

Information for foreign speech and language therapists moving to Denmark

Introduction

We have gathered relevant information that may be useful to you if you are a qualified speech and language therapist who has moved to - or is considering moving to - Denmark.

Education

Educational Pathways

There are two routes to becoming a speech and language therapist in Denmark: A **Diploma in Logopaedics (Speech Therapy)** or a **Bachelor's degree in Audiologopaedics (Speech and Language Pathology (SLP))**

A Bachelor's degree in Audiologopaedics qualifies graduates to apply for a Master's programme in Audiologopaedics.

- Bachelor's degree in Audiologopaedics – University of Copenhagen
 - Audiologopaedics – University of Southern Denmark (SDU)
 - Diploma in Logopaedics – UddannelsesGuiden (Danish Education Guide)
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Clinical Placements

Speech and language therapy is generally an interactive profession, requiring the ability to engage with people of different ages and their relatives—often in situations where families may be under stress or in crisis. A degree of empathy, emotional awareness, and interpersonal skill may therefore be necessary to thrive in the role.

Many students gain their first real insight into the profession during clinical placements, which are often arranged by directly contacting practice settings to ask about opportunities.

Observation and clinical placement periods are part of university-level audiologopaedic education in Denmark.

Diploma programmes do not include formal placements but require at least two years of professional experience prior to admission.

For foreign-qualified therapists, undertaking an (unpaid) placement can sometimes be a pathway into the Danish job market. However, whether or not this is possible will depend entirely on the host institution.

Fluency in Danish is required to practice as a speech and language therapist in most settings. However, there is growing demand for therapists who can provide intervention for residents whose first language is not Danish. Although few job postings explicitly request these skills, setting up a private practice may be a viable option.

Admission Requirements

For positions in the healthcare sector, a minimum of 180 ECTS credits in speech and language therapy is generally recommended.

Job advertisements always include specific qualification requirements and are typically published on:

- www.jobnet.dk
 - www.jobindex.dk
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Authorization Requirements

Currently, there is **no official authorization system for speech and language therapists** in Denmark, and “speech and language therapist” (logopæd/audiologopæd) is **not a protected title**.

However, employers typically require a recognized speech and language therapy qualification or expect employees to complete the qualification alongside their work.

To be listed on ALF’s (the Audiologopaedic Association’s) registry of private practitioners, therapists must meet specific requirements (see section below on private practice).

Working as a Speech and Language Therapist

Referral Pathways – Children

Most speech and language therapists working with children in Denmark are employed by municipalities, regions, or public institutions—e.g., PPR (*Pædagogisk Psykologisk Rådgivning*/Educational Psychological Advisory Service), schools, daycare centres (including special needs services), hospitals, or communication centres.

PPR

Most therapists work in PPR and support children from 0 to 18 years (typically until the end of primary education).

PPR is a municipal interdisciplinary centre typically employing psychologists, speech and language therapists, consultants, physiotherapists, occupational therapists, and other professionals.

PPR therapists support parents, daycare institutions, and schools in working with children with language and communication difficulties. They provide counselling to parents and professionals on general, focused, or specialized interventions, conduct assessments, and offer direct or indirect therapy.

Services provided by PPR are free of charge for families.

The composition of staff, working methods, organisation, and service structure may vary between municipalities, as may job titles (e.g., speech and language therapist, speech/hearing consultant, etc.).

Referral to PPR

Children are most commonly referred to PPR by their daycare, school, childminder, or health visitor. Parents can also contact PPR directly.

Referral to Hospitals and Other Institutions

Children can be referred to hospital by their GP, for example for hearing assessments at ENT or audiology departments.

In some cases, PPR therapists can refer to other services.

For children with complex needs, municipalities often collaborate with regional communication centres (e.g., for AAC solutions). PPR may also refer to the **National Knowledge and Specialised Advisory Organisation (VISO)** for guidance on complex cases.

If in doubt about referral options, parents are advised to contact the local PPR office.

Referral to Private Practitioners

Because public speech and language therapy services are available for children and young people in Denmark, referrals to private therapists are rare.

However, parents may choose to contact and pay a private therapist themselves, either as a supplement to or instead of the public service.

Referral Pathways – Adults

Adults with speech, language or communication difficulties are entitled to **free services under the Danish law on special education for adults**.

- Municipal or regional services are free of charge.
- The municipality usually funds the intervention, which may be delivered through a communication centre or a municipal special education unit.
- Hospitals and neurorehabilitation centres also provide specialized speech therapy, funded by municipalities or regions.
- Waiting times vary significantly between municipalities.
- Referral from a hospital is not required, though further medical assessment may be requested prior to therapy initiation.

Health Insurance

Currently, private health insurance schemes in Denmark do not systematically cover speech and language therapy services. ALF is, however, aiming to establish dialogue with insurance companies to improve access to coverage.

Private Practice

It is possible to work as a self-employed speech and language therapist in Denmark.

To make it easier for citizens to find qualified private practitioners—and for practitioners to be found—ALF maintains a list of private practitioners on its website.

All therapists on this list are members of the Audiologopaedic Association and comply with its **professional ethical guidelines**. To be listed, each therapist must submit a copy of their degree certificate and CV to verify their qualification from an approved institution and their professional areas of practice.

Professional Ethical Guidelines

All ALF members are required to comply with the association's Professional Ethical Guidelines. (LINK)

Practical Information

For general information about living and working in Denmark—including Danish language courses, taxation rules, and more—see:

👉 <https://lifeindenmark.borger.dk/>

Job Search Platforms

You can find job vacancies in Denmark at:

- www.jobnet.dk
- www.jobindex.dk
- www.ofir.dk

- [ALF job portal](#)

Useful search keywords: *logopæd*, *audiologopæd*, *talehørøkonsulent* (speech/hearing consultant), *talepædagog* (speech pedagogue), *PPR*.

Special Conditions in the Danish Realm

Greenland

A special scheme gives Greenlandic applicants preferential access to Danish university programmes if they:

- a) have an average grade of at least 6.0 in their qualifying exam; and
- b) meet all specific admission requirements for the chosen programme.

More information: Admission of Greenlandic applicants – Ministry of Higher Education and Science

There is currently **no speech therapy education in Greenland**. Any practicing therapists are trained in Denmark.

Speech and language services for children aged 0–18 are provided through municipal MISI units (*Meeqqanik inuusuttunillu Siunnersuisarfik*). Not all municipalities have a speech and language therapist, and currently there are to our knowledge only two or three active practitioners in Greenland. Services for adults are covered by the national disability centre *Pissassarfik*, but currently the position as SLT is unfilled.

There is no Greenlandic speech therapy association.

Materials for Citizens from Abroad or with Danish as a Second Language

Introduction

We have collected relevant resources for professionals working with children, young people, and adults who come from abroad or who have Danish as a second language, and who require assessment of skills in their first language.

Children and Young People

- Screening tools for assessing language skills in the child's first language

- Parental interview materials regarding language development and first language skills:
 - Parental questionnaire on multilingual children's language environment (translated from ALEQ – Alberta Language Environment Questionnaire).
 - Parental questionnaire on multilingual children's language and development (translated from ALDeQ and related instruments).
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Aphasia Resources

- QAB: Quick Aphasia Battery (available in Arabic, Catalan, Danish, French, Italian, Korean, Mandarin Chinese, Romanian, Spanish, Turkish)
 - BAT: Bilingual Aphasia Test (multiple languages) – McGill University.
 - WAB: Western Aphasia Battery (also WAB-R)
 - More test instruments: Measurement Instruments by Language | Collaboration of Aphasia Trialists.
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Other Clinical Resources

- **ICS** – Stuttering assessment
 - **Dysarthria** – see QAB for basic assessment
 - **Cognitive-communication difficulties** – checklists CCCBI
 - **Voice disorders** – children and adults (VHI, SHI)
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Professional Ethical Guidelines

for Members of the Audiological Speech and Language Therapy Association (ALF)

These professional ethical guidelines shall apply to all members of ALF, irrespective of whether their professional practice is carried out in the public or private sector.

1. Terminology

For the purpose of these guidelines, the following terms shall apply:

- Professionals within the fields of speech, hearing and literacy shall be referred to as *members*.

- Clients, patients, pupils, customers, users, individuals, students or participants shall be collectively referred to as *citizens*.
 - Teaching, training, treatment and (re)habilitation shall be referred to as *intervention*.
 - Examination, screening, testing, assessment, observation and evaluation shall be collectively referred to as *assessment*.
 - Counselling and guidance shall be referred to as *counselling*, notwithstanding any conceptual differences between these terms.
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2. Reference Framework

The overarching framework for ALF's professional ethical principles is constituted by the following:

- The United Nations Convention on the Rights of Persons with Disabilities
- The European Convention on Human Rights
- ESLA Framework for Professional Profile
- ESLA Framework for Ethical Practice

Further reference is made to Danish legislation, executive orders and ministerial guidelines in force at any given time.

3. Fundamental Ethical Principles

ALF's professional ethical framework is based on four fundamental principles, which reflect the association's core values and view of human dignity. These principles shall guide members' professional conduct and form the foundation of the present ethical guidelines:

1. Members shall act with due respect for the autonomy and dignity of others.
2. Members shall act with the intention of benefitting others and contributing to the enhancement of their quality of life.
3. Members shall act in a manner that ensures no risk to the physical or psychological health of others.
4. Members shall act fairly and reasonably, taking into account both individual rights and societal norms and regulations.

4. Professional Qualifications and Competence

4.1 Members shall not commence independent professional practice within their field of expertise until the completion of their education at Bachelor's (BA) or Postgraduate Diploma (PD) level, or an equivalent qualification. Any practice undertaken prior to graduation shall occur exclusively in connection with supervised clinical training under the direct supervision of a qualified speech and language therapist.

4.2 Members shall perform only such assessments and interventions as fall within their own professional competence. Tasks beyond this scope shall be referred to suitably qualified professionals or undertaken with appropriate professional assistance.

4.3 Members shall maintain and continuously update their professional knowledge and skills on the basis of national and international research, both within their specific areas of practice and within the field of speech and language therapy in general.

4.4 Members shall pursue continuing professional development throughout their career in their areas of specialization.

4.5 Members shall, to the extent possible, contribute to the development of their specific professional fields.

5. Relationship with Citizens

5.1 Members shall be responsible for the accurate and comprehensive assessment of citizens' communicative abilities and challenges.

5.2 Members shall provide precise and relevant information and counselling regarding:

- the citizen's communicative abilities and challenges; and
- the content and objectives of the proposed intervention.

5.3 Members shall maintain a confidential record that is both relevant and necessary for the provision of services.

5.4 Interventions shall, to the greatest extent possible, be evidence-based and consistent with international consensus.

5.5 Interventions shall be planned in collaboration with the citizen and/or their next of kin, with the citizen's best interests as the guiding consideration.

5.6 Members shall not provide any guarantees regarding the outcome of interventions, including either the extent of the effect or the time required to achieve it.

5.7 The same ethical standards shall apply to electronic communication with citizens, relatives and other parties as apply to face-to-face communication.

5.8 Members shall handle personal data in accordance with applicable data protection legislation.

5.9 Members shall exercise particular caution regarding potential conflicts of interest arising through interactions with citizens via social media.

5.10 Members shall be aware of the particular challenges involved in providing a diagnosis and/or intervention recommendations based solely on assessments conducted by other professionals, without direct contact with the citizen.

5.11 Members shall be aware of the specific challenges associated with conducting assessments and drawing conclusions based exclusively on electronic communication with the citizen.

5.12 Members may delegate elements of assessment and intervention to speech and language therapy students under appropriate supervision.

6. Special Provisions for Private Practitioners

6.1 A self-employed member shall only advertise, teach or provide services within areas for which they hold formal qualifications.

6.2 A self-employed member shall inform the citizen of the existence of equivalent public services available free of charge.

6.3 A self-employed member shall not allow their own professional or financial interests to influence their professional recommendations.

6.4 A self-employed member shall ensure compliance with data protection legislation and GDPR requirements. Computer systems or equivalent equipment must not be accessible to persons other than the member.

6.5 A self-employed member shall be aware of the particular professional considerations involved in providing second opinions on assessments performed by other speech and language therapists.

7. Professional Collaboration

7.1 Members shall, where relevant, collaborate with other professionals both within and outside their own field of expertise.

7.2 Members shall share professional knowledge, experience and practical skills with colleagues upon request.

7.3 Members shall, where possible, contribute their professional expertise and practical skills to the education and training of students in the field.

7.4 Members shall speak of other members and collaborators with respect in public contexts.

7.5 Members shall refrain from disparaging the professional competence or judgement of other members or collaborators in public forums.

8. Compliance with the Ethical Guidelines

8.1 Where a member becomes aware of another member's non-compliance with these guidelines, the member should, as far as possible, initiate a professional dialogue with the colleague concerned.

8.2 Members shall be willing to engage in collegial discussions regarding their own professional conduct.

8.3 If collegial dialogue does not result in mutual understanding, the matter may be referred to ALF's Ethical Committee for further consideration.

9. Amendments

Amendments to these guidelines were adopted by the General Assembly on 24 March 2014. Points 4 and 5 under *Professional Collaboration* were added following input from the Ethical Committee on 24 January 2016.