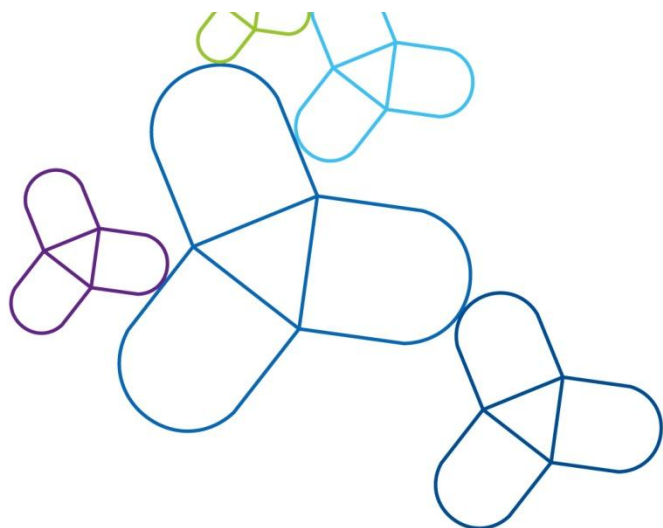


ECVET FOR ELDERLY CARE

EFEC

SECTOR SKILLS ALLIANCES
2013 – 2014

www.ecvetforec.eu



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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?

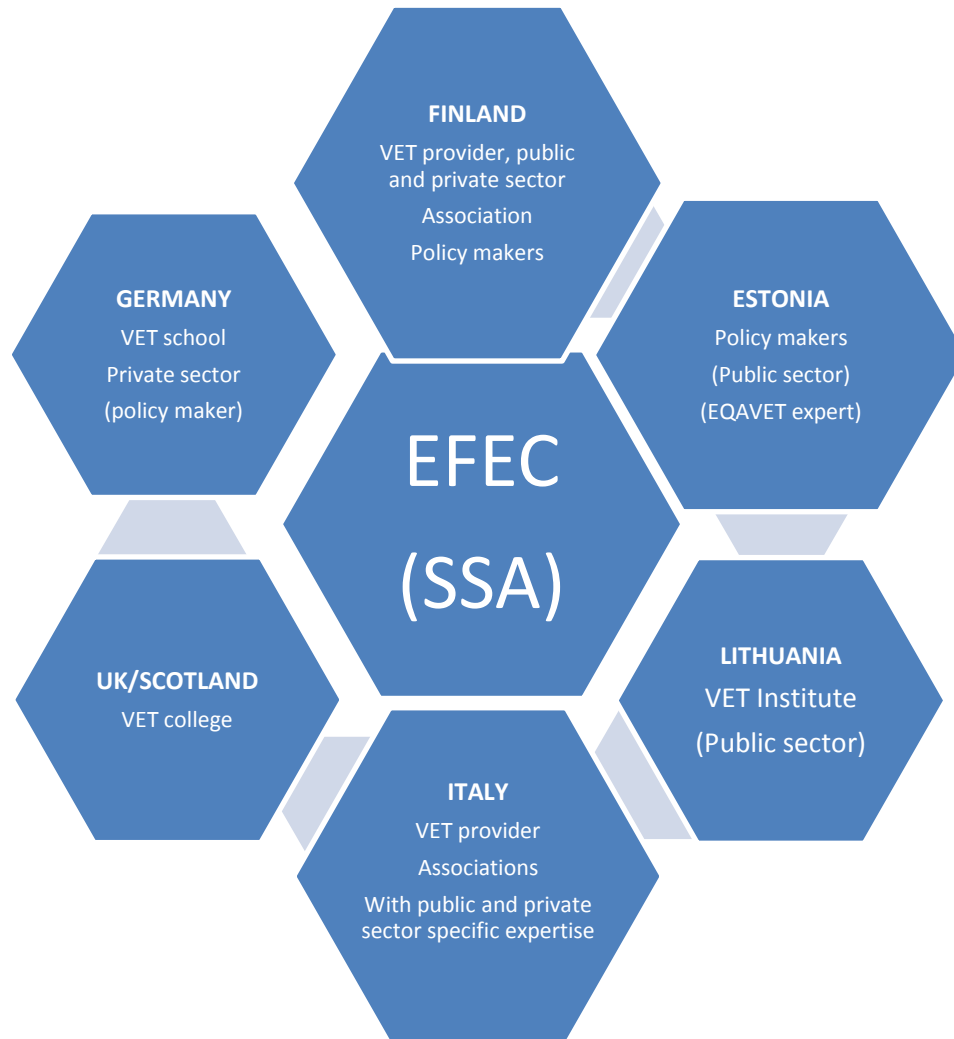
- Ageing population and work force, increasing need of qualified staff
- Needs of first level part of a qualification on the elderly care sector
- New and different education and training possibilities and methods (work based learning)
- Legislated sector: The education in social and health care sector, specially elderly care worker, is very differently organized in each partner country.
- Low status, image and motivation
- Always recruited mostly adult students, migrant (low-skilled, unskilled) worker
- Changes in society: need to change in models of care delivery (less hospital-centric, more community/primary)
- New skills and competences, anticipate skills needs



What we can do?

- Open atmosphere, European cooperation
- Sharing best practices on the elderly care sector
- Free movement of the qualified workers in EU
- Students, teachers and worker/experts mobility's
- Anticipate skills needs
- Flexible individual learning pathways
- More flexible and different training solutions (work based learning, compound work based training and VET colleges learning etc.)
- New teaching and coaching methodology, attention to Learning Outcomes
- Accreditation of prior learning
- Coaching and motivation all the way
- Increasing recognition and validation of Learning Outcomes
- Simplification of comparability, transparency and mutual recognition in EU
- International ethical recruitment
- Limited legislation (EU level)

The benefits from taking part in SSA



First time we have in the same team partners from 6 partner countries:

- 3 VET policy makers, Bodies involved in education and training systems from 2 partner countries (Finland, Estonia)
- 5 VET providers/institutes, colleges, schools from 5 different countries
- 6 Sector Specific expertise (small medium enterprise and craft industry), both public and private from 3 partner countries
- 2 Associations from 2 partner countries

Wide-ranging point of view and analyse.

Deep cooperation with labour market.
Sharing best practices between 6 countries.

OBJECTIVES

The general aim of ECVET for Elderly Care project is to develop a basic unit of elderly care work based by research of 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

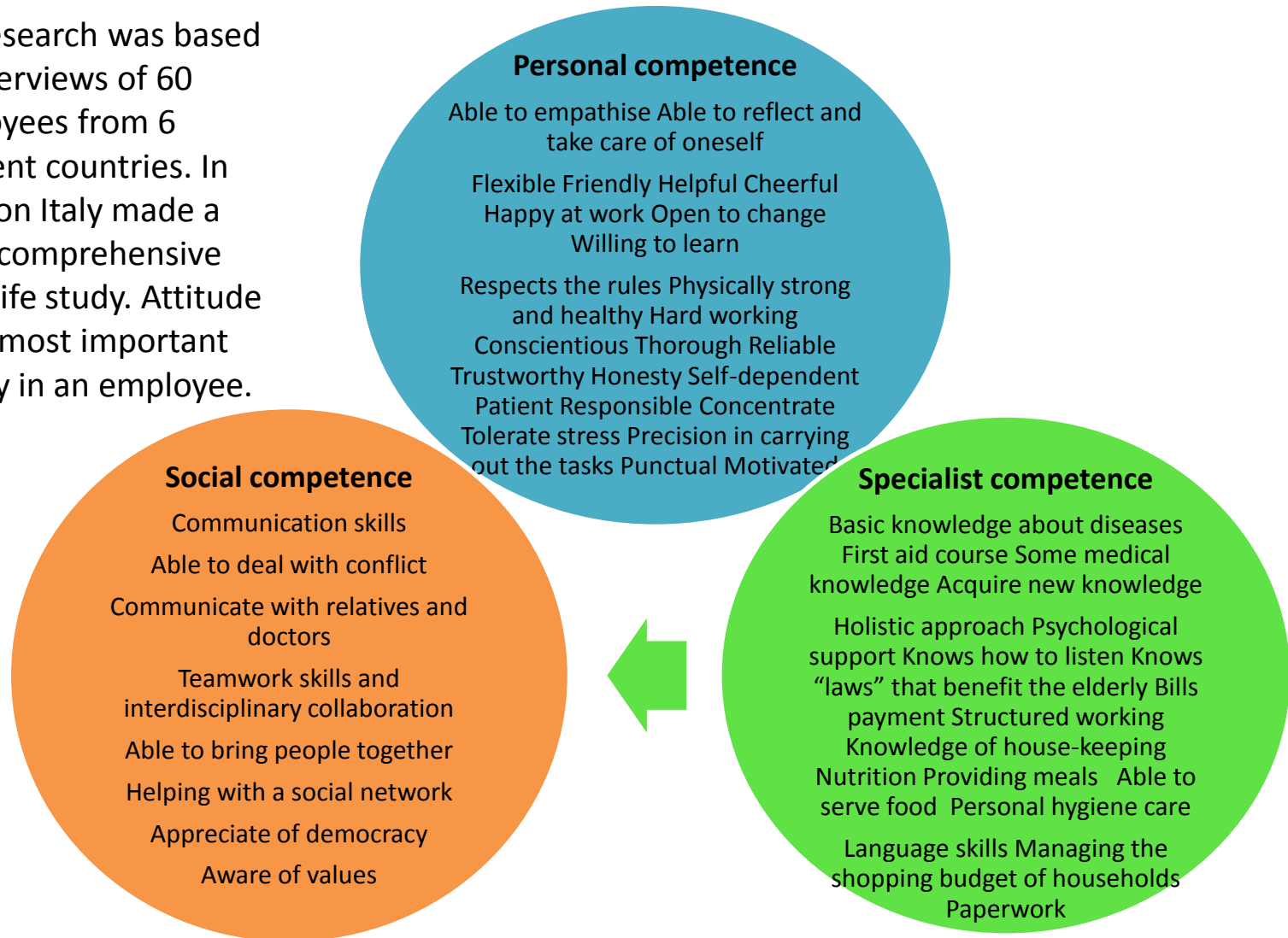
- **Transnational network** between VET providers, education and qualification stakeholders, public and private working life, professional associations, third sector and voluntaries
- **Research report about working life needs in the elderly care sector of partner countries (done)**
- **Descriptions and comparing of Learning Outcomes**
- **The work related competence list for Elderly care worker**
- **The Basic elderly care UNIT**
- **ECVET training** (training material) for work placement instructors
- **Project web-page** and dissemination material
- **6 transnational seminars**



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	
Promote inclusion and participation	Good customer service skills	
	Good manner (both verbal and nonverbal)	
Promote inclusion and participation	Establishing relationships with relatives	
	Promotes participation	
	Support in loneliness	
	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	

Competence list

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.

We identified 6 possible topics:

- Promote Inclusion and Participation in Elderly Care Practices
- Awareness of Common Diseases and Pain
- Personal Care and Nutrition
- Rehabilitation
- Gerotechnology and ICT in the elderly care
- Service coordination and entrepreneurship
- (Cultural Unit)



Learning Outcomes for the new UNIT



Chosen Learning Outcomes (3) based on the research and competence list and are only one little part of them (recommendation EQF level 3):

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 *Promote Inclusion and Participation in Elderly Care Practice*



The purpose of this Unit is to enable individuals to develop the key principles, values and attitudes 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.

Assessment criteria

- The assessor can choose the suitable method according to assessment situation:
- **Observation** – suitable for evaluation in workplace (enables to assess several criteria/learning outcomes at the same time in combination).
- **Reflective dialogue/interview** – suitable in every assessment situation (simulates working situation, e.g. case analysis; allows to explain if needed).
- **Self-analysis** – works well, if questions are put into an understandable language and are work-tasks based.
- **Self-evaluation** – learner/worker evaluates oneself in 4-level scale (levels should be described).
- **Grading**
- In working life: achieved ↔ not achieved or training necessary.
- In school/training: at least 4-level scale.

Observation	Assessment		Comments
	Achieved	Not ach.	
Motivates the resident to independence according to individual ability			
Displays activating behavior: Supports the residents, but is not taking the activities from her - activating care			
Supports individuals with regard to the design of everyday life and everyday tasks in terms of independent living			
Maintains the privacy of individuals by permission, respect and courtesy			
Works according ergonomic principles			
Takes rules and regulations on work safety and hygiene into account			
Takes responsibility for own work and estimates consequences			
Identifies needs and plans care using appropriate tools of assessment (e.g. sheet for balance of fluids)			
Promotes needs and preferences of the residents			
Recognizes abuse and reports accordingly			
Uses appropriate forms of communication and methods in relation to a variety of situations including finding solutions to overcome communication barriers			
Prepare information for stakeholders and pass these on			
Use communication channels in order to deal with conflict and challenging behavior			
Meets all stakeholders equivalently			
Respect the life experiences, preferences and choices of individuals			
Takes (demonstrate willingness to accept) responsibility for own actions and observes the own limits			
Applies professional standards (Note: scale varies depending on the use of the assessment sheet)			
Shows willingness to learn			
Met the stakeholders with dignity and respect and safeguard the privacy			
Holds a legal and ethical boundaries within their profession			
Note the effects of their behavior, their own values and principles to the stakeholders/ on the individual care (Note: topic should be deepened in reflective dialogue)			

How we can implement the outcomes?

The sector located between the social and the social and health care in partner countries (ESCO: 'nursing assistant' or 'home care assistant').

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

Target group: students and workers on the elderly care sector.

- WHAT: assistant and support, activating and motivating work (not nursing), helping people who have difficulties with their daily activities and who are lonely.
- To WHOM: these people who live alone at home, in day activity centres, service home or centre, home care, dementia unit.



Summary

- Background analysis and interviews to build the bridge between the project goals and labour market needs
- Anticipate Skills Needs: what will happen in the future
 - increasing need for qualified staff, new skills and competences needed
 - new and different kind of services for elderly people
 - activating voluntaries, families and significant others
 - innovation in active and independent living: prevention
- The basic UNIT (recommendation EQF level 3/4), will work as A PART OF (different) national QUALIFICATIONS. This will be first step on the flexible study pathway.
- Students/workers can complete the UNIT, acquire the LO both in college and/or in companies.



Thank you, EFEC-team

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