

QF EHEA 2 <sup>nd</sup> cycle descriptors	SQF domain dimensions Level 7 (MASTER)	EQF descriptor Knowledge Level 7 <i>- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</i> <i>- Critical awareness of knowledge issues in a field and at the interface between different fields</i>	EQF descriptor Skills Level 7 <i>- Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 7 <i>- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</i> <i>- Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</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 that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context</i>	<b>I. Knowledge of occupational therapy and science</b>	Demonstrate advanced comprehension of the complex and contextual relationship between human, occupation, health, and wellbeing from occupational, justice, and interdisciplinary perspectives.  Demonstrate advanced knowledge of enablement and empowerment for enhancing participation and quality of life of individuals, groups, and communities within specialised or wider contexts.	Analyse and integrate the complex and contextual relationship between human, occupation, health, and wellbeing from occupational, justice, and interdisciplinary perspectives.  Apply enablement and empowerment approaches for participation and quality of life of individuals, groups, and communities within specialised or wider contexts.	Demonstrate responsibility in applying advanced professional knowledge in practice.  Demonstrate commitment in enabling and empowering change and transformation of individuals, groups, and communities within specialised or wider contexts.
II. <i>Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study</i>	<b>II. Occupational therapy process and professional reasoning</b>	Demonstrate advanced knowledge and comprehension of occupational therapy process and process or conceptual models in specialised or wider contexts.  Demonstrate advanced knowledge and comprehension of professional reasoning and evidence-based practice within specialised or wider contexts.  Demonstrate advanced knowledge and comprehension of (inter)national regulations and professional ethics.	Apply advanced professional reasoning and integrated practice, and evidence-based approaches in the occupational therapy process in a collaborative, ethical, and diversity-sensitive manner.	Demonstrate professional ethics, integrity, and responsibility in applying professional reasoning and practice, as well as evidence-based approaches in occupational therapy practice, in addressing societal challenges within specialised or wider contexts.  Demonstrate commitment to implement context-based transformative strategies with individuals, groups and communities in response to (un)familiar and wider societal challenges and needs.
III. <i>Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements</i>	<b>III. Critical thinking and systematic scientific approach to the forefront of occupational therapy and occupational science</b>	Demonstrate advanced knowledge and comprehension of established and novel research methods, paradigms, and ethics.  Demonstrate systematic appraisal, integration, and transfer of knowledge.  Demonstrate critical appraisal of policies, systems and fields of practice and their multiple interactions.	Critically argue for and apply research methods in relation to research ethics, quality, and standards.  Critically apply and integrate complex knowledge of occupational therapy and science as well as policies and systems in new contexts.	Demonstrate responsibility in undertaking relevant and ethical research within a wider or deeper scope.  Take responsibility to identify and address ethical issues and to resolve ethical dilemmas.  Take responsibility for integrating knowledge and identifying potential to transfer knowledge to different contexts and cultures.  Demonstrate social responsibility and commitment to promote occupational justice.
	<b>IV. Leadership, management, entrepreneurs</b>	Demonstrate advanced knowledge and comprehension of leadership and management, entrepreneurial, innovative and sustainable practice.	Lead and manage innovations, quality improvement and sustainable change in health and social care contexts to	Take responsibility in acquiring and transferring knowledge on local and (inter)national policies and strategies into possibilities for health and well-being.

	<b>hip, and innovation</b>	Demonstrate critical appraisal of users, markets, and contexts as well as knowledge of innovation processes that result in high quality and sustainable products, services or methods that improve professional practice and/or health and well-being.	address personal and societal occupational needs.	Demonstrate responsibility and accountability for implementing innovations, quality improvement, and sustainable change in individuals, groups and/or populations. Play a proactive and ethical role in the personal and professional development of colleagues and students.
<i>IV. Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously</i>	<b>V. Advocacy, professional relationships, partnerships, and collaboration</b>	Demonstrate advanced knowledge and comprehension of advocacy approaches, professional relationships, partnerships, and collaboration for developing and implementing sustainable practice and research.	Implement advanced advocacy approaches for sustainable promotion of occupational rights of individuals, groups and populations.  Initiate and maintain professional relationships, partnerships, and team collaboration for developing and implementing sustainable practice and research.	Manifest commitment to advocating for occupational rights of individuals, groups and populations.  Demonstrate autonomy and responsibility for initiating and maintaining professional relationships, partnerships, and collaboration.
	<b>VI. Communication with individuals, groups and populations in wider health, social and political contexts</b>	Demonstrate advanced knowledge of communication processes, techniques, and (digital) technologies.	Effectively apply a variety of diversity-sensitive communication processes, techniques, and (digital) technologies for local and (inter)national audiences.	Demonstrate autonomy and responsibility for effective and diversity-sensitive and ethical communication with local and (inter)national audiences.
<i>V. Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous</i>	<b>VII. Life-long professional development</b>	Demonstrate advanced knowledge of approaches, (research) methods, and tools for reflective practice and opportunities for continuous professional development, locally and (inter)nationally.  Demonstrate knowledge of mentorship and educational approaches for adult learning.	Systematically reflect on own current and future professional practice and learning needs, considering one's own positionality and diversity- sensitivity.  Professionally mentor and teach others.	Demonstrate commitment to continuous professional development.  Demonstrate autonomy and responsibility for implementing and adapting mentoring and educational approaches, methods, and tools.