



*Implementing ECVET in the
field of health and social care*

How to describe and compare learning outcomes



Dresden, 10th of July

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What are Learning Outcomes ?

- Knowledge: is the **outcome of the assimilation of information** through learning. Knowledge is the **body of facts, principles, theories and practices** that are related to a field of work or study.
- Skills: are the **ability** to **apply knowledge** and **use know-how** to complete tasks and **solve problems**.
- Competences: are the **proven ability to use knowledge, skills and personal, social and/or methodological abilities** in work or study situations and in professional and personal development.



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What are Units of Learning Outcomes ?

- They are a **component of a qualification**.
- They consist of a coherent **set of knowledge, skills and competence**.
- They are **subject to assessment and validation** which verify and record that the learner has achieved the learning outcomes expected.



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Work process within the project:

1. Agreement on a first version of the Methodology document
2. Testing the Methodology by building the units
 - a) Agreement on the resources for the descriptions
 - b) Agreement on the shape and structure of a unit of learning outcomes
 - c) Overviews of the key activities and professional competences of the involved professions
 - d) Allocation of knowledge and skills contents to the professional competences
 - e) Allocation of personal competences to the units of learning outcome
3. Finalizing the Methodology document within the critical points found



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Actors involved:

- Coordination and Implementation of Learning outcome descriptions
 - Learning outcome descriptions carried out by **project coordinators**.
- Expertise
 - From the very beginning close support from **teachers** from vocational schools.
- External Evaluation
 - **External stakeholders (experts from the work environment)** were involved to evaluate the results (process still going on).





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Problems to face:

- In the curricula the knowledge is described too detailed
- In some of the curricula skills and competences were hardly described
- Defining the level of EQF
- Defining „assessable actions“ that refer to the level of knowledge, skills and competences
- Defining the personal competences
- Finding agreements with all involved stakeholders and teachers
- Belgium: change in the methodological rules issued by the policy makers



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Example of a unit:

Overview on Units of Learning Outcomes

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Key Activities and Professional Competences

Qualification: **Geriatric Nurse (Staatlich anerkannte/r Altenpfleger/in)**
GQF Level: 4

Key Activities and Professional Competences
<p>Take over basic nursing care duties Assist Elderly People with Personal Hygiene Care Reassure Elderly People Assist the Elderly with Resting and Sleeping Support Elderly People with their Mobility and with Disruptions in Motion Consider the nursing care-relevant aspects of psychology and geriatric psychiatry in the nursing home situation Provide Professional First Aid Assistance in Emergencies To speak with, advise, and guide elderly people</p>
<p>Implement personal and situation-related nursing care for elderly people Assist elderly people with nutritional intake and treating disruptions in the digestive system Assist elderly people with urinary excretion and treat disruptions in the urogenital system Assist the maintenance of heart-circulation functions and respiration of the client, as well as carry out treatment of disruptions in the heart-circulation system and respiration Nursing care for elderly people suffering illnesses of the endocrine system and metabolism Nursing care for elderly people with disruptions of the sensory organs Nursing care for elderly people with neurological, psychiatric, and geronto-psychiatric diseases Attend elderly people in the dying process</p>
<p>Assist elderly people in their daily life situation and to maintain and activate the independence of elderly people Use the assessment of the lifestyle and the social environment of elderly people as the basis for situation-adequate nursing care Assist elderly people with Contribute to community life Arrange the daily schedule of elderly people and their care-takers Assist elderly people with housekeeping and with the creation of a development-secure living space and environment</p>
<p>Contribute to clinical diagnostics and therapy Responsibly and efficiently carry out the role of geriatric nurse in interdisciplinary collaboration in a therapeutic team Contribute to the diagnostic process Independently carry out doctor-ordered therapeutic treatments in the nursing care context Administer professional care for chronic wounds Secure the administration of pharmaceuticals Contribute to neurological, psychiatric, and geronto-psychiatric diagnoses and therapy procedures</p>
<p>Evaluate, Plan and document nursing care for elderly people Plan Nursing Processes Evaluate and Document Nursing Processes Contribute to Quality Assurance Procedures in Geriatric Nursing</p>

<p>Key Activity Take over basic nursing care duties</p>	
<p>Qualification Geriatric Nurse</p>	<p>GQF Level: 4</p>
<p>Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination</p>	
<p>Professional Competence Assist Elderly People with Personal Hygiene Care</p>	
<p>Skills</p> <ul style="list-style-type: none"> Assist older people with personal hygiene care, whereby assistance should support the patient's own abilities to help themselves Maintain as much as possible the independence of older people in taking care of themselves 	<p>Knowledge</p> <ul style="list-style-type: none"> Explain the importance and goals of personal hygiene of the elderly Describe various procedures for personal hygiene care (e.g. personal hygiene in bed and bath, mouth and eye care, hair care) Describe prophylactic methods for prevention of complications of the skin, mucous membranes, and cellular metabolism (i.e., skin and hair) Describe the importance and function of clothing in accordance with the needs of elderly people
<p>Professional Competence Reassure Elderly People</p>	
<p>Skills</p> <ul style="list-style-type: none"> Prevent accidents through the conscientious behaviour in nursing home duties Organise nursing home activities in accordance with hygiene regulations and guidelines Recognise infections Carry out infection prophylaxis and abatement Implement appropriate treatment for chronic pain patients Carry out nursery home duties in accordance with the intimate sphere of the elderly 	<p>Knowledge</p> <ul style="list-style-type: none"> Explain procedures for accident prevention Describe procedure in the case of an emergency Describe the functions and contents of hygiene regulations Describe the origin and spread of infections in nursing homes Describe procedures for infection prophylaxis and abatement Describe the origin of pain, describe and differentiate the signs and types Explain the fundamental rules for Deal with chronic pain patients
<p>Professional Competence Assist the Elderly with Resting and Sleeping</p>	
<p>Skills</p> <ul style="list-style-type: none"> Monitor the sleeping habits of elderly people, and take note of possible treatments Carry out treatments to aid sleeping To set up a bed in accordance with the hygiene requirements and the needs of elderly people 	<p>Knowledge</p> <ul style="list-style-type: none"> Explain the importance of sleep as well as sleeping disorders Describe procedures to aid sleep Describe the set-up and function of a nursing bed and its accessories Demonstrate procedures for setting up beds as well as hygiene requirements



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Methodology document:



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Guideline for the Description of Learning Outcomes

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"PROPER CHANCE – IMPLEMENTING ECVET IN THE FIELD OF HEALTH AND SOCIAL CARE
FOR THE PROMOTION OF PROFESSIONAL PERMEABILITY AND GEOGRAPHICAL MOBILITY"
DE/11/LLP-LdV/TOV147429

Project Deliverable No. 12:
Methodology of description of activity-oriented and competence-based learning outcomes in units
according to the recommendations for ECVET and EQF, including informal and non-formal learning

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**Do you have any question concerning the
description of learning outcomes?**





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How to compare learning outcomes ?



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Comparison process:

- Step 1: Creating a matrix/ overview for the key activities and competences
- Step 2: In-detail comparison of key activities and describing major blemishes
- Step 3: Revision of the matrix and recommendation of recognition



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Work process within the project:

1. Agreement on a first version of the methodology document
2. Testing the methodology by comparing professions on a national level
3. Finalizing the methodology document within the critical points we found
4. Testing the methodology on „virtual situations“ within the testing process



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Actors involved:

- Coordination and Implementation of LO comparisons
 - Learning outcome comparisons carried out by **project coordinators**.
- Expertise
 - From the very beginning close support from **teachers** from vocational schools.
- External Evaluation
 - **External stakeholders (experts from the work environment)** were involved to evaluate the results (process still going on).



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Problems to face:

- How to take into account the complexity and scope of a professional competence
- How to increase the acceptance of the recommendation for recognition



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Methodology document:



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Methodology for Comparing Learning Outcomes

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DE/11/LLP-LdM/TOV/147429

Project Deliverable No. 16:
Methodology of comparison of learning outcomes allowing mobility and permeability

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Do you have any question concerning the comparison of learning outcomes?





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Thank you for your attention!

I wish you a nice lunch!

