Dimension I. Knowledge of occupational therapy and occupational science		
(Sub)descriptor / TLA approaches	**Knowledge**	**Skills**	**Autonomy and Responsibility (Wider Competences)**
L6_1. Level descriptor.	**K6_1.** Demonstrate knowledge and comprehension of humans as occupational beings within complex contexts and their interrelationship. Demonstrate knowledge and comprehension of the diverse nature of situated occupation in relation to health, wellbeing, participation, occupational and social justice within complex contexts.	**S6_1.** Analyse and evaluate interrelationships among human, occupation and complex contexts, with respect to diversity, ethics, and sustainability. Analyse and evaluate environmental and contextual factors and their influence on participation, occupational and social justice.	**C6_1.** Demonstrate responsibility in applying occupational therapy and occupational science knowledge in professional and societal settings, ensuring respect to diversity in contexts, ethics, and sustainability. Ensure respect to diversity in contexts, acknowledging their holistic influence on participation, occupational and social justice.
L6_1. Subset 1. **Humans as occupational beings**	**K6_1.1.** Define and describe relevant information from biomedical, psychological and social sciences underpinning the occupational nature of human beings and the relationship between body structures, body functions, and participation and engagement in occupation.	**S6_1.1.** Synthesise and apply relevant information from biomedical, psychological and social sciences to assess and analyse the factors that affect people's participation and engagement in occupation.	**C6_1.1.** Identify and utilize relevant information from biomedical, psychological and social sciences to evaluate personal meaning, experience and factors that affect participation and engagement in occupation, demonstrating respect to diversity.
L6_1. Subset 2. **Nature and meaning of occupation**	**K6_1.2.** Define and describe nature and meaning of occupation and its relationship to health, well-being, occupational and social justice, and human rights.	**S6_1.2.** Analyse occupation as means and outcome to achieve health, well-being, occupational and social justice. Apply activity and occupational analysis to identify the meaning and capacity for occupation, and how activity limitations and participation restrictions affect health and well-being.	**C6_1.2.** Reflect on and appreciate the nature of occupation and its meaning for persons, groups, populations, and communities in the context of diverse and changing societies.

L6_1. Subset 3. Environments and contexts	K6_1.3. Define and describe the aspects of social, political, cultural and institutional environments that affect people's health, wellbeing, participation, occupational and social justice.	S6_1.3. Analyse and evaluate environmental, social, economic, political, cultural and institutional facilitators and barriers to people's health, wellbeing, participation, occupational and social justice.	C61.3. Identify and evaluate local and global factors that influence participation, occupational and social justice in relation to different contexts and cultures.
Assessment approaches	Oral assessment (group discussion, oral presentation, participation in a seminar) Written assessment (essay, literature review, written examination)	Oral assessments (group discussion, oral presentation, participation in a seminar) Practical assessment Written assessment (activity and occupational analysis, case study report, essay)	Oral assessments (group discussion, oral presentation, participation in a seminar) Practical assessment Written assessment (case study report, essay, reflection paper)
Learning approaches	Attending lectures, seminars, and tutorials Literature review Participating in active learning or flipped classroom Preparing and making oral presentations Reading literature Teaching subsequent student cohorts	Design thinking and design-based learning Participating in active learning or flipped classroom Practical work or exercises Preparing and making oral presentations Problem-based, experiential, and inquiry-based learning Service learning Teaching stakeholders (caregivers, clients) and subsequent student cohorts	Design thinking and design-based learning Fieldwork (clinical, community, and emerging practices) Problem-based, experiential, and inquiry-based learning Reflection Service learning
Teaching approaches	Active learning or flipped classroom Lectures, seminars, tutorials Practical work or exercises	Active learning or flipped classroom Design thinking and design-based teaching Group discussions Fieldwork Practical work or exercises Problem-based, experiential, and inquiry-based learning	Design thinking and design-based teaching Group discussions Practical work or exercises Problem-based, experiential, and inquiry-based learning

Dimension II. Occupational therapy professional reasoning and process			
(Sub)descriptor / TLA approaches	**Knowledge**	**Skills**	**Autonomy and Responsibility (Wider Competences)**
L6_2. Level descriptor.	**K6_2.** Demonstrate knowledge, comprehension and reflexive professional reasoning, practice-based and evidence-based approaches. Demonstrate knowledge and comprehension of the occupational therapy conceptual and process models. Demonstrate knowledge and comprehension of regulations and professional ethics.	**S6_2.** Apply reflexive professional reasoning, practice-based and evidence-based approaches in the occupational therapy process. Effectively apply the occupational therapy conceptual and process models in a collaborative, ethical manner with respect to diversity.	**C6_2.** Demonstrate professional ethics, integrity, and responsibility in occupational therapy practice, complying with regulations in a reflexive and collaborative way.
L6_2. Subset 1. *Occupational therapy models*	**K6_2.1.** Describe and analyse occupational therapy conceptual and process models.	**S6_2.1.** Apply appropriate occupational therapy conceptual and process models to meet the diverse occupational and health needs in a collaborative, ethical manner.	**C6_2.2.** Demonstrate adaptability in integrating and applying occupational therapy conceptual and process models in collaboration with persons, groups, populations, and communities.
L6_2. Subset 2. *Professional reasoning*	**K6_2.2.** Define and describe different types of professional reasoning, reflective practice models, and evidence-based practice.	**S6_2.2.** Select and apply appropriate types of professional reasoning and evidence-based approaches to enable occupation.	**C6_2.2.** Critically evaluate and apply best available evidence in professional reasoning to ensure occupation-based practice relevant to the client's needs.
L6_2. Subset 3. *Occupational therapy assessment, interventions, and outcome evaluation*	**K6_2.3.** Describe theoretical approaches to assessment and intervention or frames of reference used in occupational therapy. Identify and describe strategies and tools in assessment, intervention, and outcome evaluation focusing on the human as an occupational being, occupations, and environments and contexts.	**S6_2.3.** Select and apply appropriate strategies and tools to assess, analyse, plan, implement and evaluate outcomes to enable occupation of individuals, groups and populations. Conduct occupational therapy assessment, intervention, and outcome evaluation in an effective and respectful manner.	**C6_2.3.** Adapt and apply the occupational therapy process in partnership with individuals, groups and populations to enable occupation, participation and occupational justice.

L6_2. Subset 4. Ethical practice	K6_2.4. Define and describe values, norms, national and international regulations, and ethical guidelines.	S6_2.4. Recognize ethical issues, select and justify course of action grounded on professional values, roles, and ethics.	C6_2.4. Decide on ethical course of action throughout the occupational therapy process in the context of institutional and (inter)national regulations with respect to diversity.
Assessment approaches	Oral assessment (group discussion, oral presentation, participation in a seminar) Written assessment (essay, investigation assignment, literature review, written examination)	Fieldwork Oral assessments (feedback-feedforward, group discussion, oral presentation, participation in a seminar) Practical assessment (Objective structured clinical examination, Objective structured practical examination, Triple Jump assessment) Written assessment (case study report, essay, investigation assignment, literature review)	Fieldwork Oral assessments (feedback-feedforward, group discussion) Practical assessment (Objective structured clinical examination, Objective structured practical examination, Triple Jump assessment) Written assessment (case study report, investigation assignment, reflexive diary, reflection paper)
Learning approaches	Attending lectures, seminars, and tutorials Carrying out investigation assignments Engaging in evidence-based practice Literature review Participating in active learning or flipped classroom Practical work or exercises Preparing and making oral presentations Reading literature Service learning Supervision	Carrying out investigation assignments Design thinking and design-based learning Engaging in evidence-based practice Fieldwork (clinical, community, and emerging practices) Practical work or exercises Preparing and making oral presentations Problem-based, experiential, and inquiry-based learning Service learning Simulation-based learning Supervision	Design thinking and design-based learning Engaging in evidence-based practice Fieldwork (clinical, community, and emerging practices) Group discussions Problem-based, experiential, and inquiry-based learning Service learning Supervision

Teaching approaches	Active learning or flipped classroom Investigation assignments Feedback Fieldwork (clinical placement, community placement, emerging practice placement) Lectures, seminars, tutorials Practical work or exercises Service learning Supervision	Design thinking and design-based learning Feedback, feedforward Fieldwork (clinical placement, community placement, emerging practice placement) Investigation assignments Practical work or exercises Problem-based, experiential, and inquiry-based learning Simulated environments Service learning Supervision	Design thinking and design-based learning Feedback, feedforward Practical work or exercises Problem-based, experiential, and inquiry-based learning Service learning Supervision

Dimension III. Critical thinking and scientific approach in occupational therapy and occupational science			
(Sub)descriptor / TLA approaches	**Knowledge**	**Skills**	**Autonomy and Responsibility (Wider Competences)**
L6_3. Level descriptor.	**K6_3.** Demonstrate knowledge and understanding of the scientific process and writing. Demonstrate knowledge and critical awareness of research paradigms and methodologies. Demonstrate knowledge and critical awareness of intersectionality, social inclusion and exclusion processes, fields of practice, policies, and systems.	**S6_3.** Demonstrate ability to systematically gather, critically interpret, report, and apply relevant evidence in practice or research. Justify and apply appropriate research methods considering research ethics. Critically apply relevant approaches, methods, and techniques, considering intersectionality, social inclusion and exclusion processes, policies, and systems.	**C6_3.** Critically appraise research and development work in complex contexts to promote health and well-being as well as social transformation. Critically reflect on practice and complex knowledge, find alternatives, make informed judgements, and contribute to societal challenges.
L6_3. Subset 1. *Scientific models and processes*	**K6_3.1.** Define and describe methods on finding research literature, critical appraisal of qualitative and quantitative contemporary research on occupational therapy using principles of evidence-based practice.	**S6_3.1.** Independently select, modify, synthesis and critically examine scientific literature and information justifying occupational therapy practice using theory and research results. Report relevant evidence in written, oral or mixed media formats for scientific and non-scientific audiences.	**C6_3.1.** Apply and implement state of the art theories, principles and practice-based research findings to provide and promote occupational therapy for individuals, organisations or communities.
L6_3. Subset 2. *Research methodologies and paradigms*	**K6_3.2.** Define and describe basic understandings of research questions, designs, intervention methods, reliability, validity and relevance appropriate to research in occupation and occupational therapy.	**S6_3.2.** Recognise, identify and access current theories, research findings through databases to be able to appraise their effectiveness, relevance and trustworthiness in occupational therapy practice and science.	**C6_3.2.** Critically appraise research findings relevant to occupational therapy and occupational science and apply them in practice.
L6_3. Subset 3. *Critical thinking strategies and critical awareness*	**K6_3.3.** Define, analyse and critique limitations and the ethical aspects of research in its relationship to health, wellbeing, human rights, intersectionality, social inclusion and exclusion processes, policies, and systems.	**S6_3.3.** Critically discuss research and undertake research under supervision. Critically engage in the discussion of, and resolution of ethical dilemmas in the research process	**C6_3.3.** Critically evaluate and make (self-)critical judgements on developments of new knowledge of occupation and occupational therapy practice and the impact on local and/ or emerging health

			and social challenges, health systems and policy.
Assessment approaches	Oral assessment (critical review, group discussion, opposition, oral presentation, participation in a seminar) Practical assessment Written assessment (critical review, essay, literature review, opposition, research proposal, scientific report, thesis)	Oral assessment (critical review, group discussion, opposition, oral presentation, participation in a seminar) Practical assessment Written assessment (critical review, essay, literature review, opposition, research proposal, scientific report, thesis)	Oral assessment (critical review, group discussion, opposition, oral presentation, participation in a seminar) Practical assessment Written assessment (reflection paper, reflective diary)
Learning approaches	Attending lectures, seminars, and tutorials Carrying out investigation assignments Engaging in evidence-based practice Engaging in research under supervision Giving and receiving feedback Group discussions Literature review Participating in active learning or flipped classroom Practical work or exercises Preparing and making oral presentations Problem-based, experiential and inquiry-based learning Thesis work	Attending lectures, seminars, and tutorials Carrying out investigation assignments Design thinking and design-based learning Engaging in research under supervision Giving and receiving feedback Literature review Participating in active learning or flipped classroom Practical work or exercises Problem-based, experiential and inquiry-based learning Thesis work	Design thinking and design-based learning Engaging in research under supervision Giving and receiving feedback Group discussions Literature review Participating in active learning or flipped classroom Practical work or exercises Problem-based, experiential and inquiry-based learning Reflection Thesis work
Teaching approaches	Active learning or flipped classroom Feedback Investigation assignments Lectures, seminars, tutorials Problem-based, experiential, and inquiry-based learning Supervision	Active learning or flipped classroom Design thinking and design-based learning Feedback Investigation assignments Practical work or exercises Problem-based, experiential, and inquiry-based learning Supervision	Design thinking and design-based learning Feedback Practical work or exercises Problem-based, experiential, and inquiry-based learning Supervision

Dimension IV. Leadership, management, entrepreneurship and innovation			
(Sub)descriptor / TLA approaches	Knowledge	Skills	Autonomy and Responsibility (Wider Competences)
L6_4. Level descriptor.	**K6_4.** Demonstrate knowledge of power theories and their influence on practice, education, management, and research. Demonstrate knowledge and comprehension of leadership and management, entrepreneurial, innovative and sustainable practice.	**S6_4.** 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 persons, groups, populations and communities.	**C6_4.** 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. Manifest a leading role considering one's own positionality.
L6_4. Subset 1. *Leadership and management*	**K6_4.1.** Describe leadership theories and practices as well as leadership roles and responsibilities in groups, teams, projects, communities, and organisations. Describe principles of management of occupational therapy services and projects, including initiation, planning, execution, monitoring, controlling, and evaluation.	**S6_4.1.** Apply leadership principles effectively in practical settings, to lead and influence others, make informed decisions, and navigate challenges in different socio-cultural and professional contexts. Implement management strategies and methods in budgeting, time management, administration of resources, monitoring and evaluation, and information management within occupational therapy services and projects.	**C6_4.1.** Demonstrate capacity and commitment to reflect on and act according to the needs and potentialities identified to resolving complex ethical issues in practice and strengthen and support research on disability. Contribute to the development of professional standards, guidelines, and policies together with citizens, communities, and organisations to promote occupations.

L6_4. Subset 2. **Positionality and power relations**	**K6_4.2.** Describe and define positionality and power theories identifying biases, preferences, values, norms, and interests. Demonstrate knowledge about the development of power relations and how they shape collective organisations, institutions, and representations of the world through conflict, negotiation, and adaptation.	**S6_4.2.** Recognise tools and mechanisms of power (biases, preferences, values, norms, and interests) in societal and collective relations and use their genesis, continuity and transformations in time to inform the profession on occupational rights and justice.	**C6_4.2.** Contribute to discussions and debates on power relations and political organisation in a broad sense, placing them in historical perspective and acknowledge own limitations as an Occupational Therapist serving the daily life challenges encountered in populations and societies locally and globally. Define and identify existing and emerging services for and with under-employed, disempowered, dispossessed or socially challenging people, organisations and industries that may benefit from occupational therapy expertise.
L6_4. Subset 3. **Entrepreneurship, Innovation, & Sustainability**	**K6_4.3.** Describe the processes and methods of entrepreneurship and innovation that can be applied to the profession. Define sustainability and describe ecologically, economically, and socially sustainable practices relevant to the profession. Define and describe methods and processes of innovation, informed by contemporary research and/or theory, health economics and knowledge on innovative systems approaches to global health, education, and social services.	**S6_4.3.** Ability to improve and innovate practices and services in their own country, in cooperation with Occupational Therapists and other health professionals in settings where there are currently no Occupational Therapists employed. Demonstrates innovation and evidence of critical engagement in developing occupational therapy in developing and emerging areas in line with local needs and demographic changes in society	**C6_4.3.** Manifest innovative and entrepreneurial spirit as well as creativity for new ideas and an ability to handle complex context with sense of initiative and entrepreneurship
Assessment approaches	Oral assessment (group discussion, oral presentation, participation in a seminar) Practical assessment Social media as assessment (social media posts, blog/video blog, podcasts) Written assessment (essay, literature review, poster, project proposal, project report, written examination)	Oral assessment (elevator pitch, group discussion, oral presentation, participation in a seminar) Practical assessment Social media as assessment (social media posts, blog/video blog, podcasts) Written assessment (essay, poster, project proposal, project report)	Oral assessment (group discussion, participation in a seminar) Social media as assessment (social media posts, blog/video blog, podcasts) Written assessment (essay, identification of future learning needs, opinion article, poster, project proposal, project report, reflection paper)

Learning approaches	Attending lectures, seminars, and tutorials Design thinking and design-based learning Giving and receiving feedback Group discussions Field visits Literature review Problem-based, experiential, and inquiry-based learning Project-based learning Reading literature	Attending lectures, seminars, and tutorials Design thinking and design-based learning Giving and receiving feedback Group discussions Field visits Fieldwork (emerging practices) Practical work or exercises Problem-based, experiential, and inquiry-based learning Project-based learning Reading literature Reflection	Design thinking and design-based learning Giving and receiving feedback Group discussions Fieldwork (emerging practices) Practical work or exercises Problem-based, experiential, and inquiry-based learning Project-based learning Reflection
Teaching approaches	Design thinking and design-based learning Feedback, feedforward Field visits Group discussions Lectures, seminars, tutorials Problem-based, experiential, and inquiry-based learning	Design thinking and design-based learning Feedback, feedforward Field visits Fieldwork 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 Fieldwork Group discussions Practical work or exercises Problem-based, experiential, and inquiry-based learning Supervision

Dimension V. Communication, professional relationships and partnerships			
(Sub)descriptor / TLA approaches	**Knowledge**	**Skills**	**Autonomy and Responsibility (Wider Competences)**
L6_5. Level descriptor.	**K6_5.** Demonstrate understanding of the nature of communication and knowledge of communication processes, techniques, and (digital) technologies. Demonstrate knowledge and comprehension of professional relationships, partnerships, and collaboration. Demonstrate knowledge and critical awareness of advocacy approaches to promote occupational justice and occupational rights.	**S6_5.** Effectively apply a wide range of communication skills to professional and non-professional audiences with respect to diversity and complex contexts. Evidence an effective application of up-to-date communication and information technologies according to the needs of persons, groups, populations and communities. Demonstrate skills for effective and sustainable professional relationships, partnerships, and collaboration. Apply advocacy approaches to promote occupational rights of persons, groups, populations, and communities.	**C6_5.** Demonstrate responsibility and integrity in interactions with both professionals and non-professionals, fostering respectful and understanding environments for all. Promote the value of occupation in creating sustainable communities. Promote the occupational therapy profession. Demonstrate responsibility in advocating for occupational justice and occupational rights of persons, groups, populations, and communities.
L6_5. Subset 1. *Communication processes and techniques*	**K6_5.1.** Describe and discuss communication theories, processes, techniques and (digital) technologies. Define effective communication, communication skills, and digital literacy.	**S6_5.1.** Apply a diverse set of communication skills and strategies proficiently when interacting with professionals within and outside occupational therapy and non-professionals in various contexts. Use digital technologies effectively for communication and information when interacting with individuals, groups, populations, and communities in various contexts. Evaluate and update own skills and use of technologies for effective communication in diverse contexts. Demonstrate proficiency in one's own native language for professional communication and a	**C6_5.1.** Critically evaluate the application of communication skills and strategies to foster an environment of respect and mutual understanding for all.

		sufficient knowledge of English to keep up to date with the profession's body of knowledge.	
L6_5. Subset 2. *Professional relationships and partnership*	**K6_5.2.** Define the scope and methods of other (health) professions. Define and discuss professional and therapeutic relationships and person-centeredness. Define and discuss effective partnering, teamwork, collaboration, and how to establish effective working relationships. Define and discuss professional attitudes and accountability to self, colleagues and the profession. Define and discuss supervision, coaching, and mentorship.	**S6_5.2.** Establish and maintain a collaborative, therapeutic, and trustworthy partnership with clients, client groups, and communities. Apply a professional attitude and ethical conduct towards partners and team members to support effective working relationships and maximise outcomes. Work collaboratively in interprofessional or trans-professional teams, building sustainable networks between groups, organisations, and communities. Identify, manage, and resolve conflicts and ethical dilemmas that arise within professional relationships.	**S6_5.2.** Demonstrate professional integrity and accountability in communication and interaction with recipients of occupational therapy, professionals in interdisciplinary and multidisciplinary teams, and stakeholders. Identify and evaluate opportunities and threats to professional partnerships and sustainable networks. Assert the value of occupation and occupational therapy profession within collaborations and partnerships.
L6_5. Subset 3. *Advocacy and respect for diversity*	**K6_5.3.** Describe and discuss advocacy approaches to promote occupational justice and occupational rights. Define diversity sensitivity, cultural knowledge, and cultural humility.	**S6_5.3.** Apply advocacy strategies to promote occupational justice and uphold occupational rights of individuals, groups, populations, and communities in various contexts. Apply diversity sensitive communication and interaction skills, fairness, trustworthiness and respect.	**C6_5.3.** Demonstrate responsibility in communicating the importance of occupation for health and societal participation. Proactively promote occupational justice and occupational rights of persons, groups, populations, and communities.
Assessment approaches	Fieldwork Oral assessment (feedback, group discussion, oral presentation, participation in a seminar) Practical assessment (presentation strategies) Social media as assessment (social media posts, blog/video blog, podcasts) Written assessment (essay, opinion article, poster, professional portfolio, project proposal, project report)	Fieldwork Oral assessment (critical review, feedback, group discussion, oral presentation, participation in a seminar) Practical assessment (presentation strategies) Social media as assessment (social media posts, blog/video blog, podcasts) Written assessment (critical review, essay, opinion article, poster, professional portfolio, project proposal, project report, reflection paper)	Fieldwork Oral assessment (group discussion, oral presentation, participation in a seminar) Practical assessment (presentation strategies) Social media as assessment (social media posts, blog/video blog, podcasts) Written assessment (essay, opinion article, poster, professional portfolio, project proposal, project report, reflection paper)

Learning approaches	Attending lectures, seminars, and tutorials Communication exercises Giving and receiving feedback Group discussions Fieldwork (clinical, community, and emerging practices) International exchange Interprofessional learning Knowledge and expertise-sharing activities Observation Practical work or exercises Preparing and making oral presentations Reading literature Reflection Simulation-based learning Supervision Teaching stakeholders (caregivers, clients) and subsequent student cohorts	Communication exercises Giving and receiving feedback Group discussions Fieldwork (clinical, community, and emerging practices) International exchange Interprofessional learning Knowledge and expertise-sharing activities Practical work or exercises Preparing and making oral presentations Reflection Service learning Simulation-based learning Supervision Teaching stakeholders (caregivers, clients) and subsequent student cohorts	Giving and receiving feedback Group discussions Fieldwork (clinical, community, and emerging practices) International exchange Interprofessional learning Knowledge and expertise-sharing activities Practical work or exercises Preparing and making oral presentations Reflection Service learning Simulation-based learning Supervision Teaching stakeholders (caregivers, clients) and subsequent student cohorts
Teaching approaches	Feedback, feedforward Field visits Fieldwork Group discussions Internationalisation Interprofessional learning Lectures, seminars, tutorials Practical work or exercises Simulation-based learning Supervision	Feedback, feedforward Field visits Fieldwork Group discussions Internationalisation Interprofessional learning Practical work or exercises Service learning Simulation-based learning Supervision	Feedback, feedforward Field visits Fieldwork Group discussions Internationalisation Interprofessional learning Practical work or exercises Service learning Simulation-based learning Supervision

Dimension VI. Life-long professional development			
(Sub)descriptor / TLA approaches	Knowledge	Skills	Autonomy and Responsibility (Wider Competences)
L6_6. Level descriptor.	**K6_6.** Demonstrate knowledge of approaches, methods, tools, and national requirements and standards for reflective practice and continuous professional development.	**S6_6.** Reflect on own professional practice considering one's own positionality with respect to diversity. Evidence skills to initiate and establish continuous learning and acquiring/consolidating professional identity.	**C6_6.** Demonstrate flexibility and adaptability in response to occupational needs of persons, groups, populations, and communities in complex contexts. Manifest responsibility to engage in life-long learning and professional development with a high degree of autonomy. 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.
L6_6. Subset 1. *Professional identity*	**K6_6.1.** Identify and describe strategies and tools to develop and consolidate one's own professional identity, as well as to update and upgrade practice in response to societal needs.	**S6_6.1.** Reflect on and define one's own positionality and how it influences practice and research. Critically examine, select, and apply strategies and tools for developing and strengthening one's own professional identity.	**C6_6.1.** Independently identify and address one's own needs for learning and professional development in compliance with national and international requirements and standards to develop one's own professional identity.
L6_6. Subset 2. *Professional development and life-long learning*	**K6_6.2.** Define and describe national and international requirements and standards for continuous professional development. Identify and describe strategies, information sources, resources, and learning opportunities for continuous professional development.	**S6_6.2.** Reflect on and recognise one's own learning and professional development needs in relation to national and international requirements and standards, considering own positionality with respect to diversity. Critically examine, select, and utilise strategies, information sources, resources, and learning opportunities for continuous professional development.	**C6_6.2.** Independently search for information, resources, and engage in learning opportunities to continually update and upgrade practice in response to societal needs. Autonomously search and apply appropriate learning methods and tools for lifelong learning to ensure flexibility and adaptability in practice, addressing the occupational needs of persons, groups, populations, and communities in complex contexts.

Assessment approaches	Oral assessment (group discussion, oral presentation, participation in a seminar) Written assessment (essay, identification of learning needs, professional portfolio, reflection paper, reflective diary, written examination)	Oral assessment (group discussion, oral presentation, participation in a seminar) Written assessment (essay, identification of learning needs, professional portfolio, reflection paper, reflective diary)	Oral assessment (group discussion, oral presentation, participation in a seminar) Written assessment (essay, identification of learning needs, professional portfolio, reflection paper, reflective diary)
Learning approaches	Attending lectures, seminars, and tutorials Group discussions Fieldwork (clinical, community, and emerging practices) Interprofessional learning Participating in active learning or flipped classroom Practical work or exercises Reading literature	Giving and receiving feedback Group discussions Engaging in research under supervision Fieldwork (clinical, community, and emerging practices) International exchange Interprofessional learning Knowledge and expertise-sharing activities Practical work or exercises Reading literature Reflection	Giving and receiving feedback Group discussions Engaging in research under supervision Fieldwork (clinical, community, and emerging practices) International exchange Interprofessional learning Knowledge and expertise-sharing activities Practical work or exercises Reading literature Reflection
Teaching approaches	Feedback, feedforward Fieldwork Group discussions Internationalisation Interprofessional learning Lectures, seminars, tutorials Practical work or exercises Supervision	Feedback, feedforward Fieldwork Group discussions Internationalisation Interprofessional learning Mentoring Practical work or exercises Research activities Supervision	Feedback, feedforward Fieldwork Group discussions Internationalisation Interprofessional learning Mentoring Practical work or exercises Research activities Supervision