

QF EHEA 1 <sup>st</sup> cycle descriptors	SQF domain dimensions Level 6 (BACHELOR)	EQF descriptor Knowledge Level 6 <i>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</i>	EQF descriptor Skills Level 6 <i>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 6 <i>- 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</i>
Special feature degree programme	Activity	Knowledge acquisition: domain specific and generic competence	Knowledge and skills application: domain specific and generic technical and non-technical skill	Authority: autonomy and responsibility on the field of study and as a member of society
<i>I. Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study</i>	<b>I. Knowledge of occupational therapy and science</b>	Demonstrate knowledge and comprehension of humans as an occupational beings within the sociocultural and political contexts.  Demonstrate knowledge and comprehension of the diverse nature of situated occupation in relation to health, wellbeing, occupational and social justice.	Analyse and evaluate complex and contextual relationships between human, occupation, health and wellbeing, with sensitivity to diversity.  Analyse and evaluate environmental and contextual factors and their influence on participation, occupational and social justice.	Demonstrate responsibility in applying occupational therapy and occupational science knowledge.  Demonstrate diversity sensitivity in contexts and environments, acknowledging their holistic influence on participation, occupational and social justice.
<i>II. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study</i>	<b>II. Occupational therapy process and professional reasoning</b>	Demonstrate knowledge and comprehension of the occupational therapy process and process models.  Demonstrate knowledge and comprehension of professional reasoning, practice-based and evidence-based approaches.  Demonstrate knowledge and comprehension of regulations and professional ethics.	Effectively apply the occupational therapy process and process models in a collaborative, ethical, and diversity-sensitive manner.  Apply professional reasoning, practice-based and evidence-based approaches in the occupational therapy process.	Demonstrate professional ethics, integrity, and responsibility in occupational therapy practice, complying with regulations.
<i>III. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues</i>	<b>III. Critical thinking and systematic scientific approach</b>	Demonstrate knowledge and comprehension of research paradigms and methodologies.  Demonstrate knowledge and comprehension of intersectionality, inclusion, policies, systems, and fields of practice.	Demonstrate ability to systematically gather, critically interpret, and apply relevant evidence.  Justify and apply appropriate research methods considering research ethics.  Critically apply relevant approaches considering intersectionality, inclusion, policies, and systems in a particular setting.	Critically appraise research and development work in the context of promotion of health and well-being as well as social transformation.  Demonstrate responsibility and autonomy in critical selection and application of relevant approaches.
	<b>IV. Leadership, management, entrepreneurship and innovation</b>	Demonstrate knowledge and comprehension of leadership and management, entrepreneurial, innovative and sustainable practice.	Apply leadership, management, entrepreneurship, innovation, and sustainability in practice, considering one's own positionality.  Demonstrate creativity, innovation and adaptation to change in response to the occupational needs of individuals, groups and/or populations.	Take responsibility for ensuring ethical and sustainable practice.  Manifest a leading role considering one's own positionality.
<i>IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences</i>	<b>V. Advocacy, professional relationships and partnerships</b>	Demonstrate knowledge and comprehension of advocacy approaches, professional relationships, partnerships, and collaboration.	Apply advocacy approaches to promote occupational rights of individuals, groups and populations.  Demonstrate ability for effective and sustainable professional relationships, partnerships, and collaboration.	Promote the occupational therapy profession.  Demonstrate responsibility in advocating for occupational justice and rights of individuals, groups and populations.  Manifest responsibility and integrity in professional relationships, partnerships, and collaboration.

	<b>VI. Communication with individuals, groups and populations in wider health, social and political contexts</b>	Demonstrate knowledge of communication processes, techniques, and (digital) technologies.	Effectively apply a variety of diversity-sensitive communication processes, techniques and technologies.	Demonstrate responsibility and accountability for using effective diversity-sensitive and ethical communication with (non-) professionals.
<i>V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy</i>	<b>VII. Life-long professional development</b>	Demonstrate knowledge of approaches, methods, and tools for reflective practice and continuous professional development.	Reflect on own professional practice considering one's own positionality and diversity sensitivity. Initiate and establish continuous learning and professional development routines.	Identify and address learning and professional development needs independently. Demonstrate responsibility to develop and consolidate one's own professional identity.