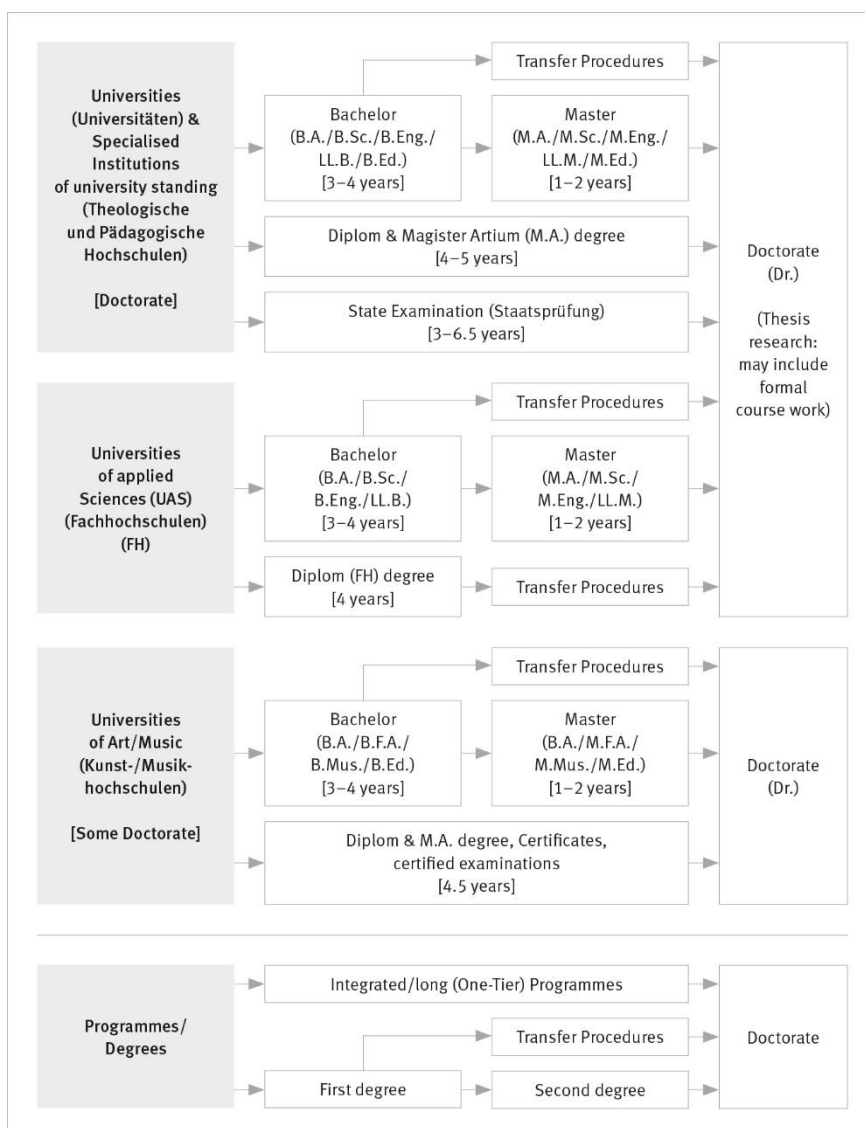
Within the framework of the Bologna-Process one-tier study programmes are successively being replaced by a two-tier study system. Since 1998, two-tier degrees (Bachelor and Master) have been introduced in almost all study programmes. This change is designed to provide enlarged variety and flexibility to students in planning and pursuing educational objectives, they also enhance international compatibility of studies.

The German Qualifications Framework for Higher Education Degreesⁱⁱⁱ, the German Qualifications Framework for Lifelong Learning^{iv} and the European Qualifications Framework for Lifelong Learning^v describe the degrees of the German Higher Education System. They contain the classification of the qualification levels as well as the resulting qualifications and competencies of the graduates.

For details cf. Sec. 8.4.1, 8.4.2, and 8.4.3 respectively. Table 1 provides a synoptic summary.

8.3 Approval/Accreditation of Programmes and Degrees

To ensure quality and comparability of qualifications, the organization of studies and general degree requirements have to conform to principles and regulations established by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany (KMK).^{vi} In 1999, a system of accreditation for programmes of study has become operational under the control of an Accreditation Council at national level. All new programmes have to be accredited under this scheme; after a successful accreditation they receive the quality-label of the Accreditation Council.^{vii}



8.4 Organization and Structure of Studies

The following programmes apply to all three types of institutions. Bachelor's and Master's study courses may be studied consecutively, at various higher education institutions, at different types of higher education institutions and with phases of professional work between the first and the second qualification. The organization of the study programmes makes use of modular components and of the European Credit Transfer and Accumulation System (ECTS) with 30 credits corresponding to one semester.

8.4.1 Bachelor

Bachelor degree study programmes lay the academic foundations, provide methodological skills and lead to qualifications related to the professional field. The Bachelor degree is awarded after 3 to 4 years. The Bachelor degree programme includes a thesis requirement. Study courses leading to the Bachelor degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.^{viii} First degree programmes (Bachelor) lead to Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Engineering (B.Eng.), Bachelor of Laws (LL.B.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.Mus.) or Bachelor of Education (B.Ed.). The Bachelor degree corresponds to level 6 of the German Qualifications Framework/ European Qualifications Framework.

8.4.2 Master

Master is the second degree after another 1 to 2 years. Master study programmes may be differentiated by the profile types "practice-oriented" and "research-oriented". Higher Education Institutions define the profile. The Master degree study programme includes a thesis requirement. Study programmes leading to the Master degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.^{ix} Second degree programmes (Master) lead to Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.), Master of Laws (L.L.M.), Master of Fine Arts (M.F.A.), Master of Music (M.Mus.) or Master of Education (M.Ed.). Master study programmes which are designed for continuing education may carry other designations (e.g. MBA).

The Master degree corresponds to level 7 of the German Qualifications Framework/ European Qualifications Framework.

8.4.3 Integrated "Long" Programmes (One-Tier): Diplom degrees, Magister Artium, Staatsprüfung

An integrated study programme is either mono-disciplinary (*Diplom* degrees, most programmes completed by a *Staatsprüfung*) or comprises a combination of either two major or one major and two minor fields (*Magister Artium*). The first stage (1.5 to 2 years) focuses on broad orientations and foundations of the field(s) of study. An Intermediate Examination (*Diplom-Vorprüfung* for *Diplom* degrees; *Zwischenprüfung* or credit requirements for the *Magister Artium*) is prerequisite to enter the second stage of advanced studies and specializations. Degree requirements include submission of a thesis (up to 6 months duration) and comprehensive final written and oral examinations. Similar regulations apply to studies leading to a *Staatsprüfung*. The level of qualification is equivalent to the Master level.

- Integrated studies at *Universitäten (U)* last 4 to 5 years (*Diplom* degree, *Magister Artium*) or 3 to 6.5 years (*Staatsprüfung*). The *Diplom* degree is awarded in engineering disciplines, the natural sciences as well as economics and business. In the humanities, the corresponding degree is usually the *Magister Artium* (M.A.). In the social sciences, the practice varies as a matter of institutional traditions. Studies preparing for the legal, medical and pharmaceutical professions are completed by a *Staatsprüfung*. This applies also to studies preparing for teaching professions of some *Länder*.

The three qualifications (*Diplom*, *Magister Artium* and *Staatsprüfung*) are academically equivalent and correspond to level 7 of the German Qualifications Framework/ European Qualifications Framework.

They qualify to apply for admission to doctoral studies. Further prerequisites for admission may be defined by the Higher Education Institution, cf. Sec. 8.5.

- Integrated studies at *Fachhochschulen (FH)*/Universities of Applied Sciences (UAS) last 4 years and lead to a *Diplom (FH)* degree which corresponds to level 6 of the German Qualifications Framework/ European Qualifications Framework.

While the *FH/UAS* are non-doctorate granting institutions, qualified graduates may apply for admission to doctoral studies at doctorate-granting institutions, cf. Sec. 8.5.

- Studies at *Kunst- and Musikhochschulen* (Universities of Art/Music etc.) are more diverse in their organization, depending on the field and individual objectives. In addition to *Diplom/Magister* degrees, the integrated study programme awards include Certificates and certified examinations for specialized areas and professional purposes.

8.5 Doctorate

Universities as well as specialized institutions of university standing and some Universities of Art/Music are doctorate-granting institutions. Formal prerequisite for admission to doctoral work is a qualified Master (UAS and U), a *Magister* degree, a *Diplom*, a *Staatsprüfung*, or a foreign equivalent. Comparable degrees from universities of art and music can in exceptional cases (study programmes such as music theory, musicology, pedagogy of arts and music, media studies) also formally qualify for doctoral work. Particularly qualified holders of a Bachelor or a *Diplom (FH)* degree may also be admitted to doctoral studies without acquisition of a further degree by means of a procedure to determine their aptitude. The universities respectively the doctorate-granting institutions regulate entry to a doctorate as well as the structure of the procedure to determine aptitude. Admission further requires the acceptance of the Dissertation research project by a professor as a supervisor.

The doctoral degree corresponds to level 8 of the German Qualifications Framework/ European Qualifications Framework.

8.6 Grading Scheme

The grading scheme in Germany usually comprises five levels (with numerical equivalents; intermediate grades may be given): "*Sehr Gut*" (1) = Very Good; "*Gut*" (2) = Good; "*Befriedigend*" (3) = Satisfactory; "*Ausreichend*" (4) = Sufficient; "*Nicht ausreichend*" (5) = Non-Sufficient/Fail. The minimum passing grade is "*Ausreichend*" (4). Verbal designations of grades may vary in some cases and for doctoral degrees.

In addition, grade distribution tables as described in the ECTS Users' Guide are used to indicate the relative distribution of grades within a reference group.

8.7 Access to Higher Education

The General Higher Education Entrance Qualification (*Allgemeine Hochschulreife*, *Abitur*) after 12 to 13 years of schooling allows for admission to all higher educational studies. Specialized variants (*Fachgebundene Hochschulreife*) allow for admission at *Fachhochschulen* (UAS), universities and equivalent higher education institutions, but only in particular disciplines. Access to study programmes at *Fachhochschulen* (UAS) is also possible with a *Fachhochschulreife*, which can usually be acquired after 12 years of schooling. Admission to study programmes at Universities of Art/Music and comparable study programmes at other higher education institutions as well as admission to a study programme in sports may be based on other or additional evidence demonstrating individual aptitude.

Applicants with a vocational qualification but without a school-based higher education entrance qualification are entitled to a general higher education entrance qualification

and thus to access to all study programmes, provided they have obtained advanced further training certificates in particular state-regulated vocational fields (e.g. *Meister/Meisterin im Handwerk, Industriemeister/in, Fachwirt/in (IHK und HWK), staatlich geprüfte/r Betriebswirt/in, staatliche geprüfte/r Gestalter/in, staatlich geprüfte/r Erzieher/in*). Vocationally qualified applicants can obtain a *Fachgebundene Hochschulreife* after completing a state-regulated vocational education of at least two years' duration plus professional practice of normally at least three years' duration, after having successfully passed an aptitude test at a higher education institution or other state institution; the aptitude test may be replaced by successfully completed trial studies of at least one year's duration.^x

Higher Education Institutions may in certain cases apply additional admission procedures.

8.8 National Sources of Information

- *Kultusministerkonferenz (KMK)* [Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany]; Graurheindorfer Str. 157, D-53117 Bonn; Fax: +49[0]228/501-777; Phone: +49[0]228/501-0
- Central Office for Foreign Education (ZaB) as German NARIC; www.kmk.org; E-Mail: zab@kmk.org
- German information office of the *Länder* in the EURYDICE Network, providing the national dossier on the education system; www.kmk.org; E-Mail: eurydice@kmk.org
- *Hochschulrektorenkonferenz (HRK)* [German Rectors' Conference]; Ahrstrasse 39, D-53175 Bonn; Fax: +49[0]228/887-110; Phone: +49[0]228/887-0; www.hrk.de; E-Mail: post@hrk.de
- "Higher Education Compass" of the German Rectors' Conference features comprehensive information on institutions, programmes of study, etc. (www.higher-education-compass.de)

ⁱ The information covers only aspects directly relevant to purposes of the Diploma Supplement.

ⁱⁱ *Berufsakademien* are not considered as Higher Education Institutions, they only exist in some of the *Länder*. They offer educational programmes in close cooperation with private companies. Students receive a formal degree and carry out an apprenticeship at the company. Some *Berufsakademien* offer Bachelor courses which are recognized as an academic degree if they are accredited by a German accreditation agency.

ⁱⁱⁱ German Qualifications Framework for Higher Education Degrees. (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 16 February 2017).

^{iv} German Qualifications Framework for Lifelong Learning (DQR). Joint resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany, the German Federal Ministry of Education and Research, the German Conference of Economics Ministers and the German Federal Ministry of Economics and Technology (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 15 November 2012). More information at www.dqr.de

^v Recommendation of the European Parliament and the European Council on the establishment of a European Qualifications Framework for Lifelong Learning of 23 April 2008 (2008/C 111/01 – European Qualifications Framework for Lifelong Learning – EQF).

^{vi} Common structural guidelines of the *Länder* for the accreditation of Bachelor's and Master's study courses (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 10.10.2003, as amended on 04.02.2010).

^{vii} "Law establishing a Foundation 'Foundation for the Accreditation of Study Programmes in Germany'", entered into force as from 26 February 2005, GV. NRW. 2005, No. 5, p. 45 in connection with the Declaration of the *Länder* to the Foundation "Foundation: Foundation for the Accreditation of Study Programmes in Germany" (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 16 December 2004).

^{viii} See note No. 7.

^{ix} See note No. 7.

^x Access to higher education for applicants with a vocational qualification, but without a school-based higher education entrance qualification (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 6 March 2009).