Occupational Therapy
Degree Programmes in Europe as well as Georgia and Armenia.

Yes, countries of Tuning Latin America have carried out similar work in

Are other countries and continents involved?

No, absolutely not. Diversity is the most important single characteristic

Will all Occupational Therapy programmes in Europe be alike?

understand and be able to communicate at the end of each cycle.

They are very general descriptions of what a student must know,

What are the “Dublin descriptors”?

such as Health and Social Sciences.

version (NQF) and ‘Sectoral’ versions, that is, applied to sectoral areas

The European Qualifications Framework for HE provides very general

What is the EQF for Higher Education?

an effective way possible.

the student will need for a satisfying personal and professional life. It

What does ’student-centred’ mean in practice?

is Higher Education administrative and academic staff with the

in their country allows and encourages Universities to apply the

Quality, Transparency, Recognition and Employability — not just

the “Bologna Follow-up Group”, the Bologna Promoters, Rectors’

conferences, Universities) in order to examine specific issues and

the “Bologna Follow-up Group” includes representatives of national

Starting with a declaration signed in Bologna in 1999, the Ministers of

What is the Bologna process?

Tuning model

such co-operation should have a lasting and widespread impact across

The main aim of a thematic network is to enhance quality and define

At the moment it is funded only by the members themselves.

such as educators, researchers, students, professional associations, and
towards the Bologna process.

The Tuning process

The Tuning project

In the framework of the Tuning project a methodology has been

dyed to understand curricula and to make them comparable. Five

TUNING Educational Structures in Europe is a large scale European

a wide range of institutions within or between specific discipline areas.

Such co-operation should have a lasting and widespread impact across

associations, employers and client organisations.

that Universities in all 45 Bologna countries can communicate in an

Traditional ‘input-based’ structure. It provides general guidelines, so

higher education (HE) system in all their countries

In order to develop HE strategies and policies in a more coordinated and

Tuning process

5. the role of quality enhancement in the educational process

3. the role of ECTS as an accumulation system

2. subject-specific competences,

8. Development of an evaluation system intended to enhance

1. Meeting the basic conditions.

6. Translation into educational units and activities to achieve

5. the role of quality enhancement in the educational process

has been identified: the Bologna Declaration of June 1999. As part of

The Tuning process

Tuning process

In cooperation with the Bologna Promoters, Rectors’ Conferences and

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"COMPETENCES" are what students learn, understand and are able to do. Forcing them in the objectives of the Academic Learning Process.

GENERIC COMPETENCIES FOR ALL ACADEMIC DISCIPLINES

Competencies are integral to occupational therapy education. The occupational therapist requires competencies in occupational therapy and other related disciplines to successfully meet their professional responsibilities. The occupational therapist is able to:

Genetic Competences

1. Understand and apply principles of management to occupational therapy practice, particularly in relation to local and/ or emerging health and social challenges.

2. Explain the relationship between occupational performance, health and well-being.

3. Synthesise and apply relevant knowledge from biological, medical, psychological, social, technological and occupational perspectives.

4. Analyse the complexities of applying theories and research evidence.

5. Engage in rational and reasoned debate in relation to occupation, occupational performance, health and well-being.

6. Work in partnership with individuals and groups, using occupation as a means of enabling and promoting health and well-being.

7. Select, modify and apply appropriate theories, models of practice and research findings.

8. Use professional and ethical reasoning effectively throughout the occupational therapy process.

9. Utilise the therapeutic potential of occupation through the use of meaningful activity and occupational analysis and synthesis.

10. Identify the need for research on issues related to occupation, health and social challenges.

11. Demonstrate confidence in self-management, self-awareness and the ability to take responsibility for personal and professional development.

12. Ability to adapt to and act in new situations.

13. Ability to communicate both orally and through the written word in a professional manner.

14. Knowledge and understanding of the subject area and the ability to communicate this knowledge effectively to others.

15. Ability to plan and manage time.

16. Ability to work in a team.

17. Interpersonal and interaction skills.

18. Ability to motivate people and move toward common goals.

19. Ability to communicate with non-experts of one’s field.

20. Appreciate and respect diversity, individual differences, cultures and beliefs.

21. Ability to work in an international context.

22. Ability to work autonomously.

23. Interests and abilities to engage in academic research and scholarship.

24. Demonstrates confidence and competence in research methods, data analysis, and interpretation.

25. Spirit of enterprise, ability to take initiative.

26. Ability to evaluate and maintain the quality of work produced.

27. Ability to determine and persevere in the tasks given and to a sufficient standard.

28. Ability to work collaboratively/autonomously.

29. Ability to communicate effectively with clients, carers, team members and other stakeholders.

30. Ability to work effectively in multidisciplinary teams.

31. Understanding of the ethical aspects of research.

32. Knowledge of ethical aspects of practice, and how to make reasoned decisions.

33. Understanding of the legal, professional, ethical and social implications of practice.

34. Take a pro-active role in the development, improvement and enhancement of services.

35. Consider developments and influence policies in health and social care.

36. Demonstrate understanding of the importance of the occupational therapist to the health and social care system.

37. Demonstrate understanding of the role of the occupational therapist in relation to health care, society and legislation at international, national and local levels that affect occupational therapy services.

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