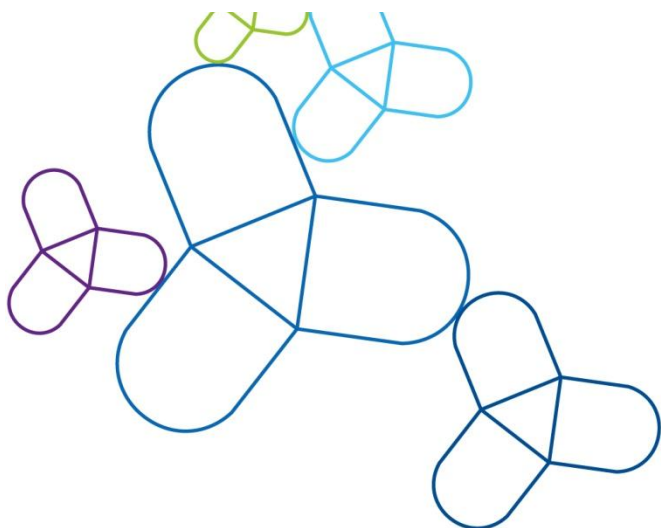


ECVET FOR ELDERLY CARE

EFEC

SECTOR SKILLS ALLIANCES
2013 – 2014

www.ecvetforec.eu



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Omnia, the Joint Authority of Education
in Espoo Region
Finland

Funded by the European Union

omnia

Why is this project implemented?



Goal: Implementing a basic UNIT for Qualified elderly care workers

BY: Research of working life needs and testing the unit!

Context:
increasing need for
qualified staff

Context:
New skills and
competences needed

Context:
New and different kind
of services for elderly
people

Why is this project implemented?



Needs of lower level qualification on the elderly care sector (Lithuania, Italy)

There is a clear need in the elderly care for people working on basic care level.

New and different education and training possibilities and methods (work based learning)

The education in social and health care sector, specially elderly care worker, is very differently organized in each partner country.

Sharing best practices on the elderly care sector

Alliances of the 6 different countries

Sharing ECVET experiences

Many partners have experience in ECVET process and ready descriptions, the others are waiting more guidance for description of Learning Outcomes.

Free movement of the qualified workers in EU

Solving employment problems

Sustained use and developing of the project results

Sustainability and benefits from taking part in different projects



The benefits from taking part in SSA

Partners/ countries	VET provider/institute , college, school	Sector Specific expertise: Small medium enterprise and craft industry	Associations	VET policy makers, Bodies involved in education and training systems
Finland	Omnia, the Joint Authority of Education in Espoo Region	Villa Tapiola, Espoo city, Helsinki Senior Foundation, Family Home Mielikki	SuPer Finnish Union of Practical Nurses	Finnish National Board of Education
Lithuania	Klaipėdos valstybinė kolegija	Vilius Gaigalaicio care home		
Estonia		Iru home		Estonian Qualifications Authority Foundation INNOVE
Germany	Schulzentrum Neustadt	Bremer Dienstleistungs-Service GmbH		
United Kingdom	Anniesland College of Further and Higher Education			
Italy	Speha Fresia Società Cooperativa		National Association of Social Assistance Workers	
6	5	6/3	2/2	3/2

OBJECTIVES

The general aim of ECVET for Elderly Care project is to develop a basic unit of elderly care work based by research or working life needs', test and implement it.

to analyse working life needs, collect best practices and new innovations in the elderly care sector of partner countries

to collect work related competence list for elderly care worker based on analyse and research of working life needs

to create a Basic Elderly Care UNIT/criteria of LO (knowledge, skills and competences) and test it

to implement the work related competence list and UNIT using in work placement and VET organisations

OBJECTIVES

The other objectives of the project are:

- to create **new transnational alliance between VET providers, education and qualification stakeholders, public and private working life and professional associations (SC + quality + EQAVET)**
- to compare **working life needs and curricula/qualifications** in partner countries
- to disseminate **ECVET ideas and train VET providers and work placement instructors** by using ECVET material and European tools
- to disseminate **project results on web-page and during seminars**, develop dissemination material (flyer, www-page, poster)

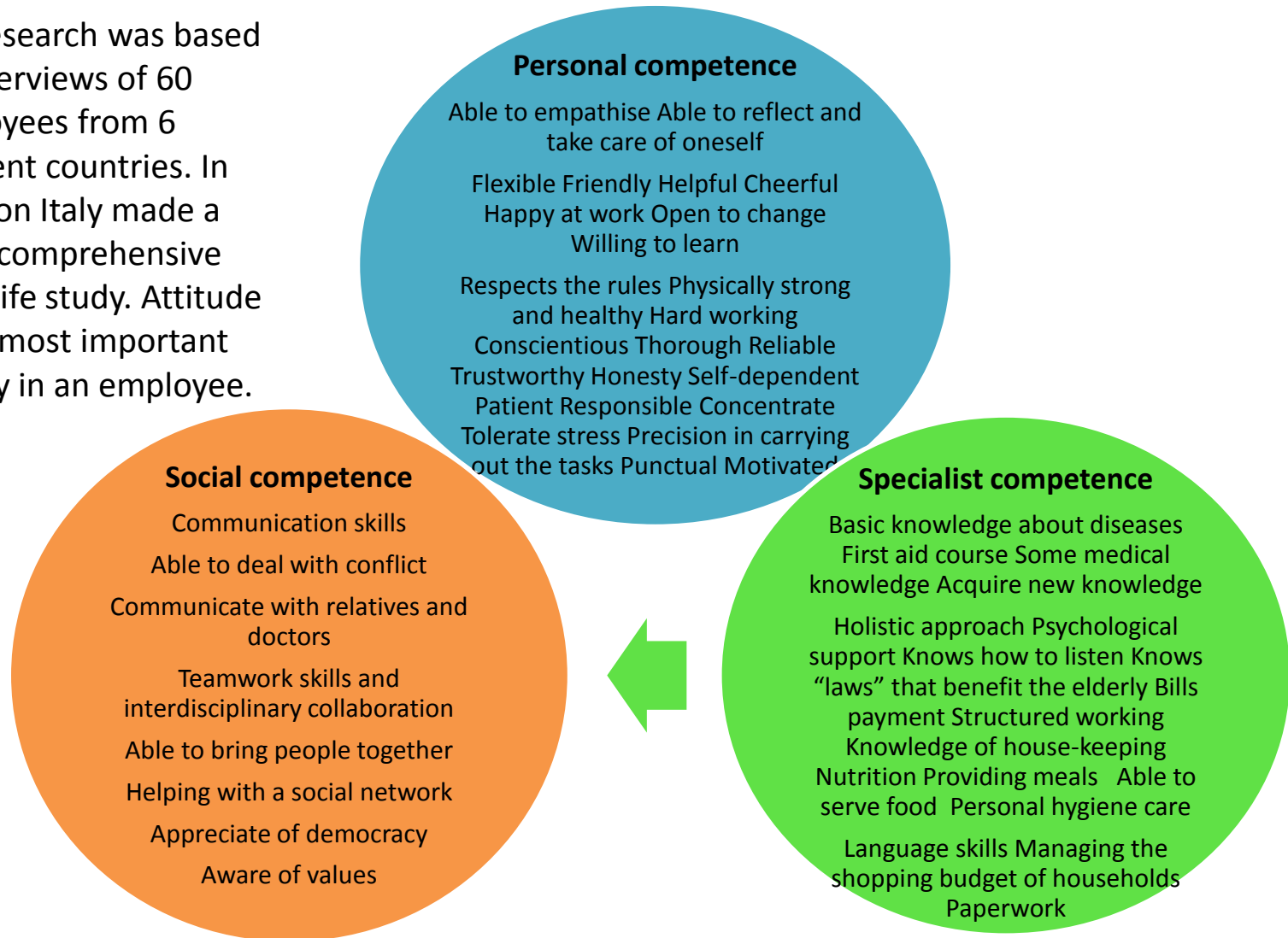
Expected project results

- **Transnational network** between VET providers, education and qualification stakeholders, public and private working life, professional associations, third sector and voluntaries
- **Research report about working life needs in the elderly care sector of partner countries (done)**
- **Descriptions and comparing of Learning Outcomes** (curricula) in elderly care sector in partner countries: Comparing of curricula's, Learning Outcomes and working life needs support the understanding, comparability and mutual trust between partner countries.
- The work related **competence list for Elderly care worker**: This list will be main tool for interviewing (new) staff or voluntaries in work placements and students in VET, recognise and transfer their knowledge, skills and competences. (done)
- **The Basic elderly care UNIT**: it will be based on the work related competence list and will be model for free in transnational use (done, testing level)
- **ECVET training** (training material) for work placement instructors
- **Project web-page** and dissemination material
- **6 transnational seminars** (4 done, 3 dissemination conferences done)

RESEARCH REPORT <http://www.ecvetforec.eu/results.htm>

The results were compared with foresight project of the Finnish National Board of Education.
http://www.oph.fi/tietopalvelut/ennakointi/osaamistarpeiden_ennakointi/sosiaaliala

The research was based on interviews of 60 employees from 6 different countries. In addition Italy made a more comprehensive work life study. Attitude is the most important quality in an employee.



LIST of competences of the future care worker



Learning outcomes	Knowledge, skills and competence	
Communication and interpersonal skills	Communication interaction	
	Listening skills	
	Challenging behaviour	
	Effective communication	
	Appropriate communication	
	Interpersonal skills	
	Professional appearance	
	Ethical issues	
	Transcultural issues	
	Vocational communication and interaction skills	
Good customer service skills	Good manner (both verbal and nonverbal)	
Promote inclusion and participation	Establishing relationships with relatives	
	Promotes participation	
	Support in loneliness	
Professional Responsibility Professional Values	Recognises own limitations	
	Responsibility	
	Supervised experience	
	Problem solving skills	
	Ethical issues	
	Well motivated	
	Follows development	
	Compassionate care – holistic approach	
	Ethical issues	
	Respect to life experience	
Applies equality, Equality and Diversity – transcultural issues		
Prevention of infection and maintenance of a safe environment	Lifelong Learning skills	
	Prevention, control infections	
	Knows ergonomics	
Awareness of common disease and pain	Safe environment	
	Understands common disease	
	Pain awareness	
Personal Care and Nutrition	Coping with disease and death, transcultural issues	
	Holistic approach	
	Assists in personal care	
	Importance of skin care	
	Carries out skin care	
	Person oriented nutrition	
	Activities of living	Food supply (Integration/ Atmosphere)
		Cook with elderly
		Design of everyday life
		Care
Occupation-Activity		
Structure of the day		
Housekeeping		
Room Design (cozy, barrier-free)		
Cleaning/ Laundry/ Shopping		
Rehabilitatory approach		
Rehabilitation	Importance physical activity	
	Telephone and messages Communication by telephone, skype and messages	
ICT-Skills	Written communication: Keeps records, computer skills	
	Social media skills	

Learning Outcomes for the new UNIT



Shared Learning Outcomes (3) based on the research and competence list:

Communication and interpersonal skills;

Relationships with families/carers/ significant others.

Barriers to communication and interpersonal relationships.

ICT.

Professional Values;

Professional Approach.

Equality and Diversity/transcultural issues.

Professional Accountability.

Recognition of limitation

Promote Inclusion and Participation;

Re-enablement.

Personal Care.

Activities of living.



Unit Title: Promote Inclusion and Participation in Elderly Care Practice

The purpose of this Unit is to enable individuals to develop the key principles, values and attitude which are central to high quality care practice

Holistic/ person-centred/ elderly care/ future prospect/ participation and inclusion/ communication

Learning Outcomes: Communication and interpersonal skills

- She/ He is able to use appropriate (to the context...) forms and methods of communication to establish a therapeutic relationship with the service user, families, carers and others (..)
- She/ He is able to share appropriate (to the context) information with health professionals, other team members and key stakeholder.

Learning Outcomes: Professional Values

- Applies ethical principles and values to ensure a person-centred approach
- reflects on the extent of own professional responsibilities

Learning Outcomes: Inclusion and Participation: the student will be able to

- Assess, plan and implement the care for the elderly, taking the client's abilities into account.
- Use his/her professional knowledge and skills in working with the elderly, their families and significant others to promote independence and person-centred care.
- Promote inclusion and participation by guiding and supporting the elderly in daily activities by adopting a rehabilitative approach.
- Apply risk assessment to maintain a safe environment, including safeguarding and recognition of abuse.

EFEC QUESTIONS



- Is our team focusing on the right objectives?
- What do you think of our list of competences? Do we miss anything?
- What do you think of our UNIT: Promote Inclusion and Participation in Elderly Care Practice?
- Do the participants see the added value of this project?
- Should our team focus on involving the third sector (volunteers, informal cares) or is this outside the scope of our work?
- Should our team try to streamline rules and regulations in elderly care, or do we have to accept the differences?



Thank you, EFEC-team

<http://www.ecvetforec.eu>