Starting Tuning of OT Master competences:
Comparing masters' programmes
to facilitate collaboration in OT education
Project phase I

Preliminary Report of the ENOTHE Masters Tuning Project Group

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written by the

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Introduction and rationale for the project

In 2008, the ENOTHE Tuning report defined descriptors in the form of generic and specific competences (TUNING Occupational Therapy Project Group, 2008) for Masters students who have already been registered or authorised as occupational therapists, also defined as post-registration Masters level. However, it is not known how post-registration Masters programmes for occupational therapists use the Tuning reference points in practice and how they implement quality guidelines. Furthermore, it is unknown how the 2008 competences fit to new/contemporary educational and societal developments. Hence, the ENOTHE Masters Tuning Project Group was prepared and established in 2012 to explore and address these issues.

A **quality frame of reference related to competences and learning outcomes** is needed within ENOTHE. As a first step to develop such a quality frame for learning outcomes and main characteristics of Masters programmes, Occupational Therapy (OT) Masters and interdisciplinary Masters programmes with special relevance to occupational therapy/occupational science were compared as a basis for student and staff exchange and as a foundation for exploring other types of collaboration, both across Europe and internationally.

Mutual exchange is expected to enhance the quality of the Master programmes and, thereby, fosters the development of occupational therapy education and research with ultimate transfer into further developing practice, education, and research.

The World Federation of Occupational Therapists (WFOT; 2002) developed minimum standards for the pre-registration (Diploma/Bachelor) education of occupational therapists (referring to the first cycle). So far, there is no such WFOTstandardsdocument for post-registration, Masters education.

Objective

The primary objective of this project was to initiate the development of a framework for describing and comparing OT Masters' competencies as a starting point for educational exchange across programmes in an international context.

Project Aims

- To compare Masters' curricula related to their competence descriptors and / or learning outcomes, and to relate these to the Tuning reference points for Masters education, as described by ENOTHE (2008).
- To develop a common frame of reference for Masters programmes for Occupational Therapists in Europe, which is in line with the European Qualification Framework (European Commission, 2010; 2013).

Sub-aims:

1. to explore, similarities and differences within our curricula;

2. to refer, compare and discuss these in relation to the ENOTHE Tuning reference points and to the European qualification framework, as relevant to OT specific second level descriptors;

3. to compare, describe, document and highlight OT specific competences/learning outcomes at a Masters' level (referring to Masters programmes in Occupational Therapy and/as compared to Interdisciplinary Masters programmes) (second cycle);

4. to contribute to facilitating collaboration between Masters programmes for OTs in Europe and internationally, including student and staff mobility.

Project organisation and process

Preparatory steps and development of the project group

The initial ideas for this project from Ursula Costa were supported by Gitte Matthiasson (ENOTHE, DK) and explored during a COTEC meeting in Stockholm in May 2012 together with Klara Jakobsen (N) and Fenna van Nes (NL/OT-Euromaster). As a result it was decided to look for interested colleagues, and to then write a project proposal for an ENOTHE project group. The group was to collaborate and exchange information across European Masters programmes, focusing on comparing existing curricula with ENOTHE reference points in relation to Tuning competences for OT Master education and to the European Qualification Framework. Based on the approved project proposal, potentially interested representatives from European Masters programmes were approached between May and October 2012 by Ursula Costa and Fenna van Nes. This included Occupational Therapy educators from both occupational therapy generic and

interdisciplinary master programmes containing an occupational therapy/occupational science emphasis (see Appendix 2-3). Following this, there was a marketplace initiated for facilitating exchange on OT Master education, accompanied by poster presentations and a meeting for interested colleagues at the ENOTHE meeting in Vilnius in October 2012. The purpose of the meeting was to exchange aims, ideas, and visions as related to exchange among OT-Master programmes in Europe and to start the preparation for an ENOTHE Masters Tuning project group. This phase ended with the development of a project proposal, written by Ursula Costa and Fenna van Nes on behalf of the group members, which was accepted by the ENOTHE Board (June 17th, 2013), and a budget of € 5000,00 was granted to support travel and accommodation for face-to-face meetings.

Participating universities and their home countries

- University of Applied Sciences (fh gesundheit), Innsbruck, Austria
- KU Leuven University Ghent, Flanders, Belgium
- Université de Montréal, Québec, Canada
- University of Southern Denmark, Odense, Denmark
- HAWK University of Applied Sciences and Arts, Hildesheim, Germany
- Sør-Trøndelag University, Trondheim, Norway
- University of Applied Sciences and Arts of Western Switzerland, Lausanne, Switzerland
- York St John University, York, United Kingdom
- "OT-Euromasters"[1]:

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[1] *Participating Countries/Schools (**Denmark** University College Zealand, Division of Occupational Therapy, Naestved; **Netherlands** Amsterdam University of Applied Sciences; School of Occupational Therapy, Amsterdam (Administrative Office); **Sweden** Karolinska Institutet, Department of Neurobiology, Health Care Sciences and Society, Division of Occupational Therapy, Stockholm; **Switzerland** Zurich University of Applied Sciences, Institute of Occupational Therapy, Winterthur; **United Kingdom** University of Brighton, School of Health Professions, Division of Occupational Therapy, Eastbourne)*

Working process

This project group used the Tuning reference points and the European Qualification Framework (EQF)(EU, 2010; 2013) to map the competences, design and delivery of European (and a Canadian) Masters degree programmes in Occupational Therapy in order to develop guidelines[2] as part of a common frame of reference for Masters programmes in Europe.

Project group activities

Preparation phase June 2013 - October 2013

Preparing the one-day meeting in York, based on the Tuning book and other possibly relevant information related to Master programmes, regarding the use of competences and other relevant topics, and identifying relevant questions to representatives of Master programmes within ENOTHE.

One-day meeting in October 2013 (annex to York ENOTHE meeting)

The established ENOTHE Masters Tuning project group held their first meeting in York, in October 2013, before the ENOTHE annual meeting. We aimed for and succeeded in:

- meeting with other interested colleagues involved in Master education for occupational therapists;
- comparing, discussing and drafting the major themes of the report;
- coming up with a set of relevant questions that could be sent to ENOTHE members in the next phase;
- deciding what and how more information needs to be gathered with relevant stakeholders.

October 2013 - April 2014: Collecting and analysing information

During this period, the group worked collaboratively via e-mail and a shared a digital platform (via moodle), collecting and organizing information related to Master programmes and competences/learning outcomes addressed in their curricula.[3]

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[2] The aim was to establish 'guidelines', as opposed to 'minimum standards' in order to be supportive rather than normative.

[3] *Note*: Initial discussions amongst project group members revealed that some Masters programmes detail competences whilst others detail learning outcomes, therefore the project group members decided to collect, compare and review both competencies and / or learning outcomes as far as they were available.

<u>Two day meeting in April 2014, Amsterdam: Discussion of findings and first preparation of workshops for the ENOTHE-meeting in Nijmegen</u>

- Mapping learning outcomes to Tuning competences and EQF.
- Finalizing and discussing the analysis of the data of the findings.
- Identification of further tuning possibilities.
- Sharing ideas for collaboration based on the findings.

<u>April – September 2014</u>

- Preparation of workshops/presentations at the upcoming ENOTHE meeting (Nijmegen, October, 2014).

<u>April 2014 – January 2015</u>

- Writing up the report of this first work phase.

<u>Nijmegen: ENOTHE Meeting – October 2014</u>

- Work group meeting on October 22nd 2014: Ursula Costa, Jon Sorgaard, Lise Poissant and Ton Satink.
- Workshops activity: getting further input from workshop participants (see notes passed on to the ENOTHE board from the HAN-students, as well as Appendix 5).

Method for the comparison of Masters programmes

Categories for comparison

The subsequent categories have been identified in the working group as parameters for providing an overview and allowing a comparison of Master programmes. They may be further used by ENOTHE to make such information easily available to its members:

- – Entry prerequisites
- – Content (e.g. modules offered)
- – Learning outcomes/competences/roles
- – Taxonomies for competence descriptions and learning outcomes
- – Organization (length, full-time/part-time, phases for required physical presence)
- – ECTS-points/credit points
- – Type of programme (OT-specific or interdisciplinary)
- – Accreditation

Comparison of learning outcomes / competence descriptions

At the meeting in April 2014, project group members compared and contrasted the learning outcomes / competences for the Masters programmes from their institutions (see Appendix 1 for details of these Masters programmes). Related learning outcomes were grouped together and given a descriptive label (see the left hand column of Table 1 below). Sixteen distinct curriculum areas were identified through this process.

Learning outcomes can focus on what the student should be able to 'do' and so verbs were then identified from the various learning outcomes / competences as applicable to Master education (please see the 2nd column in Table 1 below).

The identified shared areas/learning outcomes were matched to the ENOTHE Tuning Masters reference points (see ENOTHE Tuning Project Group, 2008; Table 3). The group also referred to the 'Descriptors defining levels in European Qualifications Framework (EQF) levels 5 and 6 when discussing and choosing these learning outcome verbs (see Appendix 2;Table 1). The EQF was being used by several universities in the development of their Masters programmes.

Results

The areas described in Table 1 were identified as relevant for OT Master education for the participating OT programmes and should be considered further when reflecting Occupational Therapy Tuning competences at a Masters level. They are listed as descriptive labels and linked to active verbs as commonly used for describing Learning Outcomes.

Table 1: Descriptive labels for common learning outcomes from compared Masters curricula linked to active verbs as relevant to Master education

	Shared curriculum areas within programmes related to EQF and Master reference points	What Masters' students should be able to do
1	Evidence-based approach to clinical practice	Apply, reflect, research, evaluate, synthesize
2	Guidelines, standards and systems	Implement, contribute to development
3	Advanced problem solving ability	Demonstrate, synthesize
4	Management of occupational therapy services and resources (including staff)	Manage, organise, supervise
5	Promotion of occupational therapy	Advocate / communicate
6	Clinical and professional reasoning, critical thinking	Apply, reason
7	Core Occupational Therapy concepts and practice	Critically reflect, in-depth knowledge and understanding, evaluate, apply
8	Life-long learning, reflection and continuing professional development (CPD)	Evaluate, plan, design, implement, reflect
9	Policy development	Advocate, develop, communicate
10	Leadership in interdisciplinary work and team working	Provide, communicate, lead, develop
11	Research	Research, develop, conduct, analyse
12	Dissemination	Design, demonstrate knowledge, communicate, write
13	Innovative approaches, creativity and entrepreneurial skills	Can work in complex environments
14	Service evaluation and quality improvement	Act independently, reflect, research, evaluate
15	Ethics and ethical reasoning	Demonstrate, independently consider
16	Advocacy / change agent	Promotes, facilitates, communicate, advocate

Overview of Master programmes

So far, this overview has been initiated with information the Master programmes from the participating project group members. Selection criteria were a focus on Occupational Therapy/Occupational Science. The development of the following overview was related to structure and content, according to national & international levels and taxonomies.

After discussion in the project group, eight descriptors were selected to describe the master's programmes in a short overview-format: country; institution; homepage; title of Masters; type of Masters; access; qualifications; ECTS (see Table 2). These descriptors allow administrative identification of the programmes in the European and international scene. They offer an overview about the programme's characteristics for all interested people: for (potential and actual) students; for lecturers; researchers; and other stakeholders. A link to the programmes' websites is provided for further information. This information may contribute to exchange staff and students, and support the development of research collaborations also among institutions.

Table 2 facilitates a comparison and can be added to when new programmes are developed, and offer an overview of what is available in a given region, while table 3 incorporates the identified common Learning Outcomes from the participating Masters curricula matched to Tuning reference points.

Table 2: Overview comparing the Master degree programmes from project group members' institutions (spring 2014).

COUNTRY In alphabetical order	NAME OF THE INSTITUTION In English and local language	THIS MASTER'S TITLE In English and local language	TYPE OF MASTER Academic or professional Access to PhD-studies	ECTS	ENTRY REQUIREMENTS (Access prerequisites)	ORGANISATION OF THE STUDY • Teaching language • Blocs/day/weeks • Part time/full time
Austria	University of Applied Sciences Tyrol; fachhochschule gesundheit (fhg), Innsbruck	Master of Science in Occupational Therapy Master of Science in Ergotherapie	Access to PhD studies; focus: professional and research	120	BSc in OT or equivalent from WFOT-approved programme	• German, English • 5 blocs/semester à 3-4 resp. 5 days; 6 semesters in total; • Part time
Austria	University of Applied Sciences FH Campus Wien	Advanced Integrative Health Studies	Interdisciplinary (OT, PT, SLT, Orthoptics) with discipline specific modules	120		
Belgium	KU Leuven University Ghent, Flanders KU Leuven (Catholic University of Leuven), Universiteit Gent (University of Ghent), University of Hasselt, University of Antwerp (interuniversity programme)	Master of Science in Occupational Therapy	Academic master Access to Phd studies	120	BSc in OT or equivalent from WFOT-approved programme	• Dutch • 4 semesters/ depending on semester: 3/4 days per week contact in classes • full time and part time possible Target: scientific research, management & quality control, professional innovation

Canada	Université de Montréal, Quebec	Master of Science in Occupational therapy Maitrise ès Sciences (Ergothérapie)	Pre-registration and post-registration MSc. Focus is professional. Access to PhD studies with few additional courses	*45 credits**	BSc Occupational therapy	• French, but English modules are to be developed if the demand is present
Denmark	University of Southern Denmark, Odense-DK	Master of Science in Occupational Therapy	Access to PhD program. Research based	120	BSc in Occupational Therapy WFOT approved program	• Danish/English (textbook and journal articles predominantly English litt) • 3 weekdays coursework and 2 days self-study • Full-time/2 year program • Consists of profession specific modules in Occupational Therapy and Science as well as interdisciplinary modules in Scientific research methods and the Social Sciences
Germany	HAWK University of Applied Sciences and Arts Hildesheim	Master of Science in Occupational Therapy (Speech & Language Therapy and Physiotherapy)	Access to PhD studies. Focus on research.	120	Bachelor in OT	• German, English • 2 five-day weeks plus 5 weekends per semester; 5 semesters in total • Part-time
OT-Euromasters	European Masters of Science in Occupational Therapy	Master of Science in Occupational Therapy	Academic Master programme; access to PhD-studies	90	- BSc OT or a portfolio that shows an equivalent competence level - English language test	• English. • 6 modules: - 4 modules in first year, consisting of 2 weeks self-study, 2 weeks of class-work, 8 weeks assignment - 2 modules in second year; first module for research proposal; second module on data generation/analysis and writing thesis • Part-time

Norway	Sør-Trøndelag University College Høgskolen i Sør-Trøndelag (Trondheim)	Master's Degree in Occupational Science and Human Movement Science (Master i aktivitet og bevegelse)	Academic master Access to Phd studies	120	Bachelor in OT, PT, Nursing Admission will be decided upon at our faculty	• Scandinavian languages, but will be given in English if required • 3 blocks/semester; 5 days in each block; 4 semesters (as a full-time study) • Full time (optional part time)
Switzerland (In prepara-tory stages)	University of Applied Sciences and Arts of Western Switzerland	Master of Science in Health Sciences	Multidisciplinary with orientation (OT, PT, Nurses, Midwives, Radiotechnicians,Psycho-motricity)		BSc in one of the disciplines listed (For some two years of clinical practice)	
United Kingdom	York St John University	Master of Science (MSc) in Professional Health and Social Care studies	Academic master Access to Phd studies	180 UK credits (CATS) **	1) Degree or equivalent in health or social care qualifying the person for registration with a relevant professional body. 2) post-qualifying experience, be employed or have access to an appropriate work-related health or social care provider service	• Taught in English • One day per week • Part-time

* 45 Credits (Canada) equals xxx ECTs
** 180 UK Credits (CATS) equals 90 ECTs. Of 180 CATS at least 150 should be at Master's level, the reminder can be at Level 3

Table 3: Common Learning Outcomes from compared Masters curricula matched to Tuning reference points

	Shared curriculum areas	What Master's students should be able to do	OT Specific	Interprofessional/Generic
1	Evidence-based approach to clinical practice	Apply, reflect, research, evaluate	• Critically appraises emerging theories and practice developments, both in generic and specialised areas, and leads their implementation in practice (*ENOTHE Tuning 2nd cycle*) • Critically evaluate information to support client, service, and practice decisions with ease and efficiency (*CAOT, Montreal*) • Evaluates OT interventions scientifically and adjusts his/her own and others' therapeutic behaviour in complex and specialized contexts (*Flanders MSc OT*) • Understanding and critical reflection of OT and OS incl. the ability to apply and communicate new research-based knowledge in practice and to contribute to research projects (*Univ. of Southern Denmark*) • Discern and reason to innovate and concretely apply the scientific evidence of OT (*Lausanne, CH*)	• Seeks and finds various sources of evidence (*ENOTHE Tuning 2nd cycle*) • Judges levels of evidence of interventions (*ENOTHE Tuning 2nd cycle*) • Critically appraises emerging theories and practice developments, both in generic and specialised areas, and leads their implementation in practice (*ENOTHE Tuning 2nd cycle*)
2	Guidelines, standards and systems	Implement, contribute to development	• Understands and implements the evaluation of the reliability, validity and relevance of intervention (*ENOTHE*	• Critically appraises emerging theories and practice developments, both in generic and

			Tuning 2nd cycle) • Critically appraises emerging theories and practice developments, both in generic and specialised areas, and leads their implementation in practice (*ENOTHE Tuning 2nd cycle*) • Select and apply established guidelines to promote effective, safe practice (*UK, YSJU*) • implements new tendencies and guidelines in a team (*Flanders MSc OT*) • Knowledge and understanding on health policy and economics of relevance for interventions enabling clients to maintain desired quality of life despite disability and disease (*Univ. of Southern Denmark*) • Apply knowledge and understanding of relevant scientific theories and methods based on the highest international research to address OT and OS problem solving and clinical causal relationships (*Univ. of Southern Denmark*)	specialised areas, and leads their implementation in practice (*ENOTHE Tuning 2nd cycle*) • Design or implement systems to support effective communication (*CAOT, Montreal*)
3	Advanced problem solving ability	Demonstrate	• Can apply their advanced occupational knowledge and understanding of the therapeutic potential of activities and their problem-solving abilities in new or unfamiliar environments within a broader context (*ENOTHE Tuning 2nd cycle*) • Independently identify, analyse and generate strategies for the resolution of	• Demonstrate innovation and professional reasoning (*CAOT, Montreal*) • Demonstrate advanced problem solving ability (*UK, YSJU*)

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			• problems originating in professional practice (*UK, YSJU*) • Independently identify, analyze and generate strategies for the resolution of problems originating in professional practice (*Univ. of Southern Denmark*)	
4	Management of occupational therapy services and resources(including staff)	Manage, organise, supervise	• Can teach/supervise other professionals and disciplines on the characteristics of occupation and its impact on populations incl. occupational risk factors (*ENOTHE Tuning 2nd cycle*) • Relies on the principles of management and quality control to execute tasks for the organization and for the course of OT interventions. (*Flanders MSc OT*) • Target and manage intervention and development processes related to human occupation, everyday life and health with the aim of a meaningful and dignified life for the individual client, groups and organizations (*Univ. of Southern Denmark*) • Collaborate with client groups to facilitate the development of initiatives that address their occupational needs (*MSc Tyrol*) • Develop, implement and assess methods to reinforce professionalization of OT (*Lausanne, CH*)	• Apply advanced knowledge to underpin the development of management and/or clinical skills within their workplace (*UK, YSJU*) • Have an insight into the fundamentals of quality-management and case-management (*MSc Tyrol*) • Manage projects, Sustainability (*Lausanne, CH*) • Is able to apply theoretical knowledge about organization, planning and documentation of project and development work as well as research processes (*MSc Norway*) • To render flexible, evidence-based services in a client-centred and context-appropriate manner (*HAWK Germany*)
5	Promotion of occupational therapy	Advocate / communicate	• Facilitates sustainable network building between occupationally marginalised groups and community organisations, in order to develop programmes that will	

			provide for their occupational needs and full participation in society (*ENOTHE Tuning 2nd cycle*) • Confidently promotes an occupational approach to members of other professions (*ENOTHE Tuning 2nd cycle*) • Promotes the need for the individual or populations/groups to engage in occupations and promotes the relationship between occupation and health in an advanced way. This includes consultation with decision-makers and the media (*ENOTHE Tuning 2nd cycle*) • Advocate for the occupational potential, occupational performance, and occupational engagement of clients including organizations, populations, and those in complex situations (*CAOT, Montreal*)	
6	Clinical and professional reasoning, critical thinking	Apply, reason	• Applies knowledge of clinical reasoning research, such as procedural and narrative reasoning (*ENOTHE Tuning 2nd cycle*) • Apply core expertise and professional reasoning (*CAOT, Montreal*)	
7	Core Occupational Therapy concepts and practice	Critically reflect, in-depth understanding, evaluate, apply	• Locates OT therapy within the wider academic discourse. Critically engages and challenges existing theories related to OS and OT • Critically reflects on the core concepts of human occupation and consequently	• Has advanced critical thinking skills and a depth of knowledge that permits consideration and debate and demonstrates originality in the development of proposals for change (*ENOTHE Tuning 2nd cycle*)

| | | | | contributes to the body of knowledge of occupational therapy and occupational science (*Flanders MSc OT*)

 • The ability to identify, systematically understand and critically evaluate on different theoretical perspectives on human activity, everyday life and health (*Univ. of Southern Denmark*)

 • Reflect critically on professional practice from the perspective of their profession, clinical speciality and organization (*UK, YSJU*)

 • Critically reflect on contemporary theories and development in OT theory in relation to clinical practice (*MSc Tyrol*)

 • Have knowledge of and be able to critically appraise existing and emerging theories in relation to occupational therapy, health, illness and disability (*MSc Tyrol*)

 • Knowledge related to occupation, health and participation in different contexts (*MSc Tyrol*)

 • Analyse theory related to occupational and movement science, using methods and interpretations to carry out independent work regarding practical and theoretical problem solving linked to the health-oriented challenges of everyday life (*MSc Norway*) | • Has in-depth knowledge about the academic traditions of the disciplinary areas, theories and methods and is able to select suitable methods to examine specific research questions (*MSc Norway*)

 • Knowledge of the ICF |

| 8 | Life-long learning, reflection and continuing professional development (CPD) | Evaluate, plan, design, implement, reflect | | • Has the ability to continue studying or doing research in a manner that may be largely self-directed or autonomous (*ENOTHE Tuning 2nd cycle*)
• Evaluate and plan their own continuing professional development in the context of their current and future practice (*UK, YSJU*)
• Reflect critically on the process and outcomes of their own learning (*UK, YSJU*)
• Maintain and enhance personal competence through ongoing learning in a thorough and systematic manner (*CAOT, Montreal*)
• Design or implement systems to support practitioner competency and ongoing professional development/continuing education (*CAOT, Montreal*)
• Shows an active attitude in relation to professional development and progression and lifelong learning. Demonstrates this in research projects, in clinical practice, symposia or conferences (*Flanders MSc OT*)
• Independently be responsible for own professional development and specialisation through critical |

				evaluation and identification of learning and skills development needs, and independently initiate and lead competence development programs (*Univ. of Southern Denmark*) • Life-long learning as a professional attitude (*HAWK Germany*)
9	Policy development	Advocate, develop, communicate	• Is able to develop policies within local, regional or (inter)national context from an occupational perspective (*ENOTHE Tuning 2nd cycle*) • Advocate for needed changes related to the determinants of health, well-being, and equity for clients served, including organizations and populations (*CAOT, Montreal*) • Advocate for the occupational potential, occupational performance, and occupational engagement of clients including organizations, populations, and those in complex situations (*CAOT, Montreal*) • Develops prevention and health promotion measures related to OT and gives advise within the field of (political) policy and legislation (*Flanders MSc OT*) • Supports and investigates the role and the profession of the occupational therapist; can situate the profession and clinical practice within the national and international context and gives	• Is proactive and responsive to change and development of policies at international and national levels (*ENOTHE Tuning 2nd cycle*) • Has insight into the organization of health care on regional, national and international level and can critically review these insights in clinical practice and formulates guidelines at policy level (*Flanders MSc OT*) • Contribute to development and dissemination of innovative solutions linked to public health measures (*HAWK Germany*) • To competently take on challenges and tasks in working areas in the health care system and to contribute to shaping them in a responsible and innovative way (*HAWK Germany*)

			advice related to policy developments (*Flanders MSc OT*)	
10	Leadership in interdisciplinary work and team working	Provide, communicate, lead, develop	• Facilitates interdisciplinary debate and intervention focusing on the complex need of the client (*ENOTHE Tuning 2nd cycle*) • Communicate and apply research-based knowledge of professional and scientific problems in dialogue with peers, other professionals and non-specialists to improve quality of OT and multi-disciplinary practice through the promotion of evidence-based development of OS and OT theory and practice (*Univ. of Southern Denmark*) • Takes leadership in an occupational therapy setting: plans, organizes, takes the lead and takes responsibility in relation to the decisions made. Plans programs of occupational therapy and balances them interdisciplinary. Takes leadership over occupational therapists and supports bachelor students during practical training; takes responsibility in relation to the decisions made (*Flanders MSc OT*) • Evaluates occupational therapy performance in an interdisciplinary team and supports a process of inter-vision between colleagues (*Flanders MSc OT*)	• Provides leadership and inspiration in an interdisciplinary team and multidisciplinary team and is able to foster a learning community in the workplace (*ENOTHE Tuning 2nd cycle*) • Plays a proactive role in the personal and professional development of peers, incl. those in other professions (*ENOTHE Tuning 2nd cycle*) • Lead or support activities that contribute to the effectiveness of organizations and systems (*CAOT, Montreal*) • Support teams to manage and resolve conflict (*CAOT, Montreal*) • Design or implement systems to strengthen team effectiveness (*CAOT, Montreal*) • Contribute fully to team practice including work-based education and supervision (*UK, YSJU*) • Independently initiate and implement professional and interdisciplinary collaboration related to daily practice and development, and undertake the professional responsibility (*Univ. of Southern Denmark*) • Develop, use and evaluate

				methods which help solve conflicts, contribute to an efficient collaboration (*Lausanne, CH*) • To advance perspectives in interdisciplinary discourse regarding theory, research and practice (*HAWK, Germany*)
11	Research	Research, develop, conduct, analyse	• Demonstrates innovation and evidence of critical engagement in developing OT methods and processes, informed by contemporary research and/or theory (*ENOTHE Tuning 2nd cycle*) • Make appropriate use of research methods applicable to practice, contributing to an ongoing dialogue between practice and the Health and Life Sciences scholarly community (*UK, YSJU*) • Understand and critically reflect upon theories and methods of health, nature, human and social science and to disseminate and implement new research-based knowledge in clinical practice involving clients' and health professionals' perspectives and to participate in research projects (*Univ. of Southern Denmark*) • Collects, analyses and interprets quantitative and qualitative research data within the framework of research projects in the areas of OT and OS (*Flanders MSc OT*) • Develop scientific reasoning with the	• Has reached a higher and more complex level of research skills, project design and management. Is experienced in the research process, incl. design, data collection and analysis (*ENOTHE Tuning 2nd cycle*) • Can critically discuss research and undertake research under supervision within a certain area of practice or theory development (*ENOTHE Tuning 2nd cycle*) • Has the ability to continue studying or doing research in a manner that may be largely self-directed or autonomous (*ENOTHE Tuning 2nd cycle*) • To execute research tasks in various functions in a methodically well-versed way (*HAWK Germany*)

			help of the academic concepts of the discipline (*MSc Norway*) • Critically discuss research and develop research questions relevant to the profession (MSc Tyrol)	
12	Dissemination	Design, demonstrate knowledge, communicate, write	• Participates in debate related to OT/OS within a wider health and social context incl. oral discussions at national and international conferences and publications in national and international research journals (*ENOTHE Tuning 2nd cycle*)	• Can clearly communicate research conclusions and methodology underpinning these to peers and non-specialist audiences (*ENOTHE Tuning 2nd cycle*) • Demonstrates knowledge of a second language (English) that is sufficient to permit participation in oral debate at international conferences or teaching in a European or international setting (*ENOTHE Tuning 2nd cycle*) • Disseminate complex subjects clearly, concisely and persuasively (*UK, YSJU*) • Design or implement systems to support effective communication (*CAOT, Montreal*) • Reports in an ethical and scientifically responsible way (*Flanders MSc OT*) • Communicate research problems and analysis to professionals at different levels as well as to the general public (*MSc Norway*)

13	Innovative approaches, creativity and entrepreneurial skills	Can work in complex environments	• Can work in new or unfamiliar environments both within traditional and emerging areas of practice (*ENOTHE Tuning 2nd cycle*)	• Has a mature, innovative and entrepreneurial spirit as well as creativity for new ideas and an ability to handle complexity. Is able to make judgements with incomplete or limited information (*ENOTHE Tuning 2nd cycle*)
14	Service evaluation and quality improvement	Act independently, reflect, research, evaluate	• Evaluate the purpose and outcomes of health and social care delivery relevant to their own professional area (*UK, YSJU*) • Knowledge of evaluation and quality improvement tools to independently initiate, control and report on evaluation and quality improvement processes (*Univ. of Southern Denmark*) • Analyses and evaluates OT models of theory and practice (*Flanders MSc OT*)	• Is concerned with quality in all areas of research and practice, developing and evaluating methods used (*ENOTHE Tuning 2nd cycle*) • Evaluate and choose among relevant and contemporary trends of quality improvement processes and compare them with local practice and the social, economic, technological and health policy issues for purposes of implementation (*Univ. of Southern Denmark*) • Acts independently and autonomously according to the principles of project management. Guides, executes, evaluates and adjusts where necessary (*Flanders MSc OT*)
15	Ethics and ethical reasoning	Demonstrate, independently consider	• Follow national and international ethical standards of occupational therapists/health professionals in any professional relationship (*MSc Tyrol*) • Independently consider and implement ethical standards with respect for the	• Critically engages in the discussion and resolution of ethical dilemmas in the research process (*ENOTHE Tuning 2nd cycle*) • Demonstrate ethical practice with ease and efficiency (*CAOT,*

			client's integrity and dignity (*Univ. of Southern Denmark*) • Evaluate and make judgements of ethical issues and dilemmas in relation to the implementation of OT interventions in groups of clients and individuals (*Univ. of Southern Denmark*)	*Montreal*) • Reflect on social and ethical responsibilities linked to the application of his/her knowledge or research when making decisions (*MSc Tyrol*) • Follow national and international ethical standards of occupational therapists/health professionals in any professional relationship (*MSc Tyrol*) • Reports in an ethical and scientifically responsible way (*Flanders MSc OT*)
16	Advocacy / change agent	Promotes, facilitates. Communicate, advocate	• Collaborates with and facilitates client groups to promote their occupational needs (*ENOTHE Tuning 2nd cycle*) • Promotes the need for the individual or populations/group<u>s</u> to engage in occupations and promotes the relationship between occupation and health in an advanced way. This includes consultation with decision-makers and the media (*ENOTHE Tuning 2nd cycle*) • Advocate for the occupational potential, occupational performance, and occupational engagement of clients including organizations, populations, and those in complex situations (*CAOT, Montreal*)	

Summary, reflections and recommendations

The results of this work phase can serve as a basis for further work related to Tuning Master competences/Learning Outcomes.

Sixteen curricula areas could be identified through comparing the participating Masters programmes' learning outcomes and by relating them to the EQF and the Tuning Master reference points. Identifying curriculum areas, in addition to the described ones by EQF and Master Tuning Reference points, stresses the importance of a process looking and actualizing Tuning reference points for Master education within ENOTHE.
The active verbs are just a selection of possible descriptions of different levels of competences, and may be elaborated further during a subsequent project phase by integrating relevant learning taxonomies.

A table describing programmes could be incorporated and offered on the ENOTHE website for interested colleagues, students, and stakeholders and a blank document (such as Table 2) could be filled out by new Master curricula specialising on Occupational Therapy/Occupational Science. This information is recommended to be made available and updated by the responsible persons through the ENOTHE website to facilitate communication, exchange, and collaboration.

The workshops offered at the ENOTHE meeting in Nijmegen attracted colleagues from international Masters programmes and led to vivid exchange and discussions related to the potential of internationalisation within Master education and to the accuracy and currency of Master Tuning reference points and their relevance and response to Health 2020.

Further work on this topic will begin to form the basis for comparing and developing exchange among post-registration masters programmes in Occupational Therapy and Occupational Science. Furthermore it may be used to enhance the quality of both existing programmes and programmes which are in the process of development.

Even though, the project group members have put a lot of efforts into this work, only a part of the vision could be fulfilled within one working year. The work on developing a common frame of reference for Masters programmes for Occupational Therapists in Europe needs to be continued. However, within this project process, steps to be taken on the way to a guiding framework for Master competences could be generated and described, which can be used in further work on this subject.

The World Federation of Occupational Therapists (WFOT) has been made aware of this project (*June, 2014, WFOT Congress in Japan*); they have stated their interest as they are currently preparing to address masters level competences. The results of this project, proposed to be continued in a second work phase, can contribute to a world-wide tuning process led by WFOT, and might be integrated into minimum standards for master's education in occupational therapy.

During the ENOTHE-meeting in Nijmegen, the board has encouraged this Masters project group to write a proposal for continuation of this work, which has been submitted by November 14th, 2014 (see Appendix 7).

Tables

Appendices

References

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from: http://www.wfot.org/Store/tabid/61/CategoryID/1/ProductID/9/Default.aspx [accessed 25 January 2015]

Link to be recommended to search for EQF-documents:

https://ec.europa.eu/ploteus/documentation#documentation_75 [derived January 26th, 2015]

Appendix 1: Tuning Reference Points: Second Cycle Level Descriptors in Occupational Therapy[4]

"In addition to the level of competence demonstrated by occupational therapists that have completed first cycle education, those completing the second cycle will demonstrate the following:

Generic:
The occupational therapist at this level:
- Can apply their advanced occupational knowledge and understanding of the therapeutic potential of activities and their problem solving abilities in new of unfamiliar environments within a broader context
- Has reached a higher and more complex level of research skills, project design and management. Is experienced in the research process, including design, data collection, and analysis
- Seeks and finds various sources of evidence
- Judges levels of evidence of interventions
- Provides leadership and inspiration in an interdisciplinary team and multidisciplinary team and is able to foster a learning community in the workplace
- Has a mature, innovative and entrepreneurial spirit as well as creativity for new ideas and an ability to handle complexity. Is able to make judgements with incomplete of limited information
- Is concerned with quality in all areas of research and practice, developing and evaluating methods used
- Demonstrates knowledge of a second language (English) that is sufficient to permit participation in oral debate at international conferences, or teaching in a European or international setting

Knowledge of Occupational Therapy
The occupational therapist:
- Locates occupational therapy theory within the wider academic discourse. Critically engages and challenges existing theories related to occupational science and occupational therapy
- Has advanced critical thinking skills and a depth of knowledge that permits consideration and debate and demonstrates originality in the development of proposals for change
- Participates in debate related to occupational therapy/science within a wider health and social context including oral discussions at national and international conferences and publications in national and international research journals

Occupational Therapy Process and Professional Reasoning
The occupational therapist:
- Applies knowledge of clinical reasoning research, such as procedural and narrative reasoning
- Critically appraises emerging theories and practice developments, both in generic and specialised areas, and leads their implementation in practice

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[4] derived from "Tuning educational structures in Europe – Reference points for the design and delivery of degree programmes in Occupational Therapy", n.d., pp. 55-57)

- Facilitates interdisciplinary debate and intervention focusing on the complex need of the client
- Can work in new or unfamiliar environments both within traditional and emerging areas of practice

Research and Development in Occupations Therapy/Science
The occupational therapist:
- Demonstrates innovation and evidence of critical engagement in developing occupational therapy methods and processes, informed by contemporary research and/ or theory
- Can critically discuss research and undertake research under supervision within a certain area of practice or theory development
- Understands and implements the evaluation of the reliability, validity and relevance of intervention methods.
- Critically engages in the discussion of, and resolution of ethical dilemmas in the research process

Professional Relationships and Partnerships
The occupational therapist:
- Plays a proactive role in the personal and professional development of peers, including those in other professions
- Collaborates with, and facilitates client groups to promote their occupational needs
- Can clearly communicate research conclusions and methodology underpinning these, to peers and non-specialist audiences
- Confidently promotes an occupational approach to members of other professions
- Facilitates sustainable network building between occupational marginalised groups and community organisations, in order to develop programmes that will provide for their occupational needs and full participation in society

Professional Autonomy and Accountability
The occupational therapist:
- Is proactive and responsive to change and development of policies at international and national levels
- Includes reflection on social and ethical responsibilities linked to the application of their knowledge or research when making decisions
- Has the ability to continue studying of doing research in a manner that may be largely self-directed of autonomous

Management and Promotion of Occupational Therapy
The occupational therapist:
- Promotes the need for the individual or populations/group to engage in occupations and promotes the relationship between occupation and health in an advanced way. This includes consultation with decision-makers and the media
- Can teach/supervise other professionals and disciplines on the characteristics of occupation and its impact on populations including occupational risk factors
- Is able to develop policies within local, regional or (inter)national context from an occupational perspective "

Appendix 2: Descriptors defining levels in European Qualifications Framework (EQF)

Level	Knowledge *In the context of EQF, knowledge is described as theoretical and / or factual.*	Skills *In the context of EQF, skills are described as cognitive Involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials and tools and instruments).*	Competence *In the context of EQF, competence is described in terms of responsibility and autonomy.*
Level 5 The learning outcomes relevant to level 5 are:	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical ills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change. Review and develop performance of self and others.
Level 6 The learning outcomes relevant to level 6 are:	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study.	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts. Take responsibility for managing professional development of individuals and groups.

(Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, Annex II)

Appendix 3: Homepages of Master Studies Programmes

Austria	Innsbruck	http://www.fhg-tirol.ac.at; https://www.fhg-tirol.ac.at/page.cfm?vpath=master_lehrgaenge/ergotherapie
Belgium	Ghent	1° year (2 semesters): http://onderwijsaanbod.kuleuven.be/opleidingen/n/CQ_50812383.htm 2° year (2 semesters): http://studiegids.ugent.be/2014/NL/FACULTY/D/MABA/DMERGW/DMERGW.html
Canada	Montréal	http://admission.umontreal.ca/programmes/maitrise-en-ergotherapie/
Denmark		
Germany	Hildesheim	http://www.hawk-hhg.de/sozialearbeitundgesundheit/184120.php
„OT-Euromasters" (Denmark, Netherlands, Sweden, Switzerland, United Kingdom)	Naestved, Amsterdam (Administrative office), Stockholm, Winterthur, Eastbourne	http://www.ot-euromaster.nl/
Norway	Trondheim	http://www.hist.no/content/77395/Studiets-oppbygging (Under construction; for now only in Norwegian)
Switzerland		Under construction
United Kingdom	York St John University	http://www.yorksj.ac.uk/postgraduate/postgraduate-study/courses/health--life-sciences/professional-health-and-social.aspx

Appendix 4: Glossary – defining key terms

Competences: points of reference for curriculum design and evaluation. They allow flexibility and autonomy in the construction of curricula. At the same time, they provide a common language for describing what curricula are aiming at (ENOTHE, 2014).

ENOTHE: The European Network of Occupational Therapy in Higher Education (ENOTHE) supports and promotes Occupational Therapy and Occupational Therapy education throughout Europe. ENOTHE stimulates and facilitates collaboration between European Occupational Therapy educational programmes and facilitates cooperation between European Occupational Therapy programmes and relevant stakeholders by supporting the establishment of project groups.

Learning outcomes: Learning outcomes are written statements of what a learner is expected to know, understand and/or be able to demonstrate after a completion of a process of learning, such as at the end of the module/course unit, or qualification. This definition has been adapted from definitions by Adam (2004) and the European Union (2004).

 Learning outcomes:
- are related to the level of the learning;
- indicate the intended gain in knowledge and skills that a typical student will achieve;
- should be capable of being assessed.

<div align="center">(University of Exeter, 2013)</div>

Learning outcomes can be subdivided (University of Warwick, 2006):

1. **Subject knowledge and understanding**

2. **Subject-specific skills** are practical skills, practice of which is integral to the course, e.g. laboratory skills, language skills, counselling skills

3. **Cognitive skills**, intellectual skills such as an understanding of methodologies, synthesis, evaluation or ability in critical analysis

4. **Key skills** are skills that are readily transferable to employment in other contexts, such as written and oral communication, working within a team, problem solving, numeracy and IT skills.

Programme outcomes: An expression contained within a programme specification of what a typical learner will have achieved at the end of the programme. Programme outcomes are related to the qualification level and will relate to the sum of the experience of learners on a particular programme (University of Exeter, 2007).

Professional Roles: The roles expected at the end of a program encompass skills and knowledge towards meeting health needs of the population. Roles are organised in professional profiles and reflect "current evidence in the areas of competency and occupational therapy practice. It integrates new information and models" (Canadian Association of Occupational Therapists, 2012).

Tuning: 'Tuning' (related to Europe) involves research and surveys (which can include faculty members, students, employers) to summarise what a degree in a given field stands for in terms of students' learning outcomes and competences. Tuning developed following the Bologna Declaration (European Union, 1999) which stated that there should be 'adoption of a system of **easily readable** and **comparable degrees (**…) in order to promote European citizens' employability and the international competitiveness of the European higher education system (…). Adoption of a system essentially based on **two main cycles**, undergraduate and graduate… The second cycle should lead to the master and/or doctorate degree in many European countries. Europe embarked on Tuning projects as part of an effort to make degrees across the continent interchangeable, so that in the case of ENOTHE's involvement a bachelor's degree in occupational therapy in the one country would mean broadly the same as one in another European country. This work has previously been undertaken for pre-registration occupational therapy programmes and the focus of this report is on work now being undertaken related to post-professional Masters degrees. Note: Further information about Tuning is available on the ENOTHE website at: http://www.enothe.eu/index.php?page=tuning/default [accessed 25 January 2015].

Appendix 5: ENOTHE-Workshops 2014

The following section links the submitted abstracts with the minutes taken by students resp. by project group members.

ABSTRACT SUBMISSION FORM

FOR THE USE OF LECTURERS/ACADEMICS/RESEARCHERS/PRACTITIONERS and STUDENTS
TO BE SUBMITTED ONLINE BY THE 1ˢᵗ of MAY 2014 AT THE LATEST

Name(s) of presenter(s)	**ENOTHE Masters Project group** "Putting the OT Master Tuning competences into practice: Comparing and aligning masters programmes"
Job title(s) (if applicable)	
E-mail address (es)	**ursula.costa@fhg-tirol.ac.at; f.a.van.nes@hva.nl; a.laverfawcett@yorksj.ac.uk, daphne.kos@faber.kuleuven.be**
Institution/ Organisation	**Coordinators: Ursula Costa, PhD. cand., fhg - Zentrum für Gesundheitsberufe Tirol, Dr. Fenna van Nes, Hogeschool van Amsterdam**
Address of Institution	
Country	**AT, B, D, CA, CH, D, DK, N, NL, UK**

*(Please circle **one** option)* Is this abstract for a:
- Workshop

Title of the Poster/Oral Presentation/Workshop (max 12 words): **Do the current learning outcomes of Masters programmes fit the European policies?**
A. Explain how your presentation/workshop may be of interest to an ENOTHE audience *(max 20 words)*: **Workshop participants may be inspired to reflect on their own programmes regarding European policies, both for Bachelor and Master levels.**   B. Explain how the Poster/Oral Presentation/Workshop is related to **one** of the following specific themes e.g.*(max 20 words)*:   • **EU 2020 goals** – which goal / goals (Open the link below for info on the EU 2020 goals)   • **Horizon 2020** – which subject area (see below for the web link of Horizon 2020) **The workshop will stimulate participants to use these policy documents in reflecting on their and others' OT programmes.**   • **European Year 2014 - theme of Reconciling Work and Family Life**   • **Year of the brain 2014**   C. Explain how your Poster/Oral Presentation/Workshop relates to the following topics/areas *(max 20 words)*:   Occupational science /Occupational therapy   • Practice

- Education
- Research

The workshop will facilitate the benchmarking of the OT education at bachelor and masters levels within the European targets.

D. Explain how your Poster/Oral Presentation/Workshop relates to the development of the 6 domains of specific competences included in TUNING *(max 20 words)*:
- Knowledge of occupational therapy
- Occupational therapy process and professional reasoning
- Professional relationships and partnerships
- Professional autonomy and accountability
- Research and development in occupational therapy/ science
- Management and promotion of occupational therapy

All domains will be related to European goals, based on the common learning outcomes formulated by the project group.

If you are planning a workshop, your abstract must include the following:
- Introduction
- Working methods of your workshop e.g. (guided) discussion, group work, role play, exercises, interaction etc.
- Preferred OUTCOME of the workshop e.g. statements, advice.
  (200 words maximum)

The learning outcomes of various European OT programmes at masters level were compared within the ENOTHE Masters Tuning project group, listed in a common format and aligned with the 2nd cycle descriptors of the ENOTHE Tuning reference points. The outcomes of this comparison serve as background for this workshop. When developing and evaluating educational OT programmes, policy statements such as Horizon 2020, EU 2020 goals and the WFOT mission statement, should be considered.

In this workshop participants are stimulated by discussion to reflect on how OT Masters education can be "future-proofed" and to formulate recommendations. This discussion is also relevant both for bachelor (level) degree programmes and for aligning bachelor and master programmes.

Outcomes:
- **Inspiration for workshop participants to reflect on their own programmes related to generated "future-proofed" ideas**
- **Recommendations for (existing and new) OT Masters education to be "future-proofed"**
- **Integration of workshop results into the final report of the ENOTHE Masters Tuning project group**

If you are planning a poster/oral presentation, your abstract must include the following:
- The topic, main issues and aim of the poster/oral presentation
- Keywords: choose up to 3 key words that best describe your presentation.
- References *(max of 5)*.
  (200 words maximum)

Minutes from the students: Minutes workshop 7 (Master) - Thursday 23th of October, ENOTHE 2014 Nijmegen.

Quotes of participants during the workshop:

The word 'needs' is not used enough in the competencies. Also are missing other words like 'inclusion' and 'public health'.

There is a lot in words; the choice of terminology is not consequent. (e.g. 'professional reasoning vs. clinical reasoning).

There is a lot of focus on 'interdisciplinary'.

The competencies would be useful for developing new programs.

The competencies need a re-write, it needs to be brought up to date.

We need to think about: when and why is it written?

There are a lot of management orientated terms used. (e.g. marketing, decision makers, media). I don't know if we (OT's) really are focused on these. Therefore I think there is a lack of profile, there is too much of everything in it; and research and management and and and…

There is quite an inward focus rather than an outward focus.

The sentences (competencies) are quite difficult to understand because of the way of writing and the use of words.

The competencies need re-writing, especially the use of words.

It does not really meet the modern needs.

There has been (is going on) a professional 'climate change' in OT, the competencies have to change too, to meet these changes (e.g. in public health and inequalities).

There is not enough time to offer all the competencies we want to offer to the students. Therefore we will need much more additional time than the time we have now. It is impossible to fit everything in just 2 years.

Something needs to change to be sustainable for the future.

It is put down from the science of OT and it needs to be much more about the needs of society.

It should not be about we have this and that, we have medical degree etcetera. It should

*be much more about the needs of society. It should really be about the needs.
Societal needs is an important term.*

The current competencies are a very good start, there is a lot of work put in it and that is good, but it needs an evolution.

It is maybe writer for a different group (bachelors vs. masters?), it has to fit to different masters too, not quite so 'OT'.

There should be more stakeholders mentioned, working with different groups including NGO's.

It needs to change from 'interdisciplinary' to 'transdisciplinary' meaning that non-professionals are included in the collaboration too. We do not only work other professions but with non-professionals as well.

OT needs to be much more visible on the 'system' level.

Conclusions at the end of the workshop:

The competencies are written for a particular purpose, for a historical context. Maybe it was relevant then for the writers rather to promote who they were and what they stood for. Now it needs a re-focus. It needs to be more focused on population, needs of society, health promotion, human rights. Rather than OT values and practices that are important.

Maybe when you are so inward focused, you are not looking out at what needs focus.

The climate in terms of research and practice is changing. Making sure that what we do not only focuses on quantitative but also on experiences.

The practice environment has changed. We need these other skills too.

Knowledge translation to non-OT's needs attention.

Global relevance of curriculum; focus on much the more broader, wider, interactive world we live in now.

Big P ◊ policy makers , representation etcetera.

Little P ◊ interaction with client, community; make the experience with OT a little bit better for them (representative of OT profession).

ABSTRACT SUBMISSION FORM

FOR THE USE OF LECTURERS/ACADEMICS/RESEARCHERS/PRACTITIONERS and STUDENTS

TO BE SUBMITTED ONLINE BY THE 1st of MAY 2014 AT THE LATEST

Name(s) of presenter(s)	**ENOTHE Masters Project group** "Putting the OT Masters Tuning competences into practice: Comparing and aligning master programmes"
Job title(s) (if applicable)	
E-mail address (es)	**f.a.van.nes@hva.nl; ursula.costa@fhg-tirol.ac.at; daphne.kos@faber.kuleuven.be; a.laverfawcett@yorksj.ac.uk**
Institution/ Organisation	**Coordinators:** **Dr. Fenna Van Nes, Hogeschool van Amsterdam;** **Ursula Costa, fhg - Zentrum für Gesundheitsberufe Tirol**
Address of Institution	
Country	**AT, B, D, CA, CH, D, DK, N, NL, UK**

*(Please circle **one** option)* Is this abstract for a:
- Workshop

Title of the Poster/Oral Presentation/Workshop (max 12 words):
Quality enhancement through cooperation within Master for OT programmes in Europe

E. Explain how your presentation/workshop may be of interest to an ENOTHE audience *(max 20 words)*:
Workshop participants may be inspired to reflect on their own programs regarding internationalisation, both for bachelor and masters programs.

F. Explain how the Poster/Oral Presentation/Workshop is related to **one** of the following specific themes e.g.*(max 20 words)*:
- **EU 2020 goals** – which goal / goals (Open the link below for info on the EU 2020 goals)
- **Horizon 2020** – which subject area (see below for the web link of Horizon 2020) **The workshop will stimulate participants to reflect on European goals of student and teacher mobility.**
- **European Year 2014 theme of Reconciling Work and Family Life**
- **Year of the brain 2014**

G. Explain how your Poster/Oral Presentation/Workshop relates to the following topics/areas *(max 20 words)*:
Occupational science /Occupational therapy
- Practice
- Education
- Research

The workshop will facilitate the benchmarking of OT education at bachelor and masterslevels within the perspective of internationalisation.

H. Explain how your Poster/Oral Presentation/Workshop relates to the development of the 6 domains of specific competences included in TUNING *(max 20 words)*:

- Knowledge of occupational therapy
- Occupational therapy process and professional reasoning
- Professional relationships and partnerships
- Professional autonomy and accountability
- Research and development in occupational therapy/ science
- Management and promotion of occupational therapy

All domains will be related to European goals, based on the common learning outcomes formulated by the project group.

If you are planning a workshop, your abstract must include the following:

- Introduction
- Working methods of your workshop e.g. (guided) discussion, group work, role play, exercises, interaction etc.
- Preferred OUTCOME of the workshop e.g. statements, advice.
  (200 words maximum)

Within European education, student and teacher exchange is promoted and stimulated in order to have an international dimension in the programmes. This exchange and other ways of international collaboration between European OT programmes may enhance quality and possibilities to benchmark with similar programmes. It is, however, not always straightforward to realise e.g. student mobility can be a challenge owing to language and practical barriers. The ENOTHE Masters project group has previously discussed possibilities for collaboration within the OT masters programmes and several challenges were highlighted.
In this workshop, participants are invited to discuss in small groups strategies to facilitate international collaboration in OT (masters) education, based on their experiences (also as related to bachelor education) of student and teacher mobility in the context of internationalisation.

Outcomes:

- **Collection of ideas for how international cooperation in OT (Masters) education can be successful and fruitful.**
- **Integration of these ideas in the report of the ENOTHE Masters project group.**

If you are planning a poster/oral presentation, your abstract must include the following:

- The topic, main issues and aim of the poster/oral presentation
- Keywords: choose up to 3 key words that best describe your presentation.
- References *(max of 5)*.
  (200 words maximum)

Notes from Workshop 2 - Quality enhancement through cooperation within Master for OT programmes in Europe

Attendance: Approximately 12 persons attended, all were faculty. Four were part of the organizing committee.

The workshop was planned as a world café using the following process: both groups identify a chair person who will stay at the table

0 - 20 minutes:	Group A: answering Q1 and Group B: answering Q2
20 - 40 minutes:	Group A: answering Q2 and Group B: answering Q1
40 – 75 minutes:	Sharing and identifying solutions

*a third question was planned and expected to be addressed in the large group

Unfortunately, the small attendance forced us to modify the structure. We decided to have all participants work on all questions in sequence.

Q1. Are the efforts towards internationalisation bringing quality improvement of our curriculum?
This question was not directly addressed but participants' notes reflect variability between programmes and between degrees. Here are some comments:

- OT being an 'international' profession, international issues are essential to a quality programme
- Internationalisation offer students and professors access or exposure to broader expertise
- Contributions at the Bachelor level may not transfer in terms of quality because of time issues
- Different perspectives heard by students stretch conversation and depth, raise discussions on different systems
- Simply inviting lecturers from outside (international) may influence the quality of a programme
- Online programmes can favour exchanges

Q2. How can we favour internationalisation and collaborative practices between, BSc, MSc and PhD?

- Follow modules of different Msc/BSc
- Use Erasmus
- Investigate whether formal agreements are required or not
- Exchange between Masters students for courses (must be able to evaluate if similar or different levels)

- Encourage group projects for Masters students

- Encourage research projects, sharing of research expertise

- Use tuning competencies to match levels (Post/Msc)

- Encourage coaching, inter bachelor programs, involve MSc and PhD students

- Be aware of tensions between research of a local relevance vs international evidence. Both make a different contribution

- Support students to take over roles of research assistants or teaching assistants

- Curriculum too packed to allow time for being a TA or RA

Q.3. *What are the barriers and facilitators to internationalisation or collaboration? What would be solutions?*

Barriers

- Time constraint for travelling abroad in one year master – no period without courses

- OT Master programs may have different educational programs

- Limitation with the language (mentioned by several participants)

- Finances/cost for students to come to other country

- Organizational structures: study periods, terms/semesters, bureaucratic problems

- Reorganizing qualifications across systems

- Lack of knowledge of each other

- Legal challenges? E.g. who owns the degree in an international program?

Solutions/Facilitators

- Virtual teaching could be a solution

- Sharing research methods from each country is fabulous

- Pursue language development (example of EuroMaster)

- Pursue effort to collaborate

- Dismantle barriers, adopt and develop strengths of each country

- Helps develop cultural competencies, openness

- Living a while in each country, learning together

- Structure, content, lecturers, further reflection and development of joint research projects

- Joint modules

- Teachers exchange

- Curriculum development

- Finances (creativity + synergies)

- Strengthen the community profession and professional body of knowledge

- Reflecting and developing responsive and productive OT

- Widens horizons, increase encouragements

- Inspiration, identity

- Sharing cases- recognize others expertise, reduce duplication

- Integration of different values/perspectives

- Bachelors competency based program will facilitate course/fieldwork exchanges

- Research placements, 1st, 2nd, 3rd year

- Competency matched evaluation, teaching methods

Appendix 6: How we started – agenda from work group in York

York Meeting Agenda for Wednesday, October 16th, 2013

Location:

We would like to ask you to **please all bring your ENOTHE-Tuning book and the proposal of our project on Master education with you**!

03.30 informal start
04.00 setting the agenda, defining a secretary and a chair for this York-meeting
04.05 short round during which each of us tells about expectations related to the work group (''what do you want to get out of it?'')
04.30 discussion of the content and aim of the project proposal to gain a common understanding
05.30 discussion of the project plan: ''what contribution can I make?'' -> making a concrete schedule
06.15 How to use the money for the project meetings: We would like to set our rules for this project (e.g. one person per institution can receive financial support; limit of accommodation fee; "just" and meaningful handling of the very limited budget related to eight rather than four people)
06.30 Deciding upon appointments, working & communication modus; we would suggest an inner and outer circle of our work group, based on the tasks and responsibilities and need for meeting in person
07.00 leaving for dinner
08.00 dinner reservation

We will also have a Market place (with limited space) during the ENOTHE meeting and would like to pin up 2-3 questions coming out from our work on Wednesday for other ENOTHE members to "leave" and post their thoughts related to them. We can then integrate also this feedback and conversations around the Master-marketplace into the further work process of our project group.

Still to do: Dinner arrangement finding a place

Appendix 7: Project proposal for continuation of the project

Submitted: November 13th, 2014

Describing OT- and OS-relevant Master competences: A contribution to international cooperation and Tuning in OT education within ENOTHE

Proposed by: Ursula Costa on behalf of the ENOTHE-Master project group[5]

Based on the work and outcomes achieved so far (see appendix of prior project proposal, results of both workshops from the past ENOTHE-meeting in Nijmegen), the Master project group hereby applies for support of the continuation of its work within ENOTHE.

The main intention of this project group is in line with ENOTHE-relevant tasks and themes, such as
- facilitating the collaboration between educational programmes and relevant stakeholders
- developing international courses and modules suitable for students and staff exchange
- responding to European initiatives and policy that impact Occupational Therapy and Occupational Therapy education
- continuing and proactively contributing to the international Tuning Process as expected by the European Health Policy.

Main objectives
1. strengthening the network and exchange between master programmes which are focusing on Occupational Therapy (OT) and/or Occupational Science (OS) within ENOTHE
2. discussing and describing Tuning competences on Masters level under the light of current and future European developments in health care and society
3. suggesting landmarks for orientation of Tuning competences as relevant to Master education
4. describing opportunities and facilitating structures for international cooperation between Master-, Bachelor-, and/or PhD-programmes within ENOTHE (exchange of staff and students in regards to modules, lectures, and examinations).

Product
The final product will be a report with recommendations for Master programme curricula[6] focusing on competence descriptions on Master degree level as relevant to OT- and OS-related Master programmes. Besides, recommendations and operationalization for facilitating international cooperation between programmes on Bachelor, Master and PhD level will be described. This can further be used for tuning and exchange and be

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[5] OT Masters refers to master programmes focusing on OT- and OS-relevant competence achievement/ learning outcomes

[6] We use now the broader description guidelines to give room for cross-national differences that may limit the possibility to speak of ''minimum standards'' even within the common European context. This topic will be part of the project group work.

distributed among ENOTHE members. At the upcoming ENOTHE-meetings (2015 – Bulgaria, 2016 – Ireland), workshops will be organized and their results be integrated in the final report.

Dissemination

The final product will be distributed among ENOTHE members through ENOTHE website and made available to COTEC and WFOT as well. It will help European countries and universities to develop and to assure the quality of Masters programmes according to these recommendations.

Project group

The project group will consist of eight core members, who are also integrating input of a larger group of colleagues with expertise and interest in the topic.

Project group members (based on contributions to the first work phase from 2012-2014)
1. Austria: MSc in Occupational Therapy, University of Applied Science Tyrol, Innsbruck, Austria, Ursula Costa
2. Belgium: Master of Science in Occupational Therapy, Flanders, Belgium (interuniversity programme), Daphne Kos/Dominique Van De Velde
3. Canada: Occupational Therapy programme at the University of Montreal, Quebec, Canada, Lise Poissant/Marc Rouleau
4. Denmark: Advanced MSc in Occupational Therapy, University of Southern Denmark, Institute of Public Health, Karen la Cour/Line Lindahl
5. European Master of Science in Occupational Therapy, Hogeschool Amsterdam, The Netherlands, Fenna van Nes/Ton Satink
6. Germany: MSc in Health Promotion (OT, SLP, PT), HAWK Hildesheim, Germany, Ulrike Marotzki/Sandra Schiller
7. Great Britain: York St John University, Mandy Boaz/Alison Lawer-Fawcett/Chris Mayers
8. Norway: Department of Occupational Therapy, Sør- Trøndelag College, Trondheim, Norway, Jon Sörgaard/ Klara Jakobsen
9. Colleagues who had joined the workshops in Nijmegen and declared their interest in joining a network related to Master education or in keeping updated on the project process (Bulgaria, Canada, UK,…)

Potential other stakeholders
- COTEC and/or representatives of national associations of occupational therapy
- Experts in Erasmus international exchange programmes or related domains
- Further lecturers and researchers
- Students and alumni
- Employers
- Researchers (organization)

Organisation

The project group will involve not only the working group members, but also a wider OT audience (esp. at ENOTHE meetings) and, if needed, other stakeholders using e.g. digital communication to gather feedback and comments.

Project group activities

Looking back: Nijmegen ENOTHE Meeting 2014

ENOTHE invited us to offer two workshops at the ENOTHE meeting 2014 in Nijmegen, related to the project group, and to implement these results in the final project report. This will be done by January 2015.

Next appointments:

June 2015, Innsbruck/Austria (or another easy-to-be-reached place) - meeting for 2 working days
Discussion and proposals for improvement of described Tuning competences in the light of European policies (e.g. Health 2020)

October 2015: Bulgaria – ENOTHE Meeting 2015
Workshop on described competences/learning outcomes for ENOTHE members

February 2016: 2-days-meeting
Describing operationalization of international exchange in education (e.g. international modules) and student projects (as relevant in Master education)

June 2016: ENOTHE meeting in Ireland
Presentation of final report with recommendations for (developing) Master programmes (see "Product" and "Dissemination").

All activities are supported by collaboration via email, skype, and a shared platform to facilitate the process between the phases of meeting in person.

Funding for the project group

Funding will be shared among the project group members who participate in meetings for joint working days, and will support travel expenses and accommodation for work appointments of this project group.

Funding will be shared equally among the project group members to attend meetings in 2015 and 2016:

Estimated costs for 8 representatives, calculated € 300,00 per year as a minimum:
2015:
Accommodation (2^7 nights per year) and travel contribution: € 2.500,-
2016:
Accommodation (2^3 nights per year) and travel contribution: € 2.500,-

Total: € 5.000,-

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[7] Actually, 3 nights will be needed per person per year to make it possible to meet twice per year and to use travel costs in an economic and efficient way. 2 nights are indicated here, following the guidelines for proposal submissions. The work process so far showed that even though intense work phases are possible using online-support, it is necessary to meet in person and to have time to discuss and work on topics for more than 1 day.