I. Knowledge of occupational therapy and occupational science			
(Sub)descriptor / TLA approaches	**Knowledge**	**Skills**	**Autonomy and Responsibility (Wider Competences)**
L7_1. Level descriptor.	**K7_1.** Demonstrate advanced knowledge and critical awareness of the complex and contextual relationship between human, occupation, health, and wellbeing from occupational, justice, and interdisciplinary perspectives. Demonstrate advanced knowledge and critical awareness of enablement and empowerment for enhancing participation and quality of life of persons, groups, populations, and communities within specialised or broader contexts in a sustainable way.	**S7_1.** Evaluate 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 persons, groups, populations, and communities within specialised or broader contexts in a sustainable way.	**S7_1.** Demonstrate capability and responsibility to apply, build and implement professional knowledge in traditional and contemporary areas of practice. Demonstrate commitment to enablement and empowerment approaches to enhance change and transformation of persons, groups, populations, and communities within specialised or broader contexts in a sustainable way.
L7_1. Subset 1. *Relationship between human, occupation, health, and wellbeing*	**K7_1.1.** Analyse and discuss complex and contextual relationships between human, occupation, health, and wellbeing from occupational, justice, and interdisciplinary perspectives.	**S7_1.1.** Critically appraise complex and contextual relationships between human, occupation, health, and wellbeing from occupational, justice, and interdisciplinary perspectives. Critically engage and challenge existing theories related to occupational therapy and occupational science	**S7_1.1.** Develop and apply professional knowledge, including complex and contextual relationships between human, occupation, health, and wellbeing, in traditional and contemporary areas of practice. Participate in discussions related to occupational therapy or occupational science within a wider health and social context.

L7_1. Subset 2. Enablement and empowerment	K7_1.2. Analyse and discuss enablement and empowerment approaches as sustainable interventions to promote participation and quality of life of persons, groups, populations, and communities	S7_1.2. Design, implement, and evaluate enablement and empowerment approaches as sustainable interventions to promote participation and quality of life of persons, groups, populations, and communities	C7_1.2. Identify and create opportunities for enablement and empowerment as well as for developing new approaches and policies to enhance change and transformation of persons, groups, populations, and communities
Assessment approaches	Oral assessment (group discussion, oral presentation, participation in a seminar) Written assessment (essay, literature review, written examination)	Oral assessment (group discussion, oral presentation, participation in a seminar) Practical assessment Written assessment (case study report, essay)	Oral assessment (group discussion, oral presentation, participation in a seminar) Practical assessment Written assessment (case study report, reflection paper)
Learning approaches	Attending lectures, seminars, and tutorials Giving and receiving feedback Group discussions Participating in active learning or flipped classroom Practical work or exercises Preparing and making oral presentations Problem-based, experiential and inquiry-based learning Reading literature Teaching subsequent student cohorts	Giving and receiving feedback Group discussions Practical work or exercises Preparing and making oral presentations Problem-based, experiential and inquiry-based learning Teaching subsequent student cohorts	Design thinking and design-based learning Fieldwork (clinical, community, and emerging practices) Giving and receiving feedback Group discussions Practical work or exercises Service learning Teaching subsequent student cohorts
Teaching approaches	Active learning or flipped classroom Feedback Group discussions Lectures, seminars, tutorials Practical work or exercises Problem-based, experiential and inquiry-based learning Supervision	Active learning or flipped classroom Design thinking and design-based learning Feedback Group discussions Lectures, seminars, tutorials Practical work or exercises Problem-based, experiential and inquiry-based learning Supervision	Design thinking and design-based learning Feedback, feedforward Group discussions Lectures, seminars, tutorials Practical work or exercises Problem-based, experiential and inquiry-based learning Supervision

II. Occupational therapy professional reasoning and process			
(Sub)descriptor / TLA approaches	Knowledge	Skills	Autonomy and Responsibility (Wider Competences)
L7_2. Level descriptor.	**K7_2.** Demonstrate advanced knowledge and critical awareness of reflexive professional reasoning and evidence-based practice within specialised or broader contexts. Demonstrate advanced knowledge and critical awareness of occupational therapy conceptual and process models in specialised or broader contexts. Demonstrate advanced knowledge and critical awareness of local and (inter)national regulations and professional ethics.	**S7_2.** Apply advanced critical professional reasoning and evidence-based approaches in the occupational therapy process within specialised or broader contexts. Critically apply advanced knowledge and critical awareness of occupational therapy conceptual and process models in specialised or broader contexts in a collaborative, ethical and sustainable way with respect to diversity.	**C7_2.** Demonstrate professional ethics, integrity, and responsibility in applying critical professional reasoning and evidence-based approaches in occupational therapy practice, in addressing personal and societal challenges within specialised or broader contexts. Demonstrate commitment to implement occupation-based transformative strategies with persons, groups, populations, and communities in response to (un)familiar and broader societal challenges and needs.
L7_2. Subset 1. **Professional reasoning and evidence-based practice**	**K7_2.1.** Discuss and argue for reflexive professional reasoning and evidence-based practice in diverse socio-cultural contexts and professional settings.	**S7_2.1.** Apply professional reasoning and evidence-based approaches to the occupational therapy process within diverse socio-cultural contexts and professional settings. Select and utilise evidence-based methods and techniques to address complex challenges within their practice.	**C7_2.1.** Critically evaluate the ethical implications and responsibilities associated with applying critical professional reasoning and evidence-based approaches in occupational therapy practice to address societal challenges and needs.
L7_2. Subset 2. **Occupational therapy models, regulations, and ethics**	**K7_2.2.** Analyse and discuss occupational therapy conceptual and process models and argue for their application in specialised and broader contexts. Discuss local and (inter)national regulations and professional ethics.	**S7_2.2.** Critically appraise and apply occupational therapy conceptual and process models in diverse contexts, emphasising collaborative, ethical, and sustainable practices.	**C7_2.2.** Identify and create opportunities to apply occupational therapy conceptual and process models to the implementation of occupation-based transformative strategies with persons, groups, populations, and communities in response to societal challenges and needs.

Assessment approaches	Oral assessment (group discussion, oral presentation, participation in a seminar) Written assessment (essay, investigation assignment, literature review, written examination)	Oral assessment (group discussion, oral presentation, participation in a seminar) Practical assessment Written assessment (case study report, essay, investigation assignment, literature review)	Oral assessment (group discussion, oral presentation, participation in a seminar) Practical assessment Written assessment (case study assignment, investigation assignment, reflection paper)
Learning approaches	Attending lectures, seminars, and tutorials Carrying out investigation assignments Giving and receiving feedback Group discussions Participating in active learning or flipped classroom Problem-based, experiential, and inquiry-based learning Preparing and making oral presentations Reading literature Supervision Teaching subsequent student cohorts	Carrying out investigation assignments Design thinking and design-based learning Giving and receiving feedback Group discussions Practical work or exercises Preparing and making oral presentations Problem-based, experiential, and inquiry-based learning Reading literature Service learning Supervision Teaching subsequent student cohorts	Design thinking and design-based learning Giving and receiving feedback Group discussions Practical work or exercises Reflection Service learning Supervision Teaching subsequent student cohorts
Teaching approaches	Active learning or flipped classroom Feedback Group discussions Investigation assignments Lectures, seminars, tutorials Practical work or exercises Problem-based, experiential, and inquiry-based learning	Design thinking and design-based learning Feedback, feedforward Group discussions Investigation assignments Lectures, seminars, tutorials Practical work or exercises Problem-based, experiential, and inquiry-based learning Service learning	Active learning or flipped classroom Design thinking and design-based learning Feedback Group discussions Lectures, seminars, tutorials Practical work or exercises Problem-based, experiential, and inquiry-based learning Service learning

III. Critical thinking and scientific approach in occupational therapy and occupational science			
(Sub)descriptor / TLA approaches	**Knowledge**	**Skills**	**Autonomy and Responsibility (Wider Competences)**
L7_3. Level descriptor.	**K7_3.** Demonstrate advanced knowledge and critical awareness of established and novel research methods, paradigms, and ethics. Demonstrate advanced knowledge and critical appraisal of intersectionality, social inclusion and exclusion processes, fields of practice, policies, and systems.	**S7_3.** Critically argue for and apply research methods in relation to research ethics, quality, and standards. Critically judge, integrate, apply, and report complex knowledge of occupational therapy and occupational science as well as policies and systems within specialised or broader contexts.	**C7_3.** 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 for knowledge transfer to different contexts and cultures.
L7_3. Subset 1. *Research methods, paradigms, and ethics*	**K7_3.1.** Discuss and critically evaluate established and novel research methods and paradigms in relation to different research questions. Critically appraise ethical implications of chosen research methods and paradigms in diverse contexts.	**S7_3.1.** Critically argue for and apply appropriate research methods, considering ethics, quality (trustworthiness, validity and reliability), and standards. Critically appraise the ethical implications associated with different research methods, making informed decisions regarding their use. Critically discuss research and undertake research under supervision within a specific area of practice or theory development.	**C7_3.1.** Identify and address ethical issues that may arise during research projects, demonstrating a commitment to ethical conduct. Critically engage in the discussion and resolution of ethical dilemmas in the research process.
L7_3. Subset 2. *Intersectionality, social inclusion and exclusion processes, fields of practice, policies, and systems*	**K7_3.2.** Problematise intersectionality, and social inclusion and exclusion processes in context. Critically appraise the impact of intersectionality on social inclusion and exclusion processes, practice, policies, and systems.	**S7_3.2.** Critically analyse complex knowledge in occupational therapy and occupational science in relation to intersectionality, policies, and systems, as well as integrate, apply, and report this knowledge within specialised or broader contexts.	**C7_3.2.** Integrate complex knowledge and identify opportunities for knowledge transfer to diverse contexts and cultures, contributing to the broader dissemination of knowledge.

Assessment approaches	Oral assessment (critical review, group discussion, opposition, oral presentation) Written assessment (critical review, essay, literature review, opposition, poster, research proposal, scientific report, thesis)	Oral assessment (critical review, group discussion, opposition, oral presentation) Written assessment (critical review, essay, literature review, opposition, poster, research proposal, scientific report, thesis)	Oral assessment (critical review, group discussion, opposition, oral presentation) Written assessment (critical review, essay, literature review, opposition, poster, reflection paper, research proposal, scientific report, thesis)
Learning approaches	Attending lectures, seminars, and tutorials Giving and receiving feedback Practical work or exercises Problem-based, experiential, and inquiry-based learning Project-based learning Reading literature Research apprenticeship Thesis work	Attending lectures, seminars, and tutorials Giving and receiving feedback Group discussions Practical work or exercises Problem-based, experiential, and inquiry-based learning Project-based learning Reading literature Research apprenticeship Thesis work	Attending lectures, seminars, and tutorials Giving and receiving feedback Group discussions Practical work or exercises Knowledge and expertise-sharing activities Problem-based, experiential, and inquiry-based learning Project-based learning Reading literature Research apprenticeship Reflection Thesis work
Teaching approaches	Active learning or flipped classroom Feedback, feedforward Group discussions Lectures, seminars, tutorials Practical work or exercises Problem-based, experiential, and inquiry-based learning Research apprenticeship Supervision	Active learning or flipped classroom Feedback, feedforward Group discussions Lectures, seminars, tutorials Practical work or exercises Problem-based, experiential, and inquiry-based learning Research apprenticeship Supervision	Active learning or flipped classroom Feedback, feedforward Group discussions Lectures, seminars, tutorials Practical work or exercises Problem-based, experiential, and inquiry-based learning Research apprenticeship Supervision

IV. Leadership, management, entrepreneurship, and innovation			
(Sub)descriptor / TLA approaches	Knowledge	Skills	Autonomy and Responsibility (Wider Competences)
L7_4. Level descriptor.	**K7_4.** Demonstrate advanced knowledge and critical appraisal of power theories and their influence on practice, education, research, and governance. Demonstrate advanced knowledge and comprehension of leadership and management, entrepreneurial, innovative, and sustainable practice. Demonstrate advanced knowledge and critical awareness of innovation processes that result in high quality and sustainable products, services or methods that improve professional practice and governance, in response to the occupational needs of persons, groups, populations, communities and organisations.	**S7_4.** Lead and manage professional innovations, quality improvement and sustainable change in health and social contexts to address personal and societal occupational needs.	**C7_4.** Take responsibility together with citizens, communities, and organisations in acquiring and transferring knowledge on local and (inter)national policies and strategies in response to societal needs to promote occupations and participation. Demonstrate responsibility for implementing professional innovations and entrepreneurship in practice and governance in a sustainable way. Play a proactive and ethical role and leadership in the different (inter)professional scenarios, partnerships, and organisations.
L7_4. Subset 1. *Leadership and management*	**K7_4.1.** Critically appraise power theories and how power influences practice, education, research, and governance in the field of study. Apply knowledge of power theories in leadership and management. Analyse processes, challenges, and impact of leadership and management in various contexts.	**S7_4.1.** Initiate, lead, and manage quality improvement and sustainable change, contributing to the enhancement of services and practices in diverse contexts.	**C7_4.1.** Proactively and collaboratively lead one's own and others' knowledge acquisition on local, national and international policies and strategies that impact occupation and participation of citizens, communities, and organisations. Proactively and ethically lead in (inter)professional settings, partnerships, and organisations. Reflect on one's own leadership and management and identify needs for competence development.

L7_4. Subset 2. *Entrepreneurship and innovation*	K7_4.2.	S7_4.2.	C7_4.2.
	Analyse processes, challenges, and impact of entrepreneurship and innovation in diverse contexts. Apply innovation processes to develop high-quality and sustainable products, services, or methods that address occupational needs and/or enhance professional practice and governance.	Initiate, lead, and manage professional innovations to address the occupational needs of diverse populations in diverse contexts.	Implement, continuously monitor, and critically evaluate from ethical and sustainability perspectives professional innovations to address occupational needs and/or enhance professional practice and governance. Integrate sustainable practices within entrepreneurial initiatives to address occupational needs.
Assessment approaches	Oral assessment (group discussion, oral presentation) Social media as assessment (social media posts, blog/video blog, podcasts) Written assessment (business proposal, project proposal, project report, poster)	Oral assessment (elevator pitch, group discussion, oral presentation) Practical assessment Social media as assessment (social media posts, blog/video blog, podcasts) Written assessment (business proposal, opinion article, project proposal, project report, poster, quality improvement plan, quality report)	Oral assessment (elevator pitch, group discussion, oral presentation) Practical assessment Social media as assessment (social media posts, blog/video blog, podcasts) Written assessment (business proposal, project report, quality improvement plan, quality report)
Learning approaches	Apprenticeship Attending lectures, seminars, and tutorials Design thinking and design-based learning Field visits Giving and receiving feedback Participating in active learning or flipped classroom Problem-based, experiential, and inquiry-based learning Project-based learning Reading literature Service learning	Apprenticeship Attending lectures, seminars, and tutorials Design thinking and design-based learning Field visits Giving and receiving feedback Knowledge and expertise-sharing activities Participating in active learning or flipped classroom Problem-based, experiential, and inquiry-based learning Project-based learning Service learning	Apprenticeship Design thinking and design-based learning Field visits Giving and receiving feedback Knowledge and expertise-sharing activities Participating in active learning or flipped classroom Problem-based, experiential, and inquiry-based learning Project-based learning Reflection Service learning

Teaching approaches	Active learning or flipped classroom Apprenticeship Consultation Design thinking and design-based learning Feedback Field visits Group discussions Lectures, seminars, tutorials Problem-based, experiential, and inquiry-based learning Service learning	Active learning or flipped classroom Apprenticeship Consultation Design thinking and design-based learning Feedback Group discussions Lectures, seminars, tutorials Problem-based, experiential, and inquiry-based learning Service learning Supervision	Active learning or flipped classroom Apprenticeship Consultation Design thinking and design-based learning Feedback Group discussions Problem-based, experiential, and inquiry-based learning Service learning Supervision

V. Communication, professional relationships, and partnerships			
(Sub)descriptor / TLA approaches	Knowledge	Skills	Autonomy and Responsibility (Wider Competences)
L7_5. Level descriptor.	**K7_5.** Demonstrate specialised and academic knowledge of communication processes, techniques, and (digital) technologies. Demonstrate advanced knowledge and comprehension of professional relationships, partnerships, and collaboration. Demonstrate advanced knowledge and critical awareness of advocacy approaches to promote occupational justice and occupational rights.	**S7_5.** Effectively apply highly specialised and academic communication skills to professional and non-professional audiences with respect to diversity within specialised or broader contexts. Effectively apply a wide range of digital skills to foster research and innovation according to the needs of persons, groups, populations, and communities in an ethical way. Initiate and maintain professional relationships, partnerships, and team collaboration for developing and implementing sustainable practice and research. Evidence ability to implement advocacy approaches for sustainable promotion of occupational rights of persons, groups, populations, and communities.	**C7_5.** Effectively communicate complex information on occupational therapy and occupational science research and innovation to a variety of national and international audiences with respect to diversity. Demonstrate autonomy and responsibility for initiating and maintaining professional relationships, strategic partnerships, and collaboration to respond to societal needs to achieve structural change. Manifest commitment to advocate for sustainable promotion of occupational rights of persons, groups, populations, and communities.
L7_5. Subset 1. Communication	**K7_5.1.** Analyse communication processes, techniques, (digital) technologies, and media for effectively conveying complex information in diverse contexts.	**S7_5.1.** Utilise, in an ethical manner, communication strategies and tools as well as a wide range of digital skills to convey complex information to diverse audiences in various contexts. Demonstrate linguistic and logical precision to communicate outcomes of occupational therapy, practice, and research to specialists and non-specialists.	**C7_5.1.** Communicate effectively complex information on occupational therapy and occupational science to diverse audiences in national and international contexts. Tailor communication strategies to ensure inclusivity and sensitivity to diversity, effectively conveying information about occupational therapy and occupational science to various stakeholders. Reflect on one's own communication and identify needs for competence development.

L7_5. Subset 2. *Professional relationships and partnerships*	**K7_5.2.** Analyse processes and dynamics in professional relationships, partnerships, and collaboration in diverse contexts	**S7_5.2.** Initiate and foster professional relationships, partnerships, and collaborations with key stakeholders, considering their diverse needs and perspectives, to address societal needs.	**C7_5.2.** Continuously monitor, critically evaluate, and adapt strategies for building and nurturing professional relationships, strategic partnerships, and collaborations to facilitate structural change and address societal needs. Reflect on possible conflicts of interest and biases that impact professional relationships, partnerships, and collaborations.
L7_5. Subset 3. *Advocacy for occupational rights*	**K7_5.3.** Analyse advocacy approaches for promoting occupational justice and occupational rights of persons, groups, populations, and communities in diverse contexts.	**S7_5.3.** Apply sustainable strategies and tools in advocating for occupational rights of persons, groups, populations, and communities. Evaluate the effectiveness of advocacy strategies in diverse situations, considering ethical considerations and cultural sensitivity.	**C7_5.3.** Reflect on and articulate one's own commitment to advocating for the sustainable promotion of occupational rights of persons, groups, populations, and communities. Advocate for occupational rights through professional activities.
Assessment approaches	Oral assessment (group discussions, oral presentations) Practical assessment (advocacy activities, networking, stakeholder meetings) Written assessment (project report)	Oral assessment (elevator pitch, group discussion, oral presentation) Practical assessment (advocacy activities, networking, stakeholder meetings) Social media as assessment (social media posts, blog/video blog, podcasts) Written assessment (opinion article, poster, project proposal, project report)	Oral assessment (group discussion, oral presentation) Practical assessment (advocacy activities, networking, stakeholder meetings) Social media as assessment (social media posts, blog/video blog, podcasts) Written assessment (opinion article, poster, project proposal, project report)
Learning approaches	Group discussions Problem-based, experiential, and inquiry-based learning Reading literature Service learning	Communication exercises Giving and receiving feedback Group discussions Knowledge and expertise-sharing activities Problem-based, experiential, and inquiry-based learning Service learning	Giving and receiving feedback Group discussions Knowledge and expertise-sharing activities Problem-based, experiential, and inquiry-based learning Reflection Service learning

Teaching approaches	Feedback Flipped classroom Group discussions Lectures Problem-based, experiential, and inquiry-based learning Service learning	Feedback, feedforward Group discussions Problem-based, experiential, and inquiry-based learning Service learning Supervision	Consultation Feedback, feedforward Group discussions Problem-based, experiential, and inquiry-based learning Service learning Supervision

VI. Life-long professional development			
(Sub)descriptor / TLA approaches	Knowledge	Skills	Autonomy and Responsibility (Wider Competences)
L7_6. Level descriptor.	**K7_6.** Demonstrate specialised knowledge of approaches, (research) methods, and tools for reflective practice and opportunities for continuous professional development, locally and (inter)nationally. Demonstrate advanced knowledge of learning strategies for largely self-directed and autonomous learning.	**S7_6.** Evidence reflexivity on personal learning needs and current and future professional practice, considering one's own positionality with respect to diversity, ethics, and sustainability. Effectively apply continuous learning skills to improve professional identity.	**C7_6.** Demonstrate responsibility and commitment with life-long learning and professional development in a largely self-directed and autonomous way. Demonstrate responsibility and commitment to develop professional identity, as well as activities to continually update and upgrade practice to respond to societal needs. Share knowledge and expertise to contribute to life-long professional development.
L7_6. Subset 1. *Professional identity and practice*	**S7_6.1.** Identify and evaluate opportunities for continuous professional development at both local and international contexts.	**S7_6.1.** Examine and articulate one's own positionality and biases within various contexts. Critically evaluated the alignment of one's own professional identity and practice with ethical principles, diversity considerations, and sustainable practices. Evaluate and adapt professional identity and practice based on insights gained through continuous learning and reflection.	**C7_6.1.** Implement strategies to stay informed and engaged with advancements in one's own practice. Regularly assess and upgrade professional practices to align with current standards and societal demands. Reflect on and articulate a clear professional identity within one's own field. Reflect on one's own professional roles and responsibilities in relation to emerging trends, technologies, and methodologies relevant to the profession. Plays a proactive role in the personal and professional development of peers, including those in other professions.

L7_6. Subset 2. Life-long learning	K7_6.2. Identify and apply various approaches for reflective practice and self-directed learning, based on one's own individual preferences, needs, and context, to continually enhance professional competence and adapt to evolving professional and societal needs.	S7_6.2. Develop strategies for addressing identified learning needs related to fostering a more inclusive and ethical professional practice. Articulate learning outcomes and integrate learning activities in professional activities or contexts. Utilise feedback mechanisms to assess and adapt personal learning needs and strategies.	C7_6.2. Identify and articulate personal goals for life-long learning and professional development. Develop and implement a plan for self-directed and autonomous learning activities. Reflect on personal growth and progress in relation to learning and professional development goals. Actively engage in activities sharing knowledge and expertise to support the professional growth of others.
Assessment approaches	Oral assessments (group discussion, oral presentation) Written assessment (identification of learning needs, professional portfolio, reflection paper, reflective diary)	Oral assessment (group discussion, oral presentation) Written assessment (identification of learning needs, professional portfolio, reflection paper, reflective diary)	Oral assessment (group discussion, oral presentation) Practical work (Knowledge and expertise-sharing activities) Written assessment (identification of learning needs, professional portfolio, reflection paper, reflective diary)
Learning approaches	Giving and receiving feedback Group discussions Knowledge and expertise-sharing activities Problem-based, experiential, and inquiry-based learning Reflection	Giving and receiving feedback Group discussions Knowledge and expertise-sharing activities Problem-based, experiential, and inquiry-based learning Reflection	Group discussions Knowledge and expertise-sharing activities Problem-based, experiential, and inquiry-based learning Reflection
Teaching approaches	Consultation Group discussions Mentoring Problem-based, experiential, and inquiry-based learning Supervision	Consultation Group discussions Mentoring Problem-based, experiential, and inquiry-based learning Supervision	Consultation Group discussions Mentoring Problem-based, experiential, and inquiry-based learning Supervision