

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</i> <i>- 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 occupational science</b>	<p>Demonstrate knowledge and comprehension of humans as occupational beings within complex contexts and their interrelationship.</p> <p>Demonstrate knowledge and comprehension of the diverse nature of situated occupation in relation to health, wellbeing, participation, occupational and social justice within complex contexts.</p>	<p>Analyse and evaluate interrelationships among human, occupation and complex contexts, with respect to diversity.</p> <p>Analyse and evaluate environmental and contextual factors and their influence on participation, occupational and social justice.</p>	<p>Demonstrate responsibility in applying occupational therapy and occupational science knowledge in professional and societal settings, ensuring respect to diversity in contexts.</p> <p>Ensure respect to diversity in contexts, acknowledging their holistic influence on participation, occupational and social justice.</p>
II. <i>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 professional reasoning and process</b>	<p>Demonstrate knowledge, comprehension and reflexive professional reasoning, practice-based and evidence-based approaches.</p> <p>Demonstrate knowledge and comprehension of the occupational therapy conceptual and process models.</p> <p>Demonstrate knowledge and comprehension of regulations and professional ethics.</p>	<p>Apply reflexive professional reasoning, practice-based and evidence-based approaches in the occupational therapy process.</p> <p>Effectively apply the occupational therapy conceptual and process models in a collaborative, ethical manner with respect to diversity.</p>	<p>Demonstrate professional ethics, integrity, and responsibility in occupational therapy practice, complying with regulations in a reflexive and collaborative way.</p>
III. <i>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 scientific approach in occupational therapy and occupational science</b>	<p>Demonstrate knowledge and understanding of the scientific process and writing.</p> <p>Demonstrate knowledge and critical awareness of research paradigms and methodologies.</p> <p>Demonstrate knowledge and critical awareness of intersectionality, social inclusion and exclusion processes, fields of practice, policies, and systems.</p>	<p>Demonstrate ability to systematically gather, critically interpret, report, and apply relevant evidence in practice or research.</p> <p>Justify and apply appropriate research methods considering research ethics.</p> <p>Critically apply relevant approaches, methods, and techniques, considering intersectionality, social inclusion and exclusion processes, policies, and systems.</p>	<p>Critically appraise research and development work in complex contexts to promote health and well-being as well as social transformation.</p> <p>Critically reflect on practice and complex knowledge, find alternatives, make informed judgements, and contribute to societal challenges.</p>
	<b>IV. Leadership, management, entrepreneurship and innovation</b>	<p>Demonstrate knowledge of power theories and its influence on practice, education, management, and research.</p> <p>Demonstrate knowledge and comprehension of leadership and management, entrepreneurial, innovative and sustainable practice.</p>	<p>Apply leadership, management, entrepreneurship, innovation, and sustainability in practice, considering one's own positionality.</p> <p>Demonstrate creativity, innovation and adaptation to change in response to the occupational needs of persons, groups, populations and communities.</p>	<p>Take responsibility together with citizens, communities and organisations for ensuring ethical and sustainable practice in response to changing societal needs to promote occupations and participation.</p> <p>Manifest a leading role considering one's own positionality.</p>

<p>IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences</p>	<p><b>V. Communication, professional relationships, and partnerships</b></p>	<p>Demonstrate understanding of the nature of communication and knowledge of communication processes, techniques, and (digital) technologies.</p> <p>Demonstrate knowledge and comprehension of professional relationships, partnerships, and collaboration.</p> <p>Demonstrate knowledge and critical awareness of advocacy approaches to promote occupational justice and occupational rights.</p>	<p>Effectively apply a wide range of communication skills to professional and non-professional audiences with respect to diversity and complex contexts.</p> <p>Evidence an effective application of up-to-date communication and information technologies according to the needs of persons, groups, populations and communities.</p> <p>Demonstrate skills for effective and sustainable professional relationships, partnerships, and collaboration.</p> <p>Apply advocacy approaches to promote occupational rights of persons, groups, populations, and communities.</p>	<p>Demonstrate responsibility and integrity in interactions with both professionals and non-professionals, fostering a respectful and understanding environment for all.</p> <p>Promoting the value of occupation in creating sustainable communities.</p> <p>Promote the occupational therapy profession.</p> <p>Demonstrate responsibility in advocating for occupational justice and occupational rights of persons, groups, populations, and communities.</p>
<p>V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy</p>	<p><b>VI. Life-long professional development</b></p>	<p>Demonstrate knowledge of approaches, methods, tools, and national requirements and standards for reflective practice and continuous professional development.</p>	<p>Reflect on own professional practice considering one's own positionality with respect to diversity.</p> <p>Evidence skills to initiate and establish continuous learning and acquiring professional identity.</p>	<p>Demonstrate flexibility and adaptability in response to occupational needs of persons, groups, populations, and communities in complex contexts.</p> <p>Manifest responsibility to engage in life-long learning and professional development with a high degree of autonomy.</p> <p>Demonstrate responsibility to develop and consolidate one's own professional identity, as well as activities to continually update and upgrade practice to respond to societal needs.</p>