

Implementation of the FINECVET model to the formal and nonformal education

RESULT 01 - REPORT

A comparative research analysis of the vocational competence standards or existing solutions in the professions Practical Nursing Child Care Workers and Health Care Assistants

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Projekt Erasmus+ „*Implementation of the FINECVET model to the formal and nonformal education*”

Developed by:

Institute for Sustainable Technologies – National Research Institute, Poland

Cooperation:

Education and Labour, Poland

Omnia, The Joint Authority of Education in Espoo Region, Finland

Fundación Equipo Humano, Spain

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1. Introduction

Problems of the *Implementation of the FINECVET model to the formal and nonformal education* TRANS-FINECVET project refer to the development of the European Credit system for Vocational Education and Training (ECVET) in the European Union and the European and National Qualifications Framework, including characteristics describing the learning outcomes (knowledge, skills and competence). The project's key aim shall be constituted by the transfer of European good practice at practical implementation of the ECVET approach, as well as development and improvement of the quality of professional qualifications in occupations important for the European labour market, i.e. Child Care Worker and Health Care Assistant, obtained in the formal and nonformal education. To this end, in the initial phase of the project the **action O1** was taken – **Comparative analysis of the competence standards of Child Care Worker and Health Care Assistant**, the result of which is this report on the research conducted in three partner countries: Poland, Finland and Spain. In the comparative research a unified (for all partner countries – Poland, Finland, Spain) research methodology was adopted (Section 2 of the Report), concentrating on the comparative analysis of the professional competence standards or other equivalent documents describing the requirements in the occupations Child Care Worker and Health Care Assistant.

The subject of the identification tests included the descriptions of competence requirements for the occupations Child Care Worker and Health Care Assistant published in the official national documents (Section 3 of the Report) constituting the basis to launch the formal and nonformal education in the above-mentioned occupations, with particular consideration of the identification and comparison of professional tasks and learning outcomes, the scope and nomenclature of professional modules, with reference to the levels of the European and national qualifications framework for the lifelong learning. In the comparative research of the competence requirements for two occupations, in three partner countries, the desk research method was applied as the basic one, and the expert method – as a supportive one. Sections 3 and 4 include the results of the comparative analysis research, while the Section 5 presents the conclusions and recommendations. The report is completed with the bibliography and source materials applied at the stage of identifying and analysing documents describing the competence requirements.

It should be emphasised that in all three partner countries, descriptions of the competence requirements for compared occupations are established on the central level, in documents equal to “the core curriculum of vocational education in a given occupation”. These occupations are on the level 4 of EQF/NQF (in Poland and Finland) and on the level 2 in Spain (where the NQF level hierarchy includes five levels). The conducted analyses showed that the nomenclature of the occupations concerned by the project is not unified in the international dimension, basic professional tasks, skills and personal and social competence in the occupations Child Care Worker and Health Care Assistant are very similar to each other, just like professional modules characteristic for education/training in these occupations.

The developed report shall constitute the reference point for the development of a deepened analysis and arrangements of the shared scope of competence requirements for the above-mentioned occupations that shall be implemented in the action O3 – comparison of the ECVET systems and O4 – comparison of curricula.

2. Methodology of comparative studies concerning the professional competence standards

System of terms applied in the studies

In the project and in the research, the system of terms (Table 1 and 2) arising from the following European and Polish documents was adopted:

- Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.
- Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) – 2009/C155/02.
- System of terms applied in the study of the professional competence standards in Poland¹

Table 1. System of terms adopted in the international research in the project TRANS-FINECVET – Recommendations

Term	Definition
European Qualifications Framework (EQF)	The reference system adopted in the European Union and enabling one to compare the qualifications acquired in different countries. In the European Qualifications Framework, eight levels of qualifications are distinguished, identified with use of requirements concerning learning outcomes
National Qualifications Framework (NQF) (Polish Qualifications Framework)	It means a tool to classify the qualifications distinguished according to the adopted set of criteria of learning outcomes, which aims at the integration and coordination of national qualifications sub-systems, as well as at the improved transparency, availability, development and quality of qualifications in reference to the labour market and civic society. NQF is a Polish equivalent of EQF
Qualification	It means a formal result of the assessment and validation process obtained in effect of stating by a competent authority that the learning outcomes acquired by a given person are consistent with a specific standard
Knowledge	It means a result of information acquisition through learning. Knowledge is a set of facts, principles, theories and practices related to the area of work or learning. In the context of the European Qualifications Framework, knowledge is described as theoretical or factual
Skills	They mean the skill of applying knowledge and using know-how to perform tasks and solve problems. In the context of the European Qualifications Framework, the skills are defined as cognitive (including logical, intuitive and creative thinking) and practical (including the efficiency and use of methods, materials, tools and instruments)
Competence	It means a proved ability of applying knowledge, skills and personal, social or methodical abilities demonstrated at work or learning and in a professional and personal career. In the European Qualifications Framework, competence is defined in the categories of responsibility and autonomy
Learning outcomes (educational outcomes)	They mean the ascertainment of what the learner knows, understands and can do after the completed learning process apprehended in the categories of knowledge, skills and competence
Learning outcome unit	It means a component of the qualifications, constituting a coherent set of knowledge, skills and competence that may be subject to assessment and validation
Achievements corresponding with the learning outcomes	They mean the set of individual learning outcomes of a given person that have been assessed and can be accumulated to the purposes of acquiring qualifications or transferred to other curricula or to other qualifications

¹ Bednarczyk H., Koprowska D., Kupidura T., Symela K., Woźniak I.: *Opracowanie standardów kompetencji zawodowych. [Study of the Professional Competence Standards]* ITeE-PIB, Radom 2014

Competent institution	It means an institution responsible for the development and assignment of qualifications or recognition of units or performing other functions related to the ECVET system, such as the assignment of the ECVET credits to the qualifications and units, as well as the assessment, validation and recognition of the learning outcomes consistent with the tasks and practices of participating countries
Assessment of learning outcomes	It means the methods and processes leading to the definition of the scope within which the learner has actually adopted specific knowledge, mastered specific skills and acquired specific competence
Validation of learning outcomes	It means the process of confirming that specific, assessed learning outcomes acquired by the learner correspond with the specific outcomes required within the unit or qualifications
Recognition of learning outcomes	It means a process of official certification of acquired learning outcomes through the awarding of full qualifications or their components – learning units
ECVET credits	They mean the numerical definition of a general learning outcome value within the qualifications and a relative value of units against the full qualification

Table 2. System of terms adopted in the international research in the project TRANS-FINECVET – Professional competence standards in Poland

Term	Description/Definition
Profession	– a set of professional tasks, isolated as a result of social labour distribution, performed on a regular basis, or with small changes by particular people, which require the employee to possess appropriate professional qualifications and competences (knowledge, skills and social competences) gained in the course of education and professional experience. The profession practice is the source of income.
Specialization	– is a result of social labour distribution within the framework of work identified under the given profession, includes a part of occupational activities which are similar in nature (connected with the function performed or the subject of work) but require deeper or additional knowledge and skills gained as a result of extra training or work practice.
Professional task	– a logical portion or phase of the work, under the profession, with a clearly defined start and end, isolated due to the type or manner for performing professional tasks linked by a single goal; ending in a product, service or decision.
Professional competences	– everything that the employee knows, understands and is capable of doing, which is relevant to the situation in the workplace. Professional competences are described by three sets: of knowledge, skills and social competences
Knowledge	– interrelated facts, rules, theories and experience acquired by a learner
Skills	– the ability to use the knowledge and trained skills in order to perform tasks and solve problems
Social competences	– abilities, predispositions and traits necessary for autonomous, team and responsible participation in social and professional life
Key competences	– a combination of knowledge, skills and attitudes appropriate to particular situations. Key competences are these which every individual needs for personal fulfilment and development, active citizenship, social inclusion and employment
Professional	– a norm which specifies professional competences necessary to perform

competence standard	professional tasks constituting a profession approved by representatives of professional and sectoral organizations, employers, employees and other key social partners.
Qualification	– a set of learning outcomes (knowledge, skills and social competences) which are formally attested by an authorized institution
European Qualification Framework	– adopted in European Union, a frame of reference which enables comparison of qualifications gained in different countries. There are eight reference levels distinguished in EQF which are defined in the form of requirements concerning learning outcomes
Polish Qualification Framework	– the description of qualification levels hierarchy listed in national qualification register (it shows relationships between qualifications).
National Qualifications Framework	– all the activities taken by the state, connected with approving learning outcomes in response to the needs of labour market, civil society and individual learners development

Methodical assumptions of the research

In the TRANS-FINECVET project, a unified (for all the partner countries – Poland, Finland, Spain) methodology of the research related to the comparative analysis of the professional competence standards (or other equivalent solutions) in the occupations Practical Nursing – Child Care Worker and Health Care Assistant was adopted, with consideration of the commonly available official documents and requirements of the European and national qualifications framework. Within the methodology, the following element have been specified:

- Purpose of the research
- Subject of the research
- Research problems
- Research methods, techniques and tools
- Organisation and area of the research

Purpose of the research

The international research aimed at the comparative analysis of descriptions of the professional competence standards in the occupations Child Care Worker and Health Care Assistant with consideration of the official documents available in each partner country (Poland, Finland, Spain) and with consideration of the requirements of the European and National Qualifications Framework.

Subject of the research

The subject of the research included the descriptions of competence requirements for the occupations Child Care Worker and Health Care Assistants published in the official national documents constituting the basis to run the formal and nonformal education in the above-mentioned occupations, with particular consideration of identification and comparison of professional tasks and learning outcomes, scope and nomenclature of professional modules, with reference to the levels of the European and national qualifications framework of the lifelong learning.

Research problems

For the adopted purpose and subject of the research, the basic problems were conceptualised in the form of questions:

- 1) What national documents include the description of competence requirements for the occupations Child Care Worker and Health Care Assistant?
- 2) Is the nomenclature of occupations concerned by the project unified in the dimension of partner countries?
- 3) On what levels of EQF and NSF in the partner countries do the occupations Child Care Worker and Health Care Assistant function?
- 4) What basic professional tasks are carried out in the occupations Child Care Worker and Health Care Assistant?
- 5) What professional skills are required for the performance of basic professional tasks in the occupations Child Care Worker and Health Care Assistant?
- 6) What personal and social competence is required in the occupations Child Care Worker and Health Care Assistant?
- 7) What professional modules are specific for the education/training in the occupations Child Care Worker and Health Care Assistant?
- 8) What similarities and differences are present in the description of competence requirements for the occupations Child Care Worker and Health Care Assistant?

Research methods, techniques and tools

In order to verify the conceptualised research problems, it was necessary to select the relevant research methods and techniques.

In the identification and comparative researches of the competence requirements, the desk research method was applied as the basic one, and the expert method – as a supportive one. In the research, the services of experts–specialists creating descriptions of competence requirements and specialists–experts of the occupations Child Care Worker and Health Care Assistant were used.

Organisation and area of the research

Research in Poland, Finland, Spain was conducted from September 2014 to February 2015 with participation of the partner institutions and experts of the occupations Child Care Worker and Health Care Assistant.

Each partner prepared a national report transferred to the action leader (ITeE-PIB). Particular three national reports were analysed with regard to similarities and differences in the description of competence requirements for the occupations Child Care Worker and Health Care Assistant.

3. Reports on the identification of the competence standards in occupations Child Care Worker and Health Care Assistant

3.1. Poland

Childcare worker

The code, name of the profession and positioning the profession in the classifications

325905 Childcare worker (3259 Health associate professionals not elsewhere classified)

According to the classification of professions and specialties for the needs of the labour market (KZiS 2014)² :

- **Major group 3 - Technicians and associate professionals**

The International Standard Classification of Education ISCED 2011 - level 4.

- **Elementary Group: 3259 - Average personnel for health affairs not classified elsewhere**

The International Standard Classification of Occupations ISCO-08 corresponds to the 3259 Health associate professionals not elsewhere classified³.

According to the Polish Classification of Activities (PKD 2007)⁴ :

- **Section Q, Unit 88 Social work activities without accommodation, Group 88.9 Other social work activities without accommodation.**

Synthetic description of profession

Childcare worker is engaged in professional care for young children aged between 0-4 years of age. The task of childcare worker is primarily to ensure the safety of the child and the satisfaction of their needs. The childcare worker performs daily activities related to the care of the child - is responsible for child's hygiene, bathing, washing, scrolling, dressing, combing, care with cosmetics. The worker is also responsible for proper nutrition of the child, the administration of medication and, if necessary, rehabilitation in place of parents.

The tasks include conducting childcare and educational activities taking into account the child's psychomotor development appropriate to the age of the child and ensuring outdoor activities. Childcare worker is an occupation for people who enjoy working with children and have a good contact with them. The childcare workers are expected to be responsible, patient, peaceful, calm, gentle, but also determined in order to control children. What is more, the ability to get on well with a child and keep them occupied for a long time is of high importance. Therefore, creative care needed for the organization of leisure and divisible attention are essential.

Childcare workers can work in nurseries, nursing homes, hospitals, hospices and various types of centres that deal with childcare (both the able-bodied and disabled). The childcare worker can also work as a nanny, hired by the parents in their absence at home to care for children.

Professional tasks

- 1) planning and organizing caring, pedagogical and educational activities.
- 2) nurturing a healthy, sick or disabled child;
- 3) conducting pedagogical and educational activities and fostering psychomotor development of the child;
- 4) promoting health and taking preventive measures;
- 5) assisting the child in health emergency situations.

² Regulation of the Minister of Labour and Social Policy of 7 August 2014 concerning the classification of professions and professional specialties for the needs of labour market and the scope of its usage (Journal of Laws 2014, item 1145)

³ Note: this information referring to ISCO is valid for the international employment service EURES

⁴ Regulation of the Board of Ministers of 24 December 2007 concerning the Polish Classification of Activity (PKD) (Journal of Laws 2007, No. 251, item 1885)

Learning outcomes (appropriate for the qualification in the profession)

Qualification 1 (K1) The provision of care and support the development of the child

Learning outcomes units (K1.1 - K1.4)

K1. 1. Nurturing the healthy child

the childcare worker:

- 1) ensures the safety of the child;
- 2) recognises and identifies the needs of a healthy child, acknowledges the connection between child's development and responding to the needs of a child;
- 3) meets the child's biological needs according to their age, mental and physical condition;
- 4) performs hygiene and care treatments in accordance with the applicable rules and procedures;
- 5) plans the prevention of caries and childhood diseases;
- 6) conducts preventive activities and shapes healthy habits;
- 7) defines the standards for the physical development of a child and chooses the methods of evaluation;
- 8) observes and assesses the physical development of a child;
- 9) recognises the signs of child abuse and complies with the procedures in case of suspecting the abuse;
- 10) takes care of the child nutrition according to the nutritional standards;
- 11) analyses the menus for the content of nutrients;
- 12) prepares basic meals in accordance with dietary recommendations;
- 13) analyses and keeps the nursing records of a healthy child;
- 14) plans the forms and principles of cooperation with the staff of a facility in terms of child care;
- 15) plans and organises care activities of a healthy child, taking into account the specific nature of the institution where the child resides;
- 16) defines the objectives, tasks and requirements of health and hygiene care for care and educational institutions caring for small children.

K1. 2. Nursing the sick and the disabled child

the childcare worker:

- 1) ensures the safety of the sick and disabled child;
- 2) recognises the needs of the sick and disabled child;
- 3) meets the biological and psychosocial needs of the sick and disabled child in accordance with their age and health condition;
- 4) respects the principles of nurturing a child with disorders of particular systems and organs;
- 5) performs hygiene and care treatments, adapting the technique of their implementation to the health of a child and to the orders of a therapeutic team;
- 6) determines the causes and clinical symptoms of childhood diseases and the methods of their treatment and prevention;
- 7) assesses the influence of the disease on the mental state of the child;
- 8) responds to changes in the appearance and behaviour of the sick child;
- 9) measures the child's vital signs, and interprets the results;
- 10) distinguishes between types of disability and rehabilitation methods;
- 11) is involved in the rehabilitation of the disabled child;
- 12) respect the principles and methods of administration of medicines;
- 13) administers medications to the child ordered by the doctor;
- 14) defines the role of adaptive and defence mechanisms of the body of the child;
- 15) keeps records of nursing of the sick child;
- 16) selects forms and complies with the principles of cooperation with the therapeutic team;
- 17) characterises the organization and nature of work of the child care facility, as well as works with a therapeutic team;
- 18) accompanies the child during the examination and professional treatment.

K1. 3. Upbringing and education of the child

the childcare worker

- 1) adheres to the standards and determines the development phases of a small child, characterises the basic psychological processes of a child;
- 2) evaluates the psychomotor development of a child in relation to particular spheres;
- 3) selects materials and teaching aids for children in various development groups;
- 4) runs games stimulating child's development in terms of individual spheres, taking into account the child's age and his mental and physical capacity;
- 5) analyses and selects literary works according to the age and perceptive abilities of the child;
- 6) stimulates the child's verbal activity using different techniques and literary works;
- 7) prepares and presents the staging for children;
- 8) characterises the factors influencing the child's personality and behaviour;
- 9) shapes the child's positive behaviour and personality traits;
- 10) uses methods to prevent negative behaviours of the child;
- 11) selects the methods of developing child's independence;
- 12) develops the independence of a child by various methods;
- 13) identifies the types and stages of a child's adaptation to the new conditions and supports a child in the period of adaptation;
- 14) uses the methods of alleviating the negative emotions of a child;
- 15) defines the core and phase of an orphan disease and creates conditions to prevent the emergence and development of an orphan disease;
- 16) defines developmental disorders and behavioural problems of a young child;
- 17) selects the methods of pedagogical work with the disabled child experiencing educational problems;
- 18) plans and conducts individual compensatory classes;
- 19) organises pedagogical work in particular development groups;
- 20) plans the forms of cooperation with the legal guardians of a child and specialists in supporting development and education;
- 21) cooperates with the legal guardians of a child and specialists in supporting development and education;
- 22) evaluates the effects of teaching and educational work.

K1. 4. Developing a child's artistic sensitivity

The childcare worker

- 1) makes teaching aids, occasional decorations, stage sets and dolls, puppets and costumes for staging and balls, using different artistic techniques;
- 2) selects the art techniques and methods of teaching to the age and abilities of a child;
- 3) conducts the technical and artistic classes with children in various development groups;
- 4) makes with and for children toys and artwork from a variety of materials and raw materials;
- 5) fosters children's interests by artistic and technical creativity;
- 6) defines the role of music in the development and shaping of the personality of a child;
- 7) selects songs for children in various development groups;
- 8) sings children songs and plays selected musical instruments;
- 9) creates simple dance choreographies with respect to the age and level of development of children;
- 10) conducts music and movement games with regard to the age, possibilities and level of development of children.

Learning outcomes (common for medical professionals)

The childcare worker:

- 1) explains the general structure and function of the human body;
- 2) characterises the basic concepts of health, health promotion and prophylaxis;
- 3) adheres to the principles of health promotion and healthy lifestyles;
- 4) explains the concepts of pathology, characterises the symptoms and causes of disorders and lesions;

- 5) adheres to the rules of conduct in case of suspicion of domestic violence;
- 6) characterises sudden life-threatening conditions;
- 7) evaluates the performance of vital functions;
- 8) gives, according to professional competence, first aid in life and health threatening conditions;
- 9) distinguishes measures in case of direct contact with contaminated biological material;
- 10) adheres to the safety measures related to biologically contaminated materials;
- 11) adheres to the principles of asepsis and antisepsis;
- 12) communicates with a patient, their family and social group;
- 13) characterises legal and ethical conditioning of the profession;
- 14) identifies the place and role of the profession in the organisation of health systems at national and European level;
- 15) draws up, maintains and archives medical records in accordance with the law;
- 16) applies the provisions of the law on the implementation of professional tasks;
- 17) collaborates with a multidisciplinary team providing continuity of patient care;
- 18) characterise the organisation of health care in Poland;
- 19) explains the principles of the health insurance system in Poland;
- 20) determines the sources and methods of financing health services;
- 21) explains the characteristics of the market of medical services;
- 22) adheres to the principles of ethical conduct in relation to the patients and co-workers;
- 23) uses sign language (not applicable to the profession of massage therapist taught in secondary technical school);
- 24) uses computer programs used that support performing tasks.

Personal and social competences

- 1) adheres to the principles of culture and ethics;
- 2) is creative and consistent in the execution of tasks;
- 3) predicts the results of the actions taken;
- 4) is open to change;
- 5) is capable of coping with stress;
- 6) updates knowledge and improves professional skills;
- 7) respects professional confidentiality;
- 8) is able to take responsibility for their actions;
- 9) is able to negotiate the terms of the agreements;
- 10) works in a team.

The list of modules and modular units for the profession of childcare worker

Name of mandatory educational activities	Name of a modular unit	Number of hours dedicated to the unit
325905.M1. Planning and organising care and pedagogical work (192 hours)	325905.M1.J1. Running the business activity	57
	325905.M1.J2. Professional use of a foreign language in child care	60
	325905.M1.J3. Using sign language	45
	325905.M1.J4. Using IT in child care work	30
325905.M2. Promoting health and	325905.M2.J1. Promotion and protection of health and assistance to a child in health-threatening conditions.	128

prevention activities in the field of hygiene habits. (208 hours)	325905.M2.J2. Impersonal networking in childcare work	80
Developing child's artistic sensitivity (288 hours)	325905.M3.J1. Supporting child's development through the integration of rhythm, expression and movement, using children's literature and music	140
	325905.M3.J2. Supporting child's development by performing arts and technical works	148
325905.M4. Nurturing the healthy, sick and disabled child (512 hours)	325905.M4.J1. Recognising and satisfying the needs of the healthy, sick and disabled child.	208
	325905.M4.J2. Recognising the symptoms of disease and disability and rehabilitation of the child.	144
	325905.M4.J3. Nurturing the healthy, sick and disabled child in the various stages of life.	160
325905.M5. Conducting pedagogical and educational activities that support psychomotor development of a child (400 hours)	325905.M5.J1. Stimulating the psychomotor development and personality of a child.	130
	325905.M5.J2. Caring for a child with behavioural difficulties.	126
	325905.M5.J3. Methodology of individual and group work of a childcare worker	144
work practice (160 hours)	work practice – class I	80
	work practice – class II	80
SUM		1760

List of subjects and curricular units for the profession of health care assistant

Name of mandatory educational activities	Name of a curricular unit	Number of hours dedicated to the unit
1. Outline of anatomy, physiology and pathology with the elements of first aid (128 hours)	1.1. Basic anatomy, physiology and pathology of human	70
	1.2. Health promotion with elements of first aid	58
2. Outline of psychology, pedagogy and sociology in health care. (80 hours)	2.1. Introduction to psychology in health care	40
	2.2. Elements of pedagogy and sociology	40

3. Business activity in health care (96 hours)	3.1. Running business activity in health care	56
	3.2. Organisation of health care	40
4. Professional foreign language in childcare (64 hours)	4.1. Communication with the recipient of services or benefits in a foreign language	32
	4.2. Information on the implementation of work in the profession in a foreign language	32
5. Sign language (48 hours)	5.1. The deaf and sign language	4
	5.2. Dactylography	8
	5.3. Ideography	36
6. Theoretical nurture and upbringing of a child (384 hours)	6.1. Theoretical essentials of nurturing the healthy, sick and disabled child.	100
	6.2. Theoretical essentials of child's upbringing	204
	6.3. the principles of occupational safety and health in childcare	80
7. Childcare and education (608 hours)	7.1. Care treatments of the healthy child	204
	7.2. Care treatments of the sick and disabled child	204
	7.3. Supporting the child's psychomotor development through the integration of music, speech and movement	100
	7.4. Supporting the child's psychomotor development art and technology classes.	100
8. Childcare (160 hours)	8.1. Nurturing a child in a care facility	70
	8.2. Teaching art classes in a care facility	50
	8.3. The organisation of care and educational work in a facility	40
9. IT assistance in childcare work (32 hours)	9.1. Use of IT in the work of childcare worker	16
	9.2. Essentials of IT, computer data processing and electronic communication	16
work practice (160 hours)	10.1. work practice– class I	80
	10.2. work practice– class II	80
SUM		1670

Health care assistant

Code, name of the profession and its position in classifications

532102 Health care assistant (5321 Health care assistant)

According to the Classification of professions and professional specialties for the needs of labour market (KZiS 2014)⁵:

- **Major group 5 – Service employees and sales assistants**
In the International Standard Classification of Education ISCED 2011 – level 4.
- **Elementary group: 5321 – Auxiliary medical personnel**
In the International Standard Classification of Occupations ISCO-08, it corresponds with the group 5231 **Health care assistants**⁶.
According to the Polish Classification of Activity (PKD 2007)⁷:
- **Section Q, Unit 86 Health care and social assistance, Group 86.9 Other activity within the scope of health care.**

Synthetic description of the profession

Health care assistant professionally helps the sick and dependent person in satisfying its basic needs. Due to its knowledge, a health care assistant diagnoses and solves the care problems of the sick and dependent person at various rate of disease progression and at various age. It is a person helping its patients in satisfying their bio-psycho-social needs. While assisting the medical personnel during performance of the nursing procedures, it helps it and at the same time supports the sick and dependent person. While rendering services within the scope of medical care of the sick and dependent person, it cooperates with the care and therapeutic team. Health care assistant constitutes the profession of public trust, thus personal and social competences are very important for it. In addition, a health care assistant should have very good communication skills, be able to work in a team and have an empathy, so important in contact with another person. While working with the sick and dependent person, a health care assistant bears responsibility also for consequences of its actions. It promotes the pro-health behaviours through its attitude.

Professional tasks

- 1) diagnosing and solving the care problems of the sick and dependent person at various rate of disease progression and at various age
- 2) helping the sick and dependent person in satisfying its bio-psycho-social needs
- 3) assisting the nurse and other medical personnel during performing the nursing procedures
- 4) maintaining, disinfecting the accessories and tools used during performance of the procedures
- 5) initiating co-operation with the care and therapeutic team during provision of services in medical care of the sick and dependent person

Learning outcomes (relevant for qualifications in a profession)

Qualification 1 (K1) Rendering the care services for the sick and dependent person

Learning outcome units (K1.1–K1.3)

K1.1. Diagnosing problems and needs of the sick and dependent person

- 1) Characterisation of the psychical and physical development of a human being at particular stages of life;

⁵ Regulation of the Minister of Labour and Social Policy of 7 August 2014 concerning the classification of professions and professional specialties for the needs of labour market and the scope of its usage (Journal of Laws 2014, item 1145)

⁶ Note: this information referring to ISCO is valid for the international employment service EURES

⁷ Regulation of the Board of Ministers of 24 December 2007 concerning the Polish Classification of Activity (PKD) (Journal of Laws 2007, No. 251, item 1885)

- 2) Definition of the disease's impact on a physical condition, social situation of a person and of its family;
- 3) Use of methods and sources of data collection to diagnose problems and needs of the sick and dependent person;
- 4) Participation in diagnosing problems and needs of the sick and dependent person;
- 5) Reaction for changing problems and needs of the sick and dependent person;
- 6) Recognition of the level of knowledge, skills, motivation and capacity within the scope of self-care of the sick and dependent person;

K1.2. Planning, organising and performing the hygienic and nursing procedures at the sick and dependent person

- 1) Definition of the purposes of hygienic and nursing procedures;
- 2) Definition of indications, contraindications and hazards related to performance of hygienic and nursing procedures at the sick and dependent person;
- 3) Planning and organisation of the hygienic and nursing procedures with consideration of the sick and dependent person's condition;
- 4) Observance of the principles of performing the hygienic and nursing procedures at the sick and dependent person;
- 5) Selection of methods and techniques of performing the hygienic and nursing procedures at the sick and dependent person;
- 6) Application of the algorithms of the hygienic and nursing procedures at the sick and dependent person;
- 7) Observance of the principles of behaviour in difficult situations against the sick and dependent person;
- 8) Assessment of the sick person's hygienic condition;
- 9) Making an empty bed and the bed with the sick and dependent person;
- 10) Cleaning the whole body of the sick and dependent person, with consideration of toilette and nursing procedures within the oral cavity;
- 11) Washing hair of the sick and dependent person lying in the bed and putting on it an anti-lice cap;
- 12) Changing the underwear and bed linen;
- 13) Changing incontinent briefs and other absorptive means, as well as helping the sick and dependent person in physiological functions;
- 14) Replacement of an external catheter, ostomy pouch and urine bag of the sick and dependent person;
- 15) Performance of anti-inflammatory procedures and therapeutic baths for the sick and dependent person at the request of a doctor or a nurse;
- 16) Helping the sick and dependent person in taking medicines ordered by a doctor;
- 17) Application of the anti-bedsore prevention and care at the sick and dependent person;
- 18) Provision of the sick and dependent person with comfortable and safe position in the bed;
- 19) Helping the sick and dependent person in changing its position, standing up and moving;
- 20) Performance of actions that physically improve the sick and dependent person;
- 21) Feeding the sick and dependent person or helps it during its feeding;
- 22) Provision of safety and intimacy while performing the hygienic and nursing procedures for the sick and dependent person;
- 23) Notification of a nurse of observed changes in the sick and dependent person's health condition;
- 24) Observance of the principles of procedures concerning laundry and waste equipment;
- 25) Compliance with the legal regulations concerning the patient's rights;
- 26) Provision of education within the scope of personal care and nursing procedures;
- 27) Use of the equipment, accessories, materials and measures as intended;

K.1.3. Planning, organising and performing the caring procedures for the sick and dependent person

- 1) Compliance with principles, definition of objectives, indications and counterindications to perform the caring procedures;
- 2) Planning and organisation of the caring procedures for the sick and dependent person with consideration of its health condition;
- 3) Provision of hygiene and aesthetic appearance of the sick and dependent person's environment;
- 4) Helping the sick and dependent person in performing the everyday procedures;
- 5) Helping the sick and dependent person in using the orthopaedic and rehabilitation equipment;
- 6) Activation of the sick and dependent person and organisation of its spare time;
- 7) Cooperation with the therapeutic and caring team for the benefit of the sick and dependent person;
- 8) Provision of the sick and dependent person with physical and psychical safety during performance of the caring procedures;
- 9) Helping the sick and dependent person in its adaptation to living conditions in health and social assistance facilities;
- 10) Helping the sick and dependent person in its adaptation to changes related to a chronic disease or an old age;
- 11) Support of the sick and dependent person in difficult situations;
- 12) Helping the sick and dependent person in maintaining its physical activity;
- 13) Notification of a nurse of changes in the sick and dependent person's health condition observed during performance of caring procedures;
- 14) Compliance with the principles of procedures concerning equipment and material during performance of caring procedures for the sick and dependent person;
- 15) Disinfecting and cleaning accessories and equipment used during performance of caring procedures for the sick and dependent person

Learning outcomes (common for medical professions)

- 1) Explanation of the general structure and functions of human body;
- 2) Characterisation of the basic terms within the scope of health, health promotion and prophylaxis;
- 3) Compliance with the principles of health and healthy lifestyle promotion;
- 4) Explanation of the terms within the scope of pathology, characterisation of symptoms and causes of disorders and lesions;
- 5) Compliance with the principles of procedures in the event of suspected occurrence of violence;
- 6) Characterisation of the emergency medical conditions;
- 7) Assessment of the parameters of basic living functions;
- 8) Provision of the first aid in emergency medical conditions in accordance with its professional competence;
- 9) Distinguishing the principles of procedures in the event of direct contact with a biologically contaminated material;
- 10) Observance of the safety rules related to biologically contaminated materials;
- 11) Compliance with the principles of aseptics and antiseptics;
- 12) Communication with a patient, its family and social group;
- 13) Characterisation of the legal and ethical conditions of the profession;
- 14) Identification of the profession's place and role within the framework of health care system's organisation on the national and European level;
- 15) Preparing, conducting and archiving medical documentation in accordance with legal regulations;
- 16) Application of the legal regulations concerning execution of professional tasks;
- 17) Cooperation in a multi-disciplinary team providing the continuity of patient care;
- 18) Characterisation of the health care system's organisation in Poland;

- 19) Explanation of the principles of the health insurance system in Poland;
- 20) Definition of the sources and ways of funding the health services;
- 21) Explanation of the specificity of the medical service market;
- 22) Compliance with the principles of ethical procedures against patients and colleagues;
- 23) Use of the sign language (does not refer to the profession of massage therapist taught in a secondary technical school);
- 24) Application of the software supporting execution of tasks.

Personal and social competence

- 1) Compliance with the principles of culture and ethics;
- 2) Creativity and consistence in task execution;
- 3) Foreseeing the effects of undertaken actions;
- 4) Openness for changes;
- 5) Ability to deal with stress;
- 6) Updating knowledge and improving professional skills;
- 7) Keeping the professional secret;
- 8) Ability to take responsibility for undertaken actions;
- 9) Ability to negotiate the conditions of arrangements;
- 10) Cooperation in a team;

List of modules and modular units for the profession of health care assistant

Name of mandatory educational activities	Name of a modular unit	Number of hours dedicated to the unit
532102.M1. Undertaking actions in health care (224 hours)	532102.M1.J1. Running the business activity	48
	532102.M1.J2. Using IT in health care	32
	532102.M1.J3. Planning and organising the care system	32
	532102.M1.J4. Providing the first aid in emergency medical conditions	32
	532102.M1.J5. Professional use of a foreign language in health care	32
	M1.J6 Use of the sign language	48
532102.M2. Diagnosing problems and needs of the sick and dependent person (176 hours)	532102.M2.J1. Defining the psychical and mental aspects of health and sickness	128
	532102.M2.J2. Establishing and maintaining interpersonal contacts	48
532102.M3. Nursing the sick and dependent person (240 hours)	532102.M3.J1. Planning and organising the hygienic and nursing procedures	112
	532102.M3.J2. Performing the hygienic and nursing procedures	112
	532102.M3.J3. Performing the anti-inflammatory procedures and therapeutic baths	16
532102.M4. Organising and performing the caring procedures (160 hours)	532102.M4.J1. Planning and organising the care-providing work	64
	532102.M4.J2. Organising the support system	48
	532102.M4.J3. Activating the sick and dependent person	48
Work practice (160 hours)	1. Hygienic and nursing procedures	80
	2. Caring procedures	80

List of subjects and curricular units for the profession of health care assistant

Name of mandatory educational activities	Name of a curricular unit	Number of hours dedicated to the unit
1. Sick and dependent person care (80 hours)	1.1. Patient as the subject of care	30
	1.2. Principles of the sick and dependent person care	50
2. Public health (32 hours)	2.1. Health care organisation	12
	2.2. Health promotion and prevention	10
	2.3. Hygiene in health care facilities	10
3. Overview of anatomy, physiology and pathology with the first aid elements (112 hours)	3.1. Rudiments of human anatomy and physiology	64
	3.2. Overview of pathology	16
	3.3. First aid in emergency medical conditions	32
4. Overview of psychology and sociology (32 hours)	4.1. Psychology as the human science	20
	4.2. Elements of sociology	12
5. Business activity in health care (32 hours)	5.1. Health service market	10
	5.2. Formal and legal regulations concerning the professional activity	10
	5.3. Principles of running the business activity	12
6. Sign language (48 hours)	6.1. The deaf and the sign language	4
	6.2. Dactylography	8
	6.3. Ideography	36
7. Professional foreign language in health care (32 hours)	7.1. Medical terminology in the work of health care assistant	16
	7.2. Communication with patients and colleagues in a foreign language	16
8. Computer assistance of actions in health care (32 hours)	8.1. IT technologies, computer data processing and electronic communication	18
	8.2. Using IT in the work of health care assistant	14
9. Hygienic, caring and nursing procedures – laboratory (208 hours)	9.1. Performance of hygienic and nursing procedures	112
	9.2. Performance of caring procedures	96
10. Caring procedures for the sick and dependent person care (192 hours)	10.1. Care provision for the sick and dependent person	96
	10.2. Health care assistance in the caring and therapeutic team	96
11. Work practice (160 hours)	11.1. Hygienic and nursing procedures	80
	11.2. Caring procedures	80

3.2. Finland

FINNISH NATIONAL BOARD OF EDUCATION

VOCATIONAL QUALIFICATION IN SOCIAL AND HEALTH CARE, PRACTICAL NURSE

Objectives of the Vocational Qualification in Social and Health Care Practical nurses who have completed the Vocational Qualification in Social and Health Care, work with and for people. Practical nurses know how to meet clients and patients of different ages and promote their health and well-being through their actions. Practical nurses work with nursing, care, education, and rehabilitation tasks in the social and health care sector.

They can help and guide the client and patient, based on the client/patient's resources, individually and equally in everyday situations. They can guide the client and patient in maintaining his/her functional abilities, as well as regular lifestyle, e.g. nutrition, physical exercise and life management. They can guide and support their clients and patients in applying for and using different welfare services and, when needed, they can refer their clients/patients to various peer support organisations.

Practical nurses can exploit their extensive social and health care competence in different settings and in working with clients and patients with different cultural backgrounds, as well as with their families. The practical nurses' extensive social and health care competence enables them to move flexibly between different tasks in the field. In their work, they exploit more specialised skills in accordance with their study programme or specialisation. Practical nurses work systematically and flexibly in changing situations and they can make choices and decisions creatively.

They abide with the values of the field of social and health care. They are able to recognise, deal with and solve ethical problems in their work and comply with vocational ethics. Practical nurses work in a responsible and fair manner, in accordance with their rights and obligations. They are primarily accountable for their work to the client, but also to the society. Practical nurses maintain their vocational skills by remaining updated with vocational developments, improving and consolidating their vocational competence through further training or seeking admission to further studies. Practical nurses look after their own ability to function and work, their occupational well-being and the constant development of their vocational skills.

OBJECTIVES AND STRUCTURE OF THE VOCATIONAL QUALIFICATION IN SOCIAL AND HEALTH CARE (PRACTICAL NURSE)

Practical nurses encounter their clients holistically, humanely and tolerantly.

They respect the ideology, values and experiences of their clients and patients. An approach geared towards promoting the client's health, well-being and rehabilitation in every respect is emphasised in a practical nurse's work. They pay close attention to client and patient safety, prevent accidents and work in a safe and ergonomically correct manner. They can recognise threats of violence and its different forms (e.g. domestic violence) and they participate in the prevention of violence and marginalisation.

A practical nurse works in a client-based manner with disabled clients or patients (incl. people with impaired vision and/or sense of hearing), promote their functional abilities and guide them in the use of aid-devices and in the rehabilitation service system of the social and health care field. They participate in the promotion of health and in preventive mental health and substance abuse welfare work, as well as in the prevention of common diseases, both in the case of individuals and communities. Practical nurses are able to work in multi-disciplinary and multi-cultural teams and projects. They can cooperate constructively with different vocational groups and communicate appropriately in different situations. They exploit their vocational, interactive, human relations and negotiation skills, as well as their language proficiency at work. They utilise peer support between

client and patient groups and members of the work community. Practical nurses pay attention to the aesthetic aspects of their working and living environment, as a factor which promotes wellbeing.

Practical nurses master the core knowledge of their profession, dealing with connections between man and his psychosocial and physical environment and the society. They can exploit technology in their own field, including information technology. They are capable of embarking on entrepreneurship and working in networks and multicultural settings. They are capable of paying attention to the environmental and economical impact of their actions, and work in an economical and effective manner, not forgetting high quality. They comply with the principles of sustainable development in their work. They possess the skills of lifelong learning and are able to acquire and apply new information in their work and justify their decisions.

Practical nurses who have completed the study programme or specialisation in **Children's and Youth Care and Education** are able to plan, implement and assess the care and education of children and adolescents of different ages, in multi-disciplinary cooperation in different settings. Practical nurses are also conversant in the care and education of children and adolescents, who are sick and require special support. They can guide an individual child and adolescent as well as different groups and support interaction between children and adolescents. They can work in a responsible, child-based and family-focused manner. In their work, practical nurses exploit their knowledge related to the care and education of children and adolescents. Practical nurses who have completed the study programme or specialisation in Children's and Youth Care and Education can guide families in exploiting the different services and benefits offered by the society. They can promote the health, well-being and safety of children and adolescents and recognise threats related to them, as well as prevent such threats. Typical workplaces for practical nurses who have completed this study programme or specialisation include different early education settings, e.g. day care centres, schools, child welfare units, paediatric hospitals and family work.

Practical nurses who have completed the study programme or specialisation in **Nursing and Care** are able to plan, implement and assess the client or patient's nursing, care and rehabilitation, independently and as a member of a multi-disciplinary team, in different settings. In their work, they exploit the multi-disciplinary knowledge related to nursing and care. The work focuses on promoting the health, functional abilities, safety and well-being of clients or patients, and prevent and remove threats. Practical nurses who have completed this programme or specialisation are able to guide the patient or client in nutritional issues, regular lifestyle and physical exercise, which promotes health, and provide pharmacotherapy. They can promote the client or patient's interaction with his/her environment and daily coping and guide and support them in tackling different social problems. Nursing and care requires independent decision-making and the constant development of vocational skills. Typical workplaces for practical nurses who have completed this study programme or specialization include health care centres, hospitals, private health care, old people's home, service centres or the client's own home.

Practical nurses who have completed the study programme or specialisation in **Care for the Elderly** are able to plan, implement and assess the care, services and social interaction which maintain the functional abilities and promote the rehabilitation of elders or patients with dementia, in different settings. They can guide and support elders or people with dementia in daily activities and decision-making procedures concerning their lives, and support their participation together with their families and cooperation networks. In their work, they can take the client's life history, resources and individual situation in life into account. They are able to promote the client's good, meaningful and safe life through their actions. Practical nurses who have completed this study programme or specialisation can guide the elderly and their families in promoting physical and mental health, adopting a healthy lifestyle, and exploit methods which promote rehabilitation and functional abilities and pay attention to occupational safety. They can develop their vocational skills and care for the elderly and exploit the multi-disciplinary knowledge in their own field. Typical workplaces in this study programme or specialisation in the public, private and third sector, include

home care, day activities, service homes and centres, dementia units, old people's homes and hospitals.

In addition vocational upper secondary education and training is to support students' development into good and balanced persons and members of society as well as to provide the students with the knowledge and skills needed in view of versatile development of further studies, hobbies and his/her personality as well as to support lifelong learning.

The structure of the Vocational Qualification in Social and Health Care

Practical Nurse 120 cr (180 competence points)

IN VOCATIONAL UPPER SECONDARY EDUCATION	IN COMPETENCE-BASED QUALIFICATION
4. Vocational modules, 90 credits	4. Vocational modules
The modules include a minimum of 29 credits of on-the-job-learning, a minimum of 5 credits of entrepreneurship and a final project (2 credits).	
4.1 Compulsory modules for all 4.1.1 Support and guidance of growth, 15 cr 4.1.2 Nursing and care, 20 cr 4.1.3 Rehabilitation support, 15 cr The qualification comprises one compulsory study programme.	4.1 Compulsory modules for all 4.1.1 Support and guidance of growth 4.1.2 Nursing and care 4.1.3 Rehabilitation support The qualification comprises one compulsory specialisation.
4.2 Study Programme in Customer Services and Information Management 4.2.1 Customer service and information management, 30 cr	4.2 Specialisation in Customer Services and Information Management 4.2.1 Customer service and information management
4.3 Study Programme in Emergency Care 4.3.1 Working in an emergency care service, 20 cr and 4.3.2 Accident and emergency nursing, 10 cr or 4.3.3 Perioperative nursing, 10 cr	4.3 Specialisation in Emergency Care 4.3.1 Working in an emergency care service and 4.3.2 Accident and emergency nursing or 4.3.3 Perioperative nursing
4.4 Study Programme in Rehabilitation 4.4.1 Rehabilitation, 30 credits	4.4 Specialisation in Rehabilitation 4.4.1 Rehabilitation
4.5 Study Programme in Children's and Youth Care and Education 4.5.1 Children's and youth care and education, 30 cr	4.5 Specialisation in Children's and Youth Care and Education 4.5.1 Children's and youth care and education
4.6 Study Programme in Mental Health and Substance Abuse Welfare Work	4.6 Specialisation in Mental Health and Substance Abuse Welfare Work

4.6.1 Mental health and substance abuse welfare work, 30 cr	4.6.1 Mental health and substance abuse welfare work
4.7 Study Programme in Nursing and Care 4.7.1 Clinical nursing and care, 30 cr	4.7 Specialisation in Nursing and Care 4.7.1 Clinical nursing and care
4.8 Study Programme in Oral and Dental Care 4.8.1 Oral and dental care, 30 cr	4.8 Specialisation in Oral and Dental Care 4.8.1 Oral and dental care
4.9 Study Programme in Care for the Disabled 4.9.1 Care for the disabled, 30 cr	4.9 Specialisation in Care for the Disabled 4.9.1 Care for the disabled
4.10 Study Programme in Care for the Elderly 4.10.1 Care for the elderly, 30 cr	4.10 Specialisation in Care for the Elderly 4.10.1 Care for the elderly
4.11 Optional modules for all The student is to choose 10 credits from modules 4.11.1–4.12.5. 4.11.1 Module from Vocational Qualification in Social and Health Care, 10 cr 4.11.2 Modules from vocational upper secondary qualifications, 5–10 cr 4.11.3 Module from further vocational qualifications 4.11.4 Module from specialist vocational qualifications 4.11.5 Module from polytechnic degrees 4.11.6 Locally offered modules, 5–10 cr	4.11 Optional modules for all The examinee is to choose one module from modules 4.11.1–4.11.4. 4.11.1 Module from Vocational Qualification in Social and Health Care 4.11.2 Modules from vocational upper secondary qualifications 4.11.3 Module from further vocational qualifications 4.11.4 Module from specialist vocational qualifications
4.12 Other optional modules in vocational upper secondary education and training, 0–10 cr 4.12.1 Entrepreneurship, 10 cr 4.12.2 Workplace instructor training, 2 cr 4.12.3 In-depth and enhancing vocational modules, 5–10 cr 4.12.4 Core subjects, 0–10 cr 4.12.5 General upper secondary studies, 0–10 cr	
4.13 Modules providing individual in-depth vocational competence (modules that expand the scope of a vocational upper secondary qualification) 4.13.1 Business operations, 10 cr 4.13.2 Modules from vocational qualifications (vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications) 4.13.3 Locally offered modules providing in-depth vocational competence in curriculum-based vocational education and training 4.13.4 Another study programme from the Vocational Qualification in Social and Health	4.13 Modules providing individual in-depth vocational competence (modules that expand the scope of a vocational upper secondary qualification) 4.13.1 Business operations 4.13.2 Modules from vocational qualifications (vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications) 4.13.4 Another specialisation from the Vocational Qualification in Social and Health Care 4.13.5 Plaster casts and different support techniques in immobilisation

Care, 30 cr 4.13.5 Plaster casts and different support techniques in immobilisation, 10 cr	
5.1 Compulsory modules for all 20cr	
5.1.1 Mother tongue 5.1.2 Second national language 5.1.2.1 Second national language, Swedish 5.1.2.2 Second national language, Finnish 5.1.3 Foreign language 5.1.4 Mathematics 5.1.5 Physics and chemistry 5.1.6 Social, business and labour-market subjects 5.1.7 Physical education 5.1.8 Health education 5.1.9 Arts and culture	
5.2 Optional modules	
5.2.1 Optional additional modules to compulsory core subjects, see Chapters 5.1.1–5.1.9 above 5.2.2 Environmental studies 5.2.3 Information and communications technology 5.2.4 Ethics 5.2.5 Cultural knowledge 5.2.6 Psychology 5.2.7 Entrepreneurship	
6. Free-choice modules in vocational upper secondary education, 10 credits	

The key competences for lifelong learning are included in the objectives of the requirements of vocational qualification modules and their assessment criteria. The key competences for lifelong learning to be assessed separately consist of the following: learning and problem solving, interaction and cooperation, vocational ethics and health, safety and ability to function.

Key competences for lifelong learning are

1. Learning and problem solving
2. Interaction and cooperation
3. Vocational ethics
4. Health, safety and ability to function
5. Initiative and entrepreneurship
6. Sustainable development
7. Aesthetics
8. Communication and media skills
9. Mathematics and natural sciences
10. Technology and information technology

11. Active citizenship and different cultures

Description of the key competences for lifelong learning

Learning and problem solving

The student or candidate plans his/her activities and develops himself/herself and the work. He/she assesses his/her own competence, solves problems and makes decisions and choices in his/her work. Student/candidate is adaptive, innovative and creative in his/her line of work, acquires information and analyses, assesses and applies it.

Interaction and cooperation

The student or candidate acts appropriately in different interactive situations and also expresses different views clearly, constructively and in a way that creates confidence. He/she works cooperatively with different people and as a member of a team and also treats all people equally. He/she observes common rules of behaviour and regulations. He/she makes use of the feedback given.

Vocational ethics

The student or candidate observes the value basis of the profession. He/she is committed to his/her work and acts responsibly following the contracts made and Vocational ethics.

Health, safety and ability to function

The student or candidate acts safely and responsibly at work and leisure as well as in traffic and also leads a healthy life and maintains his/her ability to function and work. He/she works ergonomically and takes physical exercise needed in the profession and also acts in a manner that prevents the dangers and health hazards in the working environment.

Initiative and entrepreneurship

The student or candidate works towards completing the objectives set. He/she takes initiative and acts in a customer-oriented way as an employer and/or entrepreneur. He/she plans activities and works to reach the objectives set. He/she acts economically and is result-orientated. He/she sets personal goals in line with the overall objectives.

Sustainable development

The student or candidate acts according to ecological, economical, social and cultural principles sustainable development in the profession. He/She observes the rules, regulations and contracts of sustainable development prevailing in the sector.

Aesthetics

The student or candidate takes into consideration the aesthetic factors in his/her line of work. He/she contributes to and maintains the niceness and aesthetics of the working environment.

Communications and media skills

The student or candidate uses his/her language skills in a way that is appropriate, varied and interactive considering the situation. Student/candidate observes, interprets and assesses different media products critically. He/she uses the media and information technology as well as produces media material.

Mathematics and natural sciences

The student or candidate uses basic mathematics to solve mathematic equations at work and in everyday life. He/she uses for example formulas, graphs, patterns and statistics to help solve work related assignments and problems. Student/candidate applies methods and practices that are based on the laws of physics and chemistry at work.

Technology and information technology

The student or candidate makes versatile use of technologies used in his/her profession. He/she considers the technological benefits, limitations and risks. He/she makes versatile use of computer technology as a professional and a citizen. Active citizenship and different cultures The student or candidate participates constructively in the activities and decision making of the community. He/she acts according to his/her rights and responsibilities both at work and in everyday life. He observes the acts on equality. He/she acts appropriately and considering the requirements of working life with people from different cultural backgrounds both at home and in international operations.

Eligibility for further studies

According to Paragraph 4 of the Vocational Education and Training Act, vocational upper secondary studies grant the student eligibility to further his/her studies in universities or universities of applied sciences

4.1 Compulsory modules for all

4.1.1 Support and guidance of growth

Vocational skills requirements

The student or candidate

- respects the client's values and cultural background
- recognizes the strengths and needs, related to the growth and development of
- clients of different ages and backgrounds
- sets goals that support growth and development
- acts on the basis of a plan which supports the client's growth and development
- assesses his/her actions and the implementation of a plan which supports the
- client's growth and development
- promotes and supports the client's growth and development, health, security
- and well-being
- guides and supports the client in daily activities
- guides different client groups
- abides with the principles, regulations and provisions concerning the field of
- social and health care
- abides with the principles and recommendations concerning different client
- groups
- assumes responsibility for his/her own learning and assesses his/her vocational
- development
- searches for information and exploits information technology and different
- means of documentation
- complies with the rules of a working group and abides with the occupational
- health and safety instructions of his/her workplace.

4.1.2 Nursing and care

Vocational skills requirements

The student or candidate

- sets objectives for his/her own actions in nursing and care
- draws up a needs- and resource-based plan, promoting the client or patient's
- nursing and care, and implements and assesses such a plan
- helps and supports clients or patients to manage their daily activities
- observes the client or patient's vital functions and their ability to function,

- documents his/her observations and passes the information to others
- carries out client- and patient-based nursing and care work, exploiting his/her
- knowledge of nursing and care
- carries out the basic nursing of patients with memory impairment, chronic
- or common diseases (e.g. diabetes, epilepsy, Parkinson's disease, Alzheimer's
- disease, rheumatism, cerebral haemorrhage, mental health and drug abuse diseases,
- arthritis and osteoporosis, sensory system diseases and handicaps) and
- promotes their rehabilitation
- promotes the client or patient's physical and mental health, security and wellbeing
- meets the client or patient professionally
- exploits opportunities provided by aid-devices and technology in nursing and
- care
- instructs clients or patients to use social and health care services and relief
- benefits
- abides with the principles of sustainable development in his/her actions and
- carries out his/her work according to the recommendations of quality work
- implements pharmacotherapy, rationing and administers pharmaceuticals and
- monitors their effect
- assesses his/her own actions and vocational development and utilises given
- feedback
- assesses his/her possibilities to work as a private entrepreneur in the future
- complies with occupational health and safety instructions and provisions
- abides with the statutes, regulations and ethical principles of the social and
- health care sector.

4.1.3 Rehabilitation support

Vocational skills requirements

The student or candidate

- writes, implements and assesses a client- or patient-based plan, promoting rehabilitation,
- within the practical nurse's responsibilities, in cooperation with
- the client/patient and the multi-disciplinary team
- guides and supports the rehabilitation of clients/patients of different ages
- observes economic efficiency, principles of sustainable development and the
- quality recommendations of his/her setting
- has vocational interaction and communication skills and uses plain language
- and utilises methods of communication which support or compensate for
- speech
- applies an approach to work which promotes the client or patient's ability to
- function and rehabilitation, and promotes health and well-being
- guides different clients or patients in their daily activities
- prevents risks and hazards to the client or patient's health and well-being and
- motivates them to change
- guides the client or patient to take up exercise, activities and social interaction
- which promote health
- guides the client or patient in the use and maintenance of aid-devices and in
- the use of technology which supports rehabilitation
- exploits the service system in rehabilitation and complies with regulations

- assesses his/her vocational development and utilises given feedback
- works in multi-disciplinary teams and networks
- complies with occupational health and safety instructions and sees to the prevention
- of accidents, the safety and functional ability of the clients/patients
- and of him-/herself
- abides with the ethical principles of the social and health care sector in his/her work.

in all vocational skills requirements and assessment criteria, 'client' or 'patient' refers to people of different ages and backgrounds.

PRACTICAL NURSE
VOCATIONAL QUALIFICATION IN SOCIAL AND HEALTH CARE
 120 credits

<p>COMPULSORY MODULES FOR ALL 50 cr</p> <p>Support and guidance of growth 15 cr Incl. On-The-Job-Learning (6 weeks) and skills demonstration</p> <p>Nursing and care 20 cr Incl. On-The- Job- Learning (6 weeks) and skills demonstration</p> <p>Rehabilitation support 15 cr Incl. On-The- Job- Learning (6 weeks) and skills demonstration</p>	<p>CORE SUBJECTS 20 cr</p> <p>Compulsory Modules 16cr</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>- Mother tongue, Finnish as a second language</td><td style="text-align: right;">4 cr</td></tr> <tr> <td>- Second national language, Swedish/Finnish</td><td style="text-align: right;">1 cr</td></tr> <tr> <td>- Foreign language, A language (English)</td><td></td></tr> <tr> <td>- Mathematics</td><td></td></tr> <tr> <td>- Physics and chemistry</td><td style="text-align: right;">2 cr</td></tr> <tr> <td>- Social, business and labour-market subjects</td><td></td></tr> <tr> <td>- Physical education</td><td style="text-align: right;">3 cr</td></tr> <tr> <td>- Health education</td><td style="text-align: right;">2 cr</td></tr> <tr> <td>- Arts and culture</td><td style="text-align: right;">1 cr</td></tr> </table> <p>Optional additional modules to compulsory core subjects 4 cr</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td></td><td style="text-align: right;">1 cr</td></tr> <tr> <td></td><td style="text-align: right;">1 cr</td></tr> <tr> <td></td><td style="text-align: right;">1 cr</td></tr> </table>	- Mother tongue, Finnish as a second language	4 cr	- Second national language, Swedish/Finnish	1 cr	- Foreign language, A language (English)		- Mathematics		- Physics and chemistry	2 cr	- Social, business and labour-market subjects		- Physical education	3 cr	- Health education	2 cr	- Arts and culture	1 cr		1 cr		1 cr		1 cr
- Mother tongue, Finnish as a second language	4 cr																								
- Second national language, Swedish/Finnish	1 cr																								
- Foreign language, A language (English)																									
- Mathematics																									
- Physics and chemistry	2 cr																								
- Social, business and labour-market subjects																									
- Physical education	3 cr																								
- Health education	2 cr																								
- Arts and culture	1 cr																								
	1 cr																								
	1 cr																								
	1 cr																								

<p>STUDY PROGRAM 40 cr</p> <p>Study Programme in Children's and Youth Care and Education 30 cr</p> <p>Incl. 2 On-The- Job- Learning-periods and skills demonstrations</p> <p>Locally offered modules 10 cr</p> <p>Incl. On-The- Job- Learning and skills demonstration</p>	<p>FREE CHOICE MODULES 10 cr</p> <ul style="list-style-type: none"> - Courses offered by Omnia - Hobbies - Work experience
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Care for the elderly

Vocational skills requirements

The student or candidate

- abides with the ethical principles and quality recommendations in the care for the elderly and develops care for the elderly
- plans, implements and assesses the care of and services to the elderly, taking their resources and participation into account
- uses his/her vocational interaction skills in working with the elderly and their families
- guides and supports the elderly in daily activities, adopting a rehabilitative approach
- motivates and guides the elderly to take up physical exercise and to maintain muscle strength
- promotes the elder's life quality, paying attention to his/her unique situation and history
- guides groups of elders with different functional abilities
- guides the elderly and their families in promoting health (making healthy lifestyle possible, preventing difficulties and diseases, care and rehabilitation) in social and mental problems, and in applying for and using different services
- carries out pharmacotherapy
- exploits the knowledge in his/her own field
- exploits his/her language skills in customer service
- plans the productization of his/her competence
- develops his/her action on the basis of given feedback and assesses his/her own competence
- cooperates with other actors and networks
- promotes his/her own occupational safety and well-being.

Children's and Youth Care and Education

Vocational skills requirements

The student or candidate

- plans, implements and assesses the care and education of children, before and during school-age, and of adolescents
- plans, implements and assesses the care, education and rehabilitation of children

- and adolescents who are sick and need special support
- promotes children and adolescents' health and well-being and recognises related threats
- guides an individual child and adolescent, as well as different groups
- takes the child and adolescent's growth milieu into account and understands its significance for the child and adolescent's growth and development
- complies with social and health care legislation and official instructions, observing vocational ethics
- acts according to the principles of child- and family-focused therapy
- exploits his/her language skills in customer service
- plans the productization of his/her competence
- develops his/her action on the basis of given feedback and assesses his/her know-how.

3.3.Spain

Childcare worker

1. Identification data of the profession

1.1 Code, name of the profession and its position in classifications

1.1.1. Vocational Training in Education: **Higher Technician in Pre-primary Education**

According to the Spanish Ministry of Education the diploma is obtained through the Advanced Vocational Training Cycle⁸:

- Occupational Group of Diploma: Sociocultural and Community Services
- National Level of Diploma: Non-University Higher Education
- European Level of Diploma: EQF - Not applicable
- International Level of Diploma : ISCED level 5b

1.1.2. Vocational Training in Employment: **SSC322_3 Pre-primary Education**

According to the National Catalogue of Professional Qualifications⁹:

- Occupational Group of Diploma: Sociocultural and Community Services
- National Level of Qualification: Qualification level 3

2. Synthetic description of the profession

The curricula of this degree describe the knowledge acquired by the student as in designing, implementing and evaluating educational projects for the first cycle of pre-primary education. The graduate is able to program, design and accomplish activities of educational intervention and social assistance along with children and their families. Also he/she will be able to use resources and procedures in order to complete the necessities of the children and their families that include the participation of other professionals or services. Furthermore, the professional will act on risks and hazards, transmitting security and confidence, will evaluate the intervention process and the obtained results managing the associated documents and transmitting the information. This kind

⁸ LOE (Organic Law on Education) 2006 – Modification LOMCE (Organic Law on the Improvement of Education Quality) 2013

⁹ Royal Decree 1128/2003, State Official Gazette, 17 Sep 2003 – Modification Royal Decree 1416/2005, State Official Gazette, 3 Dec 2005.

- of training provides the student with the necessary knowledge in order to accomplish the basic level activities of labour risk prevention and will obtain the food handling certificate.
3. Professional Tasks - This information was extracted by the official description of the occupation in the National Catalogue of Professional Qualifications mentioned in 1.1.2.
- a) Establish and maintain fluid relations with the education community and coordinate with families, the teaching staff and other professionals.
 - b) Programme, organize, carry out and evaluate process of education interventions in day centers and groups of children of 0-3 years old
 - c) Develop programmes of acquisition and entertainment with sense of autonomy and health, and interventions in risk conditions.
 - d) Promote and implement game tasks as axis of the pre-primary development and activity.
 - e) Develop the expressive and communication capacities of the children as a means of personal and social growth.
 - f) Develop actions in order to encourage the exploration of the environment through the contact with the objects and the children's relation between them and with adults.
 - g) Define, follow and evaluate learning outcomes analysing them within the context of pre-primary development of children from 0-6 years old.
4. Learning outcomes (relevant for qualifications in a profession) – In accordance with the Orden ESD/4066/2008 where the curriculum of the diploma “Higher Technician in Pre-primary Education” is established¹⁰¹¹.

0011. Pre-primary Teaching

The holder:

- a. Contextualises educational intervention relating it with the legal framework and the objectives of the institution.
- b. Determines the aims of the educational intervention, relating them with the levels of planning, constituting elements and formulation criteria, within the formal and non formal areas.
- c. Determines the methodological strategies that must be applied according to psycho pedagogical models.
- d. Determines and organises material and personal resources, spaces and times, analysing legal regulations and characteristics.
- e. Designs the assessment of the processes of the intervention, reasoning the chosen model, strategies and techniques and tools used.

0012. Personal Autonomy and Children's Health

The holder:

- a. Plans educational activities to meet children's basic needs analysing the guidelines for food, hygiene, rest, growth patterns and physical development.
- b. Plans educational interventions in order to promote the development of personal autonomy habits in children, relating them with strategies of educational planning and the strategies of educational planning and the stages of child development.

¹⁰ Order ESD/4066/2008 is found in State Official Gazette (BOE) 5 Mar 2009.

¹¹ The diploma was first established as a degree with the Royal Decree 1394/2007.

- c. Organises the spaces, times and resources of the intervention relating them with children's behaviour and the need for routine of children from 0 to 6 years old and, when required, with the specific technical aids.
- d. Performs activities to meet children's basic needs and acquire autonomy habits, justifying performance guidelines.
- e. Intervenes in difficult or risky situations for children's health and safety relating his/her performance with the established protocols for prevention and intervention in case of illness or accident.
- f. Assesses the process and result of the intervention in relation with the fulfilment of basic needs and acquisition of personal autonomy habits, justifying the selection of the strategies and tools used.

0013. Children's Games and Their Methodology

The holder:

- a. Contextualises the recreational model in the educational intervention, assessing it with the different game theories, its evolution and importance for children's development and its role as a methodological basis.
- b. Designs recreational intervention projects, relating them with the context and equipment or service in which they are carried out and the principles of recreation for children.
- c. Designs recreational activities, relating them with game theories and the evolutionary stage at which the child is found.
- d. Selects toys for recreational activities, relating their characteristics with the stages of child development.
- e. Implements recreational activities, relating them with the established objectives and necessary resources.
- f. Assesses projects and activities of recreational intervention, justifying the selected techniques and observation tools.

0014. Expression and Communication

The holder:

- a. Plans strategies and activities that promote the development of expression and communication relating them with the characteristics of the individuals and the group to which they are addressed.
- b. Implements strategies and activities that promote the development of oral expression, relating them with the proposed objectives.
- c. Selects expression and communication resources addressed to children, relating their characteristics with the addressees' evolutionary stage.
- d. Plans strategies and activities that promote the development of the plastic, graphic, rhythmic-musical, logical mathematical and body expression relating them with the proposed objectives and the appropriate strategies and resources.
- e. Assesses the process and result of the intervention carried out in the area of expression and communication reasoning relevant variables and assessment tools.

0015. Cognitive and Motricity Development

The holder:

- a. Plans strategies, activities and intervention resources within the sensory area, analysing explicative theories and the specific characteristics of the group to which they are addressed.
- b. Plans strategies, activities and resources of intervention within the psychomotricity area, relating them with the characteristics of the individuals and the group to which they are addressed.

- c. Plans strategies, activities and resources of intervention within the cognitive area, relating them with the theories of cognitive development, and the characteristics of the individuals and the group to which they are addressed.
- d. Plans psychomotricity strategies, activities and resources, relating them with the principles of psychomotor education and the characteristics of the individuals and the group to which they are addressed.
- e. Implements activities of intervention within the sensory, motricity, cognitive and psychomotricity areas, relating them with the proposed objectives and children's characteristics.
- f. Assesses the process and result of the intervention carried out within the sensory, motor, cognitive and psychomotricity areas, reasoning the relevant variables of the process and justifying their choice.

0016. Socio affective Development

The holder:

- a. Plans interventions in order to promote affective development in children analysing explicative theories and the characteristics of the individuals and the group to which they are addressed.
- b. Plans interventions in order to promote the social development in children relating them with the factors that have an influence and the characteristics of the individuals and the group to which they are addressed.
- c. Plans interventions in order to promote values development in children, relating them with explicative theories and the characteristics of the individuals and the group to which they are addressed.
- d. Plans interventions in order to promote the sexual development of children, analysing the evolutionary characteristics of children's sexuality and the influence of social stereotypes.
- e. Plans strategies of intervention in the common behavioural disorders and conflicts in children's relationships, analysing the theories and techniques of behaviour modification.
- f. Implements plans and activities of intervention within the socio affective area, relating them with the objectives, methodological strategies and the role of the childcare worker.
- g. Assesses the intervention carried out in the socio affective area, justifying the selection of variables and used.

0017. Social Skills

The holder:

- a. Implements strategies and techniques in order to promote communication and social relationships with the environment, relating them with the principles of emotional and social intelligence.
- b. Encourages team work, applying the appropriate techniques and justifying their choice according to the characteristics, situation and objectives of the group.
- c. Leads meetings analysing the different methods or styles of intervention and organisation according to the characteristics of the addressees and the context.
- d. Implements strategies to manage conflicts and solve problems selecting them according to the characteristics of the context and analysing the different models.
- e. Assesses group processes and his/her own social competence in order to carry out his/her professional activities, identifying any aspects that could be improved.

0018. Family Interventions and Attention to Children Exposed to Social Risk

The holder:

- a. Plans programmes and activities of socio-educational intervention addressed to children living in residential care centres analysing the child care model of the institution and the current legal regulations.
- b. Plans programmes and activities of intervention with families justifying their role in education and the comprehensive development of children.

- c. Implements socio-educational activities addressed to children exposed to risk or living in residential care centres relating them with the objectives and methodological strategies of the intervention.
- d. Implements activities and strategies that promote family collaboration in the children's socio-educational process relating them with their characteristics and needs and the aims of the intervention.
- e. Assesses the process and result of socio-educational interventions with children living in residential care centres relating the assessment with the relevant variables and protocols established in the institution.
- f. Assesses the process and result of interventions with families identifying the relevant variables in the process and justifying their choice.

0019. Project on Child Care

The holder:

- a. Identifies the needs of the production sector, relating them with the standard projects that may satisfy them.
- b. Designs projects related to the competences described in the diploma, including and developing their constituting stages.
- c. Plans the project implementation, determining the intervention plan and associated documentation.
- d. Defines the procedures for the monitoring and control of the project implementation, justifying the selection of variables and instruments used.

0020. First Aid

The holder:

- a. Carries out the initial assessment of assistance in emergency situations describing risks, available resources and type of requested help.
- b. Applies basic life support techniques describing and relating them with the aim to be achieved.
- c. Applies procedures of victims' immobilization and mobilization selecting material means and techniques.
- d. Applies psychological support and self-control techniques to the injured person and those with him/her, describing and applying the appropriate communication strategies.

0021. Professional Training and Guidance

The holder:

- a. Selects job opportunities, identifying the different possibilities of labour integration, and the alternatives of lifelong learning.
- b. Applies teamwork strategies, assessing their effectiveness and efficiency on the achievement of the company's goals.
- c. Exercises rights and complies with the duties derived from labour relationships, recognising them in the different job contracts.
- d. Determines the protective action of the Spanish Health Service in view of the different covered eventualities, identifying the different types of assistance.
- e. Assesses risks derived from his/her activity, analysing job conditions and risk factors present in his/her labour setting.
- f. Participates in the development of a risk prevention plan in a small enterprise, identifying the responsibilities of all agents involved.
- g. Applies protection and prevention measures, analysing risk situations in the labour setting of the Higher Technician in Pre-Primary Education.

0022. Business and Entrepreneurial Initiative

The holder:

- a. Recognises skills related to entrepreneurial initiative, analysing the requirements derived from job positions and business activities.
- b. Defines the opportunity of creating a small enterprise, assessing the impact on the performance setting and incorporating ethic values.
- c. Carries out the activities for the setting-up and implementation of a company, choosing the legal structure and identifying the associated legal obligations.
- d. Carries out basic administrative and financial management activities of an SME, identifying the main accounting and tax obligations and filling in documentation.

0023. On the Job Training

The holder:

- a. Identifies the company's structure and organization relating it with the type of service provided.
- b. Applies labour and ethic habits in his/her professional activity according to the characteristics of the job position and the procedures established by the company.
- c. Plans activities addressed to children, following the guidelines established in the documents organized by the institution s/he is part of and collaborating with the staff in charge of the centre.
- d. Implements activities addressed to children following the guidelines established in the planning and adapting them to the characteristics of children.
- e. Assesses programmes and activities intervening in teamwork, guaranteeing the quality of the process and the intervention.

5. Learning Outcomes (common for medical professions)

0020. First Aid

The holder:

- a. Carries out the initial assessment of assistance in emergency situations describing risks, available resources and type of requested help.
- b. Applies basic life support techniques describing and relating them with the aim to be achieved.
- c. Applies procedures of victims' immobilization and mobilization selecting material means and techniques.
- d. Applies psychological support and self-control techniques to the injured person and those with him/her, describing and applying the appropriate communication strategies.

6. Personal and Social Competences

0017. Social Skills

The holder:

- f. Implements strategies and techniques in order to promote communication and social relationships with the environment, relating them with the principles of emotional and social intelligence.
- g. Encourages team work, applying the appropriate techniques and justifying their choice according to the characteristics, situation and objectives of the group.
- h. Leads meetings analysing the different methods or styles of intervention and organisation according to the characteristics of the addressees and the context.
- i. Implements strategies to manage conflicts and solve problems selecting them according to the characteristics of the context and analysing the different models.
- j. Assesses group processes and his/her own social competence in order to carry out his/her professional activities, identifying any aspects that could be improved.

7. List of modules and modular units for the profession of "Higher Technician in Pre-primary Education":

Professional Module		First year	Second year
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	Duration (hours)		2 Trimester (h/week)	1 trimester (hour)
0011 Pre-primary Education Guide	60	3		
0012 Personal autonomy and children health care	60	3		
0014 Expression and communication	60	3		
0015 Cognitive and motor development	60	3		
0021 Labour Training and Orientation	90	3		
- - - Modules given in English *	90	3		
0013 Early childhood games and methodology	60	3		
0016 Social and affective development	60	3		
0017 Social skills (2)	60	3		
0018 Family intervention and assistance to children in social risk	60	3		
0020 First aid (1) (2)	60	2		
0022 Business and entrepreneurial initiative	60	3		
- - - Modules given in English *	60	2		
0023 Training in the work place	60			60
0019 Pre-primary assistance project	60			60
Total in Vocational Training Cycle	2.000	30	30	140

(1) Supporting Professional Modules

(2) Cross-disciplinary professional modules to other diplomas of Cycles of Professional Training

*Modules given in English

0012. Personal Autonomy and Children's Health

0013. Children's Games and their Methodology

0014. Expression and Communication

0015. Cognitive and Motricity Development

0016. Socio affective Development

Modules given through distance learning

Professional Modules	% of knowledge obtained in classroom
0011 Pre-primary Education Guide	10%
0012 Personal autonomy and children health care	10%
0013. Children's Games and their Methodology	10%
0014. Expression and Communication	10%
0015. Cognitive and Motricity Development	10%
0016. Socio affective Development	10%
0017 Social skills	10%
0018 Family intervention and assistance to children in social risk	10%

0019 Pre-primary assistance project	10%
0020 First aid	20%
0021 Labour Training and Orientation	10%
0022 Business and entrepreneurial initiative	10%

Healthcare worker

1. Identification data of the profession

a. Code, name of the profession and its position in classifications

1.1.1 Vocational Training in Education: **Technician in Assistance to Persons in Situation of Dependence**

According to the Spanish Ministry of Education the diploma is obtained through the Intermediate Vocational Training Cycle¹²:

- Occupational Group of Diploma: Sociocultural Community Services
- National Level of Diploma: Post-Compulsory Secondary Education
- European Level of Diploma: EQF – Not applicable
- International Level of Diploma: ISCED 3

1.1.2 Vocational Training in Employment: **SSC320_2 Assistance to Persons in Situation of Dependence in Social Institutions**

According to the National Catalogue of Professional Qualifications¹³:

- Occupational Group of Diploma: Sociocultural and Community Services
- National Level of Qualification: Qualification level 2

Synthetic description of the profession

The curricula of this degree describe the knowledge acquired by the graduate as carrying out the tasks of personal hygiene and of dressing the persons in situation of dependence, by contributing at the maximum and encouraging the persons' autonomy in their daily activities in a way of maintaining their respect and professionalism towards them. What is most, they will be able to organise the related intervention to their nutrition by supervising the menus, preparing the food and supervising the preparation when necessary. In addition the graduate will be able to carry out the maintenance and cleaning of the domicile, the interventions associated to the physical state of the persons in situation of dependence following the established guidelines and respecting their intimacy.

2. Professional Tasks – This information was extracted by the official description of the occupation in the National Catalogue of Professional Qualifications mentioned in 1.1.2.

- Prepare and support the indicated assistance interventions to the persons and their surroundings within the institutional environment by the interdisciplinary team.
- Develop physical assistance interventions directed to persons in situation of dependence within the institutional environment.
- Develop social and health care interventions directed to persons in situation of dependence within the institutional environment.

¹² LOE (Organic Law on Education) 2006 – Modification LOMCE (Organic Law on the Improvement of Education Quality) 2013

¹³ Royal Decree 1128/2003, State Official Gazette, 17 Sep 2003 – Modification Royal Decree 1416/2005, State Official Gazette, 3 Dec 2005.

- d. Develop psychosocial interventions directed to persons in situation of dependence within the institutional environment.
- 3. Learning outcomes (relevant for qualifications in a profession) – In accordance with the Order ECD/340/2012 where the curriculum of the diploma “ Technician in Assistance to Persons in Situation of Dependence” is established.¹⁴

0210. Organisation of the Assistance for People in Need of Care

The holder:

- a. Interpreting assistance programs for people in need of care, relating the organisation and the operation model to the legal framework in force.
- b. Organises the intervention with people in need of care, selecting the strategies according to their characteristics and the guidelines of the intervention programme.
- c. Organises the necessary resources for the intervention, relating the context where the activity is developed to the characteristics of dependent persons.
- d. Manages basic documentation regarding assistance to people in need of care, relating it with the aims of the intervention.

0211. Social Skills

The holder:

- a. Characterises the strategies and the techniques to fostering communication and social relationships with the environment, analysing the principles of social and emotional intelligence.
- b. Applies teamwork techniques, adapting them to the role played at a given moment.
- c. Applies conflict management and problem solving techniques, interpreting set guidelines or action.
- d. Assesses his/her degree of social competence to develop his/her professional duties, analysing their incidence on interpersonal and group relations.

0212. Characteristics and Demands of People in Need of Care

The holder:

- a. Characterises the concept of personal independence, analysing the factors accounting both for its prevention and promotion, and for its degradation.
- b. Classifies the need of care in different degrees, as well as the required aids related to the ageing process, analysing the resulting changes and damages.
- c. Recognises the characteristics of people with disabilities, relating them to their degree of care and aid needed.
- d. Describes the diseases which cause the need of care, establishing their effects on the people suffering from them.

0213. Psychosocial Assistance and Support

The holder:

- a. Organises the environment where he/she works, relating the psychosocial demands of people in need of care to the characteristics of the institution or home.
- b. Selects psychosocial support strategies and social relationship skills, analysing the needs and the characteristics of people in need of care as well as the working plan established.
- c. Applies psychological, rehabilitation and occupational training and maintenance techniques and exercises for people in need of care, following the intervention plan established.
- d. Characterises escorting techniques for social relationship and daily life management activities, relating the community resources to the demands of the people in need of care.
- e. Describes group animation strategies and techniques in the institution, analysing the demands of the people in need of care.

¹⁴ The diploma was first established as a degree with the Royal Decree 1147/2011

- f. Prepares information for informal carers, relating their demands and needs to the community resources.
- g. Assesses the monitoring of interventions and activities, relating the information drawn from various sources to the evaluation tools and protocols.

0214. Communication Support

The holder:

- a. Relates alternative and augmentative communication systems to the person in need of care, assessing its specific difficulties.
- b. Performs communication support activities, describing aided alternative and augmentative communication systems.
- c. Performs communication support activities, describing not aided alternative and augmentative communication systems.
- d. Performs the monitoring of actions in support of communication, fulfilling the established register protocols.

0215. Home Support

The holder:

- a. Organises the working plan for people in need of care at their homes, interpreting the established guidelines.
- b. Plans the management of the expenditure, relating basic management techniques to the requirements of the unit of coexistence.
- c. Organises the supply of the unit of coexistence, describing the characteristics of the products.
- d. Prepares the home maintenance for people in need of care, selecting the techniques and products on the basis of their quality, safety and hygiene.
- e. Selects the food which composes the menu, relating its characteristics and proportions to the established prescriptions.
- f. Applies basic cooking techniques along the food preparation process, relating them to the requirements of the user and established protocols.
- g. Performs the monitoring of the working plan for people in need of care at their homes, describing the established protocols.

0216. Healthcare

The holder:

- a. Organises healthcare activities for people in need of care, relating those activities to the characteristics and demands of said people.
- b. Applies moving, handling and wandering techniques, analysing the characteristics of the person in need of care.
- c. Characterises healthcare activities, relating the requirements and characteristics of the person being cared with the guidelines established in the caring plan.
- d. Organises feeding and food intake support activities, selecting the required techniques, tools and aids.
- e. Performs the monitoring and control of healthcare activities, analysing the observation and register protocols.

0217. Hygiene Assistance

The holder:

- a. Organises hygiene assistance activities for people in need of care and their environment, relating those activities to the characteristics and demands of these people.
- b. Applies hygiene and personal care techniques, analysing the demands and conditions of the person in need of care and his/her environment.
- c. Applies hygiene techniques in the environment, selecting the procedures and the materials on the basis of their efficiency, prevention and safety.

- d. Performs the monitoring and control of hygiene assistance activities, analysing the observation and register protocols.

0831. Telecare

The holder:

- a. Organises the intervention itself in the telecare service, taking into account the characteristics and the technical equipment of the workplace.
- b. Applies management procedures for outgoing calls, using computer applications and telematic tools.
- c. Applies management procedures for incoming calls, following the established protocol and action guidelines.
- d. Performs the monitoring of incoming and outgoing calls, registering the problems and actions carried out, and producing the relevant report.

0020. First Aid

The holder

- a. Performs the initial assessment of the assistance in case of an emergency, describing the risks, available resources and the type of help needed.
- b. Applies basic life support techniques describing and relating them to the aim to be achieved.
- c. Applies immobilisation and moving procedures of the injured person, selecting the appropriate material means and techniques.
- d. Applies psychological support and self-control techniques to the injured person and accompanying persons, describing and applying appropriate communication strategies.

0218. Professional Training and Guidance

The holder:

- a. Selects job opportunities, identifying the different possibilities of labour integration, and the alternatives of lifelong learning.
- b. Applies teamwork strategies, assessing their effectiveness and efficiency on the achievement of the company's goals.
- c. Exercises rights and complies with the duties derived from labour relationships, recognising them in the different job contracts.
- d. Determines the protective action of the Spanish Health Service in view of the different covered eventualities, identifying the different types of assistance.
- e. Assesses risks derived from his/her activity, analysing the job conditions and the risk factors present in his/her labour setting.
- f. Participates in the development of a risk prevention plan for a small enterprise, identifying the responsibilities of all the agents involved.
- g. Applies protection and prevention measures, analysing risk situations in the labour setting of the Technician in Assistance to People in Need of Care.

0219. Business and Entrepreneurial Initiative

The holder:

- a. Recognises the skills related to entrepreneurial initiative, analysing the requirements derived from the different job positions and business activities.
- b. Defines the opportunity of creating a small enterprise, assessing the impact on the performance setting and incorporating ethic values.
- c. Carries out the activities for the setting-up and implementation of a company, choosing its legal structure and identifying the associated legal obligations.
- d. Carries out basic administrative and financial management activities of an SME, identifying the main accounting and tax obligations and filling in documentation.

0220. On the Job Training

The holder:

- a. Identifies the company's structure and organization relating it to the type of service provided.
- b. Applies labour and ethic habits in his/her professional activity according to the characteristics of the job position and the procedures established by the company.
- c. Performs operations to prepare the work activity applying techniques and procedures in accordance with established instructions and rules.
- d. Implements the activities included in the work plan, relating established instructions and rules with the application of procedures and techniques inherent to the activities to be developed.
- e. Complies with the health and safety criteria, acting in accordance with the hygiene and sanitation, labour safety and environmental protection regulations.
- f. Analyses the service provided relating the same to the quality criteria of the intervention procedure.

4. Learning Outcomes (common for medical professions)

0020. First Aid

The holder:

- e. Carries out the initial assessment of assistance in emergency situations describing risks, available resources and type of requested help.
- f. Applies basic life support techniques describing and relating them with the aim to be achieved.
- g. Applies procedures of victims' immobilization and mobilization selecting material means and techniques.
- h. Applies psychological support and self-control techniques to the injured person and those with him/her, describing and applying the appropriate communication strategies.

6. Personal and Social Competences

0211. Social Skills

The holder:

- a. Characterises the strategies and the techniques to fostering communication and social relationships with the environment, analysing the principles of social and emotional intelligence.
- b. Applies teamwork techniques, adapting them to the role played at a given moment.
- c. Applies conflict management and problem solving techniques, interpreting set guidelines or action.
- d. Assesses his/her degree of social competence to develop his/her professional duties, analysing their incidence on interpersonal and group relations.

7. List of modules and modular units for the profession of "Higher Technician in Pre-primary Education":

Professional Module	Duration (hours)	First year (h/week)	Second year	
			2 trimesters (h/week)	1 trimester (horas)
0210. Organization of the assistance to persons in situation of dependence	125	4		
0212. Characteristics and necessities of persons in situation of dependence	140	4		
0213. Psychological assistance and support	235	7		
0215. Domiciliary support	235	7		
0217. Hygienic assistance	95	3		

0020. First Aid (1) (2)	40	2		
0218. Labour Training and Orientation	90	3		
0211. Social skills	145		7	
0214. Communication support	100		5	
0216. Sanitary assistance.	205		9	
0831. Telecare support	130		6	
0219. Business and entrepreneurial initiative	60		3	
0220. Training in the work place	400			400
Total in Vocational Training Cycle	2.000	30	30	400

(3) Supporting Professional Modules

(4) Cross-disciplinary professional modules to other diplomas of Cycles of Professional Training

4. A comparative analysis of the competence standards in the occupation of Health Care Assistant in Poland, Finland and Spain

In this part of the report presents a comparative statement of the structure and content of documents describing the professional competence appropriate to the profession of childcare worker and health care assistant.

1. What national documents include the description of competence requirements for the occupations Child Care Worker and Health Care Assistant?

Finland	Poland	Spain
Names of documents describing the competency requirements		
<ul style="list-style-type: none"> • Core curriculum for vocational education • 119 programs, 53 of which arises for qualifications in the area of social and health services 	<ul style="list-style-type: none"> • Core curriculum for vocational education (Regulation) • Professional qualification standards • Modular and subject curricula 	<ul style="list-style-type: none"> • common core curriculum for vocational education (Regulation) • standards of professional competence, the structure of which is tailored to the needs of creation of educational standards or examination • Modular curricula
The structural elements present in the description of the document		
Objectives of professional qualifications professional area Professional tasks Objectives and structure of professional qualifications	The name of the profession Code of the profession / education Synthetic description of profession Directory of professional tasks	The name of the profession Code of the profession / education Synthetic description of profession Directory of professional tasks

Conclusions and consequences for the project actions

- In all the partner countries, the core curriculum, which is a document developed by the competent minister of education, constitutes the basic document including descriptions of the competence requirements for the occupation of Child Care Worker. In Poland and Spain, there are additional documents of the rank of the professional competence standard. In Spain, the National Professional Qualifications Standard is issued in the form of a legal act in the rank of Polish regulation, while it is generally governed by the statutory provisions in the Act on qualifications and vocational education.
- The structure of a description of identified documents is diversified, but in all countries the descriptions related to the learning outcomes have been applied.
 - In Poland, learning outcomes are described with use of three categories: knowledge, skills, personal and social competence, and they are reflected in the descriptors of the European and National Qualifications Framework. The core curriculum describes the professional tasks, learning outcomes common for all occupations (OHS, JOZ, KPS, OMZ, PDG), learning outcomes common for the area of medical and social education, learning outcomes relevant for the vocational qualifications.

- The Finnish core curriculum defines the objectives and basic content of various subjects, thematic groups, thematic modules. 52 qualifications have been defined based on 120 curricula within the scope of social and health care. The Finnish core curriculum indicates the mandatory modules that should be completed to acquire the expected professional competence. The core curriculum includes also key competence of lifelong learning considered in the purposes of the requirements of professional qualifications modules and criteria of their assessment.
- In Spain, each professional qualification is provided with an identifier, description of a general competence and working environment. In turn, qualifications are divided into the competence units and learning modules related to them. There is also the Catalogue of the Modular Vocational Education integrated with the National Register of Professional Qualifications, constituting the set of vocational education modules, including the skills and knowledge necessary to enable an employee to acquire the specialised competence in professional qualifications. Qualification standards are applied both in the school education system (modular education) and in the non-school education (courses conducted in the labour office system).

2. Is the nomenclature of occupations concerned by the project unified in the dimension of partner countries?

Finland	Poland	Spain
Practical nurse specialisation in Children's and Youth Care and Education	Childcare worker	Higher Technician in Pre-primary Education
Practical nurse specialisation in Nursing and Care	Healthcare assistant	Technician in Assistance to Persons in Situation of Dependence

Conclusions and consequences for the project actions

- In all the partner countries, the nomenclature of occupations is different. In Finland, qualifications are granted to practical nurses in the area of children and youth education and care. There is no such term as the occupation.
- In Poland and Spain, occupation names are provided but they differ from each other.
- It has been established that the project partners shall use the nomenclature of occupations adopted in the project application.

3. On what levels of EQF and NSF in the partner countries do the occupations Child Care Worker and Health Care Assistant function?

Finland	Poland	Spain
Level 4 EQF/NQF	Level 4 EQF/NQF	Level 2 NQF i 4 EQF

Conclusions and consequences for the project actions

- Both Finnish and Polish Qualifications Framework include eight levels. Their descriptions are based on the European Qualifications Framework descriptors. The occupations Child Care

Worker and Health Care Assistant on the middle level have been defined on the fourth level of the National and European Qualifications Framework.

- In Spain, it has been decided to stick with five qualification levels, adjusting them to eight levels of the European Qualifications Framework. A division into the families of occupations and into the qualification levels considers the requirements posed to the member countries by the EU. A division into levels was conducted with taking into account the professional competence required in the product system in accordance with the criteria of knowledge, initiative, independence and complexity (difficulty level) of a given professional activity. Competence units have the same level as qualification in which they are included. Vocational education is organised according to the structure established by the families of occupations. Each of them includes some group of occupations with a similar educational path. A family of occupations includes various occupations existing in some field of professional activity, which are interrelated through similar professional skills and qualifications required on the workplace. Therefore, occupations from the same family origin from the same source of education based on the development of some specific basic content (skills, abilities, knowledge, attitudes, etc.). To sum up, occupational titles are grouped into occupational families, while vocational education content leading to the acquisition of these titles is organised in modular training cycles related to the competence units collected in the National Register of Professional Qualifications. An occupational family “health care”, including occupations corresponding with the Child Care Worker and Health Care Assistant, refers to the level 2, where the competence in a set of occupational measures related to the skill of using tools and techniques refers mainly to the executive work that may be independent within the limits of these techniques. It requires the knowledge of technical bases of a given action and the skill of understanding and applying the process.

4. What basic professional tasks are carried out in the occupations Child Care Worker and Health Care Assistant?

Finland	Poland	Spain
Childcare worker		
<ul style="list-style-type: none"> – Planning, implementation and evaluation of care for children and young people of all ages and their education, on the basis of interdisciplinary collaboration in different environments 	<ul style="list-style-type: none"> – planning and organizing caring, pedagogical and educational activities. – nurturing a healthy, sick or disabled child; – conducting pedagogical and educational activities and fostering psychomotor development of the child; – promoting health and taking preventive measures; – assisting the child in health emergency situations. 	<ul style="list-style-type: none"> - Establish and maintain fluid relations with the education community and coordinate with families, the teaching staff and other professionals. - Programme, organize, carry out and evaluate process of education interventions in day centers and groups of children of 0-3 years old - Develop programmes of acquisition and entertainment with sense of autonomy and health, and interventions in risk conditions. - Promote and implement game tasks as axis of the

		<p>pre-primary development and activity.</p> <ul style="list-style-type: none"> - Develop the expressive and communication capacities of the children as a means of personal and social growth. - Develop actions in order to encourage the exploration of the environment through the contact with the objects and the children's relation between them and with adults. - Define, follow and evaluate learning outcomes analysing them within the context of pre-primary development of children from 0-6 years old.
Healthcare assistant		
<ul style="list-style-type: none"> - nursing care, assistance, education and rehabilitation in the area of social and health services 	<ul style="list-style-type: none"> - diagnosing and solving the care problems of the sick and dependent person at various rate of disease progression and at various age - helping the sick and dependent person in satisfying its bio-psycho-social needs - assisting the nurse and other medical personnel during performing the nursing procedures - maintaining, disinfecting the accessories and tools used during performance of the procedures - initiating co-operation with the care and therapeutic team during provision of services in medical care of the sick and dependent person - 	<ul style="list-style-type: none"> - Prepare and support the indicated assistance interventions to the persons and their surroundings within the institutional environment by the interdisciplinary team. - Develop physical assistance interventions directed to persons in situation of dependence within the institutional environment. - Develop social and health care interventions directed to persons in situation of dependence within the institutional environment. - Develop psychosocial interventions directed to persons in situation of dependence within the institutional environment. -

Conclusions and consequences for the project actions

- Professional tasks are provided differently in particular countries. In Poland these tasks have a very wide scope.

- In Finland, practical nurses carry out tasks within the scope of nursing care, assistance, education and rehabilitation in the area of social and health care. Practical nurses who have completed the study programme or specialisation in children and youth care and education are able to plan, implement and assess the care and education of children and adolescents of different ages, in multi-disciplinary cooperation in different settings. Practical nurses who have completed the study programme or specialisation in nursing and care are able to plan, implement and assess the client or patient's nursing, care and rehabilitation, independently and as a member of a multi-disciplinary team, in different settings.
- In Spain, each competence unit includes professional tasks that define the expected behaviour of an employee in the context of effects of implemented actions (Article 5 of the Royal Decree 1128/2003 on the National Register of Professional Qualifications). Each professional task has an assigned set of performance criteria, which specify the minimum acceptable level of their performance. Performance criteria constitute also the clues for evaluation of a given professional competence.
- Development of the set of common skills that will function in the partner countries shall enable one to define the professional tasks for the occupation of Child Care Worker.

5. What professional skills are required for the performance of basic professional tasks in the occupations Child Care Worker and Health Care Assistant?

Conclusions and consequences for the project actions

- In particular partner countries, professional skills are provided on various levels of detail. It is difficult to unambiguously define the common skills enabling one to carry out basic professional tasks. At the further stage of project works, a catalogue of common skills shall be developed, resulting from professional tasks.
- Learning outcomes – competence level – do not depend only from the core curriculum's structure and content. They are a derivate of programming documents (including the core curriculum) and broadly understood school practice, including especially strategies, forms and methods applied by a teacher to implement the content and achieve the teaching objectives arising from the document provisions (intended and implemented curriculum). A significant role of curricula and textbooks cannot be missed here.

6. What personal and social competence is required in the occupations Child Care Worker and Health Care Assistant?

Finland	Poland	Spain
<ul style="list-style-type: none"> - Learning and problem solving - Interaction and cooperation - Vocational ethics - Health, safety and ability to function - Initiative and entrepreneurship - Sustainable development - Aesthetics - Communication and media skills 	<ul style="list-style-type: none"> - Compliance with the principles of culture and ethics; - Creativity and consistence in task execution; - Foreseeing the effects of undertaken actions; - Openness for changes; - Ability to deal with stress; - Updating knowledge and improving professional skills; - Keeping the professional secret; - Ability to take 	<ul style="list-style-type: none"> - Characterises the strategies and the techniques to fostering communication and social relationships with the environment, analysing the principles of social and emotional intelligence. - Applies teamwork techniques, adapting them to the role played at a given moment. - Applies conflict management and problem solving techniques, interpreting set guidelines or action.

<ul style="list-style-type: none"> - Mathematics and natural sciences - Technology and information technology - Active citizenship and different cultures 	<ul style="list-style-type: none"> - responsibility for undertaken actions; - Ability to negotiate the conditions of arrangements; - Cooperation in a team; 	<ul style="list-style-type: none"> - Assesses his/her degree of social competence to develop his/her professional duties, analysing their incidence on interpersonal and group relations. - Implements strategies and techniques in order to promote communication and social relationships with the environment, relating them with the principles of emotional and social intelligence. - Encourages team work, applying the appropriate techniques and justifying their choice according to the characteristics, situation and objectives of the group. - Leads meetings analysing the different methods or styles of intervention and organisation according to the characteristics of the addressees and the context. - Implements strategies to manage conflicts and solve problems selecting them according to the characteristics of the context and analysing the different models. - Assesses group processes and his/her own social competence in order to carry out his/her professional activities, identifying any aspects that could be improved.
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Conclusions and consequences for the project actions

- Social competence belongs to the group of seven competence regarded by the Lisbon Declaration as key for the citizens of the member countries, which, in turn, undertook to its development through their system of education and social support. They perform a very important role in the civic society. In general, they are defined as including the forms of behaviour that should be acquired by the individual to participate skilfully and constructively in the social life and to be able to solve a possible conflict.
- In Poland, the personal and social competence are understood as the skills conditioning the efficiency of dealing with specific social and professional situations. Employers indicate very significant emphasis on the formation of personal and social competence.
- In Finland, personal and social competence are understood as the skills of becoming involved in relations, community actions, skills of developing social networks and the freedom of choice/critical judgement. Competence key for lifelong learning are more emphasised.
- In all the partner countries, social competence perform an important role in the professional and social life, although they are differently defined.

7) What professional modules are specific for the education/training in the occupations Child Care Worker and Health Care Assistant?

Finland	Poland	Spain
Childcare worker		
Support and guidance of growth, 15 cr Nursing and care, 20 cr Rehabilitation support, 15 cr The program of study Care and Education of Children and Adolescents 30 cr	325905.M1. Planning and organising care and pedagogical work (192 hours) 325905.M2. Promoting health and prevention activities in the field of hygiene habits. (208 hours) Developing child's artistic sensitivity (288 hours) 325905.M4. Nurturing the healthy, sick and disabled child (512 hours) 325905.M5. Conducting pedagogical and educational activities that support psychomotor development of a child (400 hours) work practice (160 hours)	0011. Pre-primary Teaching 0012. Personal Autonomy and Children's Health 0013. Children's Games and Their Methodology 0014. Expression and Communication 0015. Cognitive and Motricity Development 0016. Socio affective Development 0017. Social Skills 0018. Family Interventions and Attention to Children Exposed to Social Risk 0019. Project on Child Care 0020. First Aid 0021. Professional Training and Guidance 0022. Business and Entrepreneurial Initiative 0023. On the Job Training
Healthcare assistant		
Support and guidance of growth, 15 cr Nursing and care, 20 cr Rehabilitation support, 15 cr		0210. Organisation of the Assistance for People in Need of Care 0211. Social Skills 0212. Characteristics and Demands of People in Need of Care 0213. Psychosocial Assistance and Support 0214. Communication Support 0215. Home Support 0216. Healthcare 0217. Hygiene Assistance. 0831. Telecare 0020. First Aid 0218. Professional Training and Guidance 0219. Business and Entrepreneurial Initiative 0220. On the Job Training

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Consequences for the project actions

- In all the partner countries, vocational education occurs based on the modular concept. In addition, in Poland education takes place according to the curricula of a subject concept.
- The Finnish system is based mainly on the modular education. Students implement the obligatory modules, while directional modules – according to the needs of the labour market and their own interests.
- Spanish vocational education system is based on the modular education. Each professional qualification is provided with an identifier, descriptions of a general competence and working environment. In turn, qualifications are divided into the competence units and learning modules related to them. Due to the internal relations between the competence units and learning modules.

8) What similarities and differences are present in the description of competence requirements for the occupations Child Care Worker and Health Care Assistant?

Conclusions and consequences for the project actions

- Each partner country has its specificity and the way of describing the competence requirements for the occupations Child Care Worker and Health Care Assistant, which makes it difficult to compare them internationally.
- In the case of Polish core curriculum of the vocational education, information necessary to develop the document is acquired from the teachers of vocational subjects and representatives of employers, from characteristics in the classifications of professions and professional specialties, national standards of professional qualifications, and applications to the competent minister for the occupations' introduction to the classification of vocational education occupations. Moreover, at the stage of developing the core curriculum for specific occupations, one applies the expert knowledge of vocational education teachers, examiners, representatives of employers (experts in a given occupation) and academics from universities. The basic flaw of such an approach is constituted by quite a free way of aggregating the information, thus significant experts' discretion in formation of a final document version. This results in the risk that the core curriculum will reflect its authors' beliefs that do not have to correspond with the actual condition.
- Spanish standards are developed based on the National Institute of Qualifications' own studies, which shall provide an on-going observation of qualifications on the labour market and based on the expert's knowledge. The flaw of the adopted methodology is that the character, duration and scope of these studies are defined for each standard individually. On the one hand, it allows for a better control of costs, but on the other hand, it causes a risk of developing the standards of diversified "quality", depending on a currently applied methodology.

5. Recommendations and conclusions

- The conducted research indicated that in all three partner countries, descriptions of the competence requirements for compared occupations are established on the central level, in documents equal to “the core curriculum of vocational education in a given occupation”. These occupations are on the level 4 of EQF/NDF (in Poland and Finland) and on the level 2 in Spain (where the NQF level hierarchy includes five levels).
- The conducted analyses showed that: nomenclature of the occupations concerned by the project is not unified in the international dimension, basic professional tasks, skills and personal and social competence in the occupations Child Care Worker and Health Care Assistant are very similar to each other, just like professional modules characteristic for education/training in these occupations.
It is recommended that the project partners shall use the nomenclature of occupations adopted in the project application, i.e.: Child Care Worker and Health Care Assistant.
- In all the partner countries, vocational education occurs based on the modular concept. In addition, in Poland education takes place according to the curricula of a subject concept. However, one recommends a modular approach to develop the programming offer in the project.
- In particular partner countries, professional skills are provided on various levels of detail. It is difficult to unambiguously define the common skills enabling one to carry out basic professional tasks. At the further stage of project works, a catalogue of common skills shall be developed, resulting from professional tasks. The below proposed recommendations of the learning outcome sets shall constitute the reference point for the development of a deepened analysis and arrangements of the shared scope of competence requirements for the above-mentioned occupations.
- **Child Care Worker – Recommended catalogue of learning outcomes**
 - Prepares a child for baby care routines (e.g. bathing)
 - Looks after a healthy child
 - Changes a baby
 - Corrects the symptoms of children’s negative behaviours
 - Discusses the methods of work with a child with its parents and other employees of the centre
 - Models appropriate habits at children in accordance with their needs and current period of growth
 - Negates inappropriate habits of children
 - Models the behaviour regularity at children
 - Responds to the conflict situations in relations with children
 - Is able to use pedagogic persuasion
 - Changes child clothing for a clean one
 - Feeds a child
 - Conducts educational activities considering the child’s psychomotor development
 - Conducts and participates in games, plays and walks with a child

- Provides a child with the atmosphere of trust, cordiality and the sense of security
- Stimulates the child's psychophysical activity
- Models the child's self-control
- Uses the child's readiness for independence
- Complies with the child's diet in accordance with recommendations of parents or carers, doctor or nurse
- Responds to changes in the child's appearance and behaviour testifying to a medical condition
- Reacts in the child's health- or life-threatening situations
- Helps a child in the event of choking
- Makes simple dressings until a doctor or nurse comes
- Adjusts the curriculum to the children's intellectual and developmental capacities, as well as needs and interests
- Helps children with their everyday routine (dressing up, eating, washing, cleaning teeth, etc.)
- Prepares classrooms and teaching materials as appropriate for a type and subject of classes
- Supports children in the adaptation and assimilation process in a new environment
- Builds children's self-confidence, belief in their strength, success, motivates to creative activities (K-2)
- Teaches children the moral stances and socially-desired behaviours
- Responds to the observed irregularities in the child's family relations (negligence, violation of a child's dignity, health or life threat from the side of its environment)
- Notifies the institution management of the observed irregularities and pathologies in a child's environment
- Eliminates objects posing a risk to a child
- Teaches a child the savoir vivre, self-service, principles of hygiene, life in a group, etc.
- Organise toys together with children after the finished activities
- Notifies the parents and carers of meetings and events in the institution
- Verifies the supplies of the first aid kit
- Exchanges the information on a child with other institution employees (pedagogue, psychologist, nurse)
- Provides a child with care if it is not picked up at a determined hour from a day-care, kindergarten and contacts with its parents or carers
- Satisfies the need of social contacts, acceptance and safety
- Detects emotional issues and tries to get to their cause, engaging a pedagogue, psychologist, parents or carers in this process
- Selects games forming a child's autonomy
- Measures a child's temperature
- Prepares a child psychically for procedures, medical examinations – on hospital wards
- Conducts with children the activities and exercises with corrective elements, according to the doctor's recommendations
- Collects auxiliary materials and didactic aids, necessary to implement the activity program
- Diagnoses the level of knowledge and skills of pupils, comparing it with the adopted standards and program assumptions

- Compensates the developmental deficits at children by conducting the leg-up program
- Presents the children' achievements to their parents or carers (works, performances, academies, theatres, etc.)
- Provides the 24/7 care for children deprived of the parental care
- Compensates the lack of family environment due to creating a friendly and domestic atmosphere
- Supports the measures to create a foster or adoption family for a child
- Supervises and facilitates a child's contact with parents, carers or other relatives (except the cases in which the court has decided otherwise)
- Signalises the cases of breaking the children's rights to the institution management
- Cooperates with a psychologist, pedagogue, speech therapist, physiotherapist, nurse and doctor to compensate a child's developmental deficit

- **Health Care Assistant – Recommended catalogue of learning outcomes**

- diagnosing caring problems and needs of the sick and dependent person
- cooperation with a nurse within the scope of designing and executing the sick and dependent person care plan
- helping a nurse while performing nursing procedures
- carrying out the orders of a nurse and doctor concerning the sick and dependent person care
- helping the sick and dependent person in satisfying its needs related to keeping its body clean
- performing hygienic procedures at the sick and dependent person
- performing operations related to the maintenance of cleanliness and aesthetics of a bed and the closest environment of the sick and dependent person
- helping the sick and dependent person in satisfying its needs related to nutrition
- helping the sick and dependent person in satisfying its needs related to elimination
- helping the sick and dependent person in maintaining its physical activity
- helping the sick and dependent person in using the orthopaedic and rehabilitation equipment
- applying the devices, accessories and tools necessary while performing hygienic procedures
- maintaining, disinfecting the accessories and tools used while performing the nursing procedures
- providing the sick and dependent person with security while performing hygienic procedures
- documenting the performed hygienic procedures
- establishing and maintaining interpersonal contacts
- helping the sick and dependent person in its adaptation to hospital conditions and changes related to chronic disease or old age
- helping the sick and dependent person in communication with its family, caring and therapeutic team, and with other patients

- supporting emotionally the sick and dependent person and its family
- observing the sanitary regulations while performing professional tasks
- popularising pro-health behaviours
- observing the regulations of the occupational health and safety, fire protection and environmental protection
- providing the first aid in emergency medical conditions
- organising the workplace in accordance with the ergonomics requirements
- observing the Labour Code provisions concerning the rights and obligations of an employee and an employer, as well as working conditions
- observing the legal provisions concerning the performed professional tasks
- proceeding in accordance with ethical principles
- using various information sources

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