

## **RESULT 04 - REPORT**

### **Comparative analysis of the curricula in the occupations: Child Care Worker and Health Care Assistant**

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## 1. Introduction

Presented report **O4 – Comparative analysis of the curricula of the *Child Care Worker* and *Health Care Assistant*** provides the next intellectual outputs of the project “*Implementation of the FINECVET model to the formal and nonformal education*” TRANS-FINECVET. The coordination of this step was held by the Institute for Sustainable Technologies – National Research Institute.

To achieve this goal in the next phase of the project realisation it has been taken the action for preparation of the intellectual output **O4 – Comparative analysis of the curricula of the *Child Care Worker* and *Health Care Assistant***, and the outcome of this action it prepared report from the research conducted in the three partner countries: Poland, Finland and Spain.

For the purposes of this report it was established the definitions of the curriculum and learning programme in accordance to CEDEFOP proposition:

*“A **curriculum** is a normative document (or a collection of documents) setting the framework for planning learning experiences. Depending on the country, the type of education and training, and the institution, curriculum may define, among other learning outcomes, objectives, contents, place and duration of learning, teaching and assessment methods to a greater or to a lesser extent.*

*The **learning programme** is a written document planning learning experiences in a specific learning setting. It is developed on the basis of the curriculum and takes into account the learners’ needs.”*

In the comparative studies, it was used a uniform methodology for the study in all partners’ countries (Poland, Finland, Spain) that focuses on a comparative analysis of selected curricula that prepare to the profession of the “*Child Care Worker*” and “*Health Care Assistant*” (Chapter 2 of the Report).

The subject of comparative studies were the learning programmes for the occupations of the “*Child Care Worker*” and “*Health Care Assistant*” established in the legal acts (Chapter 3 of the Report) that are the basis of the preparation of formal and nonformal learning in these professions with the emphasis put on the:

- Structure of learning programmes,
- Institutions responsible for the development of the learning programmes valid in the certain school,
- Identification and comparison of the learning outcomes,
- Scope and terminology of the professional modules in the reference to the levels of EQF and NQF for lifelong learning,

In the comparison research of the learning programmes for those two occupations, there was used, in 3 countries, desk research method as the basic method and as the supporting method – the panel of experts. The results of a comparative analysis of the research are presented in Chapter 4 of the Report, and the conclusions and recommendations in Chapter 5. Additional part is bibliography and source materials that were used during the

identification and analysis of the learning programmes in the occupations “Child Care Worker” and “Health Care Assistant” valid in vocational schools in partners’ countries.

Developed report will be a reference point for the development of the common scope of the learning outcomes for the mentioned occupations that will be realised in action O5 - the database of the qualifications and learning outcomes description for the occupations “Child Care Worker” and “Health Care Assistant”.

## 2. The methodology of the learning programmes comparison

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

- 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.

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

Term	Definition	Definition according to the	
		EQF	ECVET
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.	x	x
<b>Learning outcomes</b>	Statements of what a learner knows, understands and is able to do on completion of learning process, which are defined in terms of knowledge, skills and competence.	x	x
<b>Knowledge</b>	The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.	x	
<b>Skills</b>	Means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).	x	
<b>Competence</b>	The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.	x	
<b>Learning outcomes</b>	Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.		x
<b>Credit for learning outcomes' (credit)</b>	Means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications;		x
<b>Assessment of learning outcomes</b>	Means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence.		x
<b>Validation of learning</b>	Means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes		x

<b>outcomes</b>	which may be required for a unit or a qualification.		
<b>Recognition of learning outcomes</b>	Means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications.		x
<b>ECVET points</b>	Means a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.		x
<b>Competent institution</b>	Means an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries;		x
<b>National Qualifications System</b>	Means all aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework.	x	
<b>National Qualification Framework</b>	National qualifications system' means all aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a 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	x	
<b>Curriculum</b>	Normative document (or a collection of documents) setting the framework for planning learning experiences. Depending on the country, the type of education and training, and the institution, curriculum may define, among other learning outcomes, objectives, contents, place and duration of learning, teaching and assessment methods to a greater or to a lesser extent.	According to CEDEFOP <sup>1</sup>	
<b>Learning programme</b>	Written document planning learning experiences in a specific learning setting. It is developed on the basis of the curriculum and takes into account the learners' needs.		

### 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 learning programmes in the occupations for the Child Care Worker and Health Care Assistant applied in every partner countries. Within the methodology, the following elements have been specified:

<sup>1</sup> Learning outcomes approaches in VET curriculum. A comparative analysis of nine European countries. European Centre for the Development of Vocational Training, 2010

- 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 aim of the international research was the comparative analysis of learning programmes in the partners' countries (Poland, Finland, Spain) in the occupations for the Child Care Worker and Health Care Assistant in the scope of information contained in the documentation for the explanation of common and different groups of learning outcomes.

### **Subject of the research**

The subject of the research were learning programmes for the occupations for the Child Care Worker and Health Care Assistants valid in vocational schools in the partners' countries that are the base for the preparation of the formal and nonformal learning in the mentioned occupations with the particular attention of identification and comparison of key elements of the programmes such are here: the learning outcomes, the scope and title of the learning modules. The basis of this research were Finnish qualifications:

1. Practical Nurse – Competence area in Children's and youth Care and Education / Lähihoitaja – Lasten ja nuorten hoidon ja kasvatuksen osaamisala.
2. Practical Nurse – Competence area in Clinical Nursing and Care / Lähihoitaja – Sairaanhoidon ja huolenpidon osaamisala.
3. Practical Nurse – Competence area in Elderly Care / Lähihoitaja – Vanhustyön osaamisala.

### **Research problems**

There were adopted the basic research problems in terms of questions for the established purpose and subject of the research:

- 1) Who is responsible for the development of the curriculum?
- 2) What is the reference point for the development of the curriculum (core curriculum, classification of vocational education occupations, others)?
- 3) Is the curriculum updated, how often, what is the base for the updating of the curriculum?
- 4) Who approves the developed curriculum?
- 5) What kind of curricula are valid in vocational education and training (objective, modular, others)?
- 6) What is the structure of the valid curriculum? What are the key elements of the curriculum?
- 7) Does the current curriculum specify the number of hours for particular modules, modular units, learning outcomes?
- 8) Does the curriculum contain all learning outcomes from the core curriculum?
- 9) Does the curriculum contain the teaching material relevant to learning outcomes?
- 10) Does the curriculum include the equipment of the workshop where the training takes place and the teaching methods?

- 11) What includes a sample curriculum for the individual modular units or learning outcomes?
- 12) Does the curriculum include an apprenticeship program?
- 13) Where are held the apprenticeships in occupations of Child Care Worker and Health Care Assistants?
- 14) What are the relations with enterprises and on what legal basis are held apprenticeships in these companies?

### **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 learning programmes, 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 and Spain was conducted from May to September 2015 with participation of the partner institutions and experts in 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 the selective learning outcomes for the occupations: Child Care Worker and Health Care Assistant.

The Finnish curricula of Child Care Worker and Health Care Assistant (in Finland the Qualification of Social and Health Care / Practical Nurse) were the base/foundation for the comparison. Into this project only the Vocational modules of the curricula were brought under the examination; general core subjects, locally offered modules and free choice modules were left out.



### 3. Identification of the learning programmes and exemplary modules in the occupation of Child Care Worker and Health Care Assistant.

#### 3.1. Poland

Ministry of Education approves the core curriculum of vocational education. The curriculum is prepared by a teacher or team of teachers and approved by the Headmaster of the school, exclusively for the school use, at the request of the teacher or teachers (after consultation with the teaching staff council). The developed curriculum must be created in accordance with applicable regulations and should consider the following issues:

- Curriculum for the profession should be developed by a team;
- Schools should analyse the implementation of the curriculum for the competition and, as a result thereof, to make modifications to the program;
- Teachers of vocational training and language-oriented professionals should cooperate with each other;
- Vocational education teachers in the learning process prepare the list of the personal and social competence of students.

Learning programme for the profession must meet the following conditions:<sup>2</sup>

- 1) To constitute a set of learning objectives and the content established in the core curriculum of vocational education in the form of learning outcomes relevant to the profession;
- 2) To contain teaching programmes of individual compulsory teaching in the field of vocational training established by the school headmaster in the school curriculum (subjects, modules or other systems content) including:
  - a) Detailed learning outcomes that should be achieved by the student in the learning process, and proposed evaluation criteria and methods for checking of these achievements,
  - b) A description of the method how to achieve detailed learning outcomes with regard to the possibility of individualization of work, depending on the needs and abilities of students,
  - c) A description of the conditions under which the programme will be implemented, taking into account the conditions for the implementation of training in a given profession, established in the core curriculum of vocational education;
- 3) To take into account the separation of the qualification in the profession according to the classification of vocational education and training;
- 4) To be in line with methodological and didactical assumptions;
- 5) To be adapted to the needs and abilities of students for whom it is intended.

**The most important issue** is to check before allowing a program of preschool education or curriculum for the use at school, its compliance with the core curriculum for vocational education.

The programme may include additional teaching content beyond the scope set out in the core curriculum, if it is well justified and feasible to entry at the given conditions, but above all, it must lead to effective learning everything that has been written in the curriculum. If

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<sup>2</sup> Regulation of the Ministry of Education of 21 June 2012 on the acceptance for the use of the pre-school education programmes and curriculum and to allow into service of school textbooks.

the program assumptions go beyond the core curriculum, the attention should be paid to whether and to what extent such extension is reasonable and possible to implement with students.

Table 2. The list of modules and modular units for the profession of Health Care Assistant (source: [www.koweziu.edu.pl](http://www.koweziu.edu.pl))

Name of the compulsory teaching	Name of the modular unit	Number of hours spent on the unit
532102. M1. Undertaking actions in health care (224 hours)	532102. M1.U1. Running the business activity	48
	532102. M1.U2. Using IT in health care	32
	532102. M1.U3. Planning and organising the care system	32
	532102. M1.U4. Providing the first aid in the emergency medical conditions	32
	532102. M1.U5. Professional use of a foreign language in health care	32
	M1.U6 Use of the sign language	48
532102. M2. Problems and needs identification of the sick and dependent person (176 hours)	532102. M2.U1. Defining the psychical and mental aspects of health and sickness	128
	532102.M2.U2. Establishment and maintenance of interpersonal contacts	48
532102. M3. Nursing the sick and dependent person (240 hours)	532102. M3.U1. Planning and organising the hygienic and nursing procedures	112
	532102. M3.U2. Performing the hygienic and nursing procedures	112
	532102. M3.U3. Performing the anti-inflammatory procedures and therapeutic baths	16
532102. M4. Organising and performing of caring procedures (160 hours)	532102. M4.U1. Planning and organising the care-providing work	64
	532102. M4.U2. Organising the support system	48
	532102. M4.U3. Activating the sick and dependent person	48
Apprenticeships (160 hours)	1. Hygienic and nursing procedures	80
	2. Caring procedures	80

Curriculum adopted for the implementation can be objective and modular structured. The content of the curriculum developed by the National Centre for Supporting Vocational and Continuing Education was analysed here.

Table 3. An example of a modular unit for the module: **M2. Problems and needs identification of the sick and dependent person (176 hours)** (source: [www.koweziu.edu.pl](http://www.koweziu.edu.pl))

<b>532102. M2.U2. Establishment and maintenance of interpersonal contacts</b>			
<b>Detailed learning outcomes Student after completing the course can</b>	<b>The level of program requirements</b>	<b>Taxonomi c Category</b>	<b>Teaching material</b>
PKZ(Z.a)(12)1 apply the techniques of active listening;	P	C	<ul style="list-style-type: none"> <li>– Communication - structure, style, terms of effective communication, assertiveness, the relationships in the therapeutic team, relationship with the patient and his family.</li> <li>– Sociology as a social science – a man as a human social being, social relationships, social structure, social group, social institutions, the process of socialization.</li> <li>– Difficult situations - types, psychological influence, consequences, strategies for coping with stress, the impact of the disease on the mental state of the patient and his family.</li> <li>– Ethics in the work of Health Care Assistant - the basic concepts of ethics, moral responsibility, ethical dilemmas, silhouette of the Health Care Assistant, patient's rights.</li> <li>– Planning and organizing the work of the Health Care Assistant</li> <li>– The principles of cooperation in the team during the planning and organization of care measures.</li> </ul>
PKZ(Z.a)(12)2 identify the communication barriers appearing in the contact with the patient, his family and social group;	P	B	
PKZ(Z.a)(12)3 determine the rules of communication with the patient and his family;	P	B	
PKZ(Z.a)(12)4 identify difficult situations in communication;	P	B	
PKZ(Z.a) (12) 5 plan to mental and emotional support of the patient;	P	B	
PKZ(Z.a) (22) 1 follow the ethics rules of the professional activity;	P	C	
PKZ(Z.a)(22)2 follow the Charter of Patients' Rights;	P	C	
PKZ(Z.a)(22)3 respect the moral standards demonstrated by sensitivity to the needs of the patient and his family;	P	C	
PKZ(Z.a)(22)4 follow by the moral values in relationships with collaborators;	P	C	
KPS (1) 1 follow the rules of culture during relationships with patients and colleagues;	P	C	
KPS (1) 2 ensure and respect for human dignity while performing professional tasks;	P	C	
KPS (4) 1 analyse the correctness and relevance of other proposals concerning the planning and implementation of professional tasks;	P	D	
KPS (4) 2 demonstrate a desire to improve the work of Health Care Assistant;	P	C	
KPS (4) 3 to take new challenges;	P	D	
KPS (5) 1 distinguish between biological and psychological stress reactions;	P	B	

532102. M2.U2. Establishment and maintenance of interpersonal contacts			
KPS (5) 2 predict the situations that cause stress;	P	D	
KPS (5) 3 to determine the effects of stress;	P	B	
KPS (5) 4 identify defence mechanisms used in the process of coping with stress;	P	B	
KPS (7) 1 maintain the confidentiality of information entrusted in performing professional tasks;	P	C	
KPS(7)2 follow the ethical principles;	P	C	
KPS(7)3 determine the consequences of failure to comply with professional secrecy;	P	B	
KPS(8)1 analyse the strengths and weaknesses of the activities performed by him;	P	D	
KPS(8)2 evaluate the operations of his actions;	P	D	
KPS(9)1 to apply negotiation techniques;	P	C	
KPS(9)2 behave assertively;	P	C	
KPS(9) propose constructive solutions;	P	C	
KPS(10)1 improve his skills;	P	C	
KPS(10)2 take into account the opinions and ideas of others;	P	C	
KPS(10)3 modify the action on the basis of jointly developed position;	P	C	
KPS(10)4 solve conflicts in a team;	P	C	
OMZ(1)1 determine the type of task, time and the necessary equipment to perform the task;	P	B	
OMZ(1)2 schedule a place and technology task of the training;	P	B	
OMZ(1)3 create a secure environment for the task, in accordance with applicable regulations;	P	C	
OMZ(2) 1 recognize the competence and skills of the team;	P	B	
OMZ(2)2 divide tasks by skill and competence of the members of the team;	P	C	
OMZ(3)1 mobilize colleagues to perform the task;	P	C	

532102. M2.U2. Establishment and maintenance of interpersonal contacts			
OMZ(3)2 give instructions to those implementing the various tasks;	P	C	
OMZ(4) 1 monitor the quality of the service provided;	P	C	
OMZ(4)2 evaluate the quality of the tasks performed according to established criteria;	P	D	
OMZ(6)1 provide information on professional tasks through written and oral reports;	P	C	
OMZ (6)2 carry out a constructive conversation with various colleagues on the organization and performance of professional tasks.	P	C	
<b>Planned tasks (exercises)</b> Establishing and maintaining communication with the ward on the basis of the case description.			
<b>Conditions for achieving learning outcomes including teaching aids, methods, organizational forms</b> Educational activities are held in the workshop equipped with a computer for the teacher with the Internet access, printer, scanner and multimedia projector.			
<b>Teaching aids</b> A computer stand for the teacher with the Internet access, printer, scanner and multimedia projector, transparencies, educational videos, audio-visual equipment, case studies.			
<b>Recommended teaching methods</b> The dominant teaching method – case studies method, situational, problem lecture, conversational lecture.			
<b>Organizational forms</b> Classes should be conducted in the groups of 10-15 people.			
<b>Proposals of the evaluation criteria and methods of checking the learning outcomes</b> Assessment of educational achievements of students should be done by the evaluation of the tasks performed. Assessment criteria - student can: <ul style="list-style-type: none"><li>– select and use the right technique to communicate,</li><li>– explain the mechanism of biological and social stress reactions.</li></ul> Student achievement can be evaluated on: oral answers, written tests, didactical teaching test, descriptive assessment, self-assessment of students, peer review, feedback.			
<b>Forms of individualized work of students taking into account:</b> <ul style="list-style-type: none"><li>– adjusting the conditions, resources, methods and forms of education to the needs of the student,</li><li>– adjusting the conditions, resources, methods and forms of education to the possibility of the student.</li></ul>			

Table 4. The list of the modules and modular unit for the occupation of the Child Care Worker (source: [www.koweziu.edu.pl](http://www.koweziu.edu.pl))

Name of the compulsory teaching	Name of the modular unit	Number of hours spent on the unit
325905. M1. Planning and organising care and pedagogical work (192 hours)	325905. M1.U1. Running the business activity in health care.	57
	325905. M1.U2. Professional use of a foreign language in child care	60
	325905. M1.U3. Using sign language	45
	325905. M1.U4. Using IT in child care work	30
325905. M2.	325905. M2.U1. Promotion and protection of health and	128

Promotion health and prevention activities in the field of hygiene habits. (208 hours)	assistance to a child in health-threatening conditions.	
	325905. M2.U2. Interpersonal networking in child care work	80
325905. M3. Development of the child's artistic sensitivity (288 hours)	325905. M3.U1. Supporting child's development through the integration of rhythm, expression and movement, using children's literature and music	140
	325905. M3.U2. Supporting child's development by performing arts and technical works	148
325905. M4. Nurturing the healthy, sick and disabled child (512 hours)	325905. M4.U1. Recognising and satisfying the needs of the healthy, sick and disabled child.	208
	325905. M4.U2. Recognising the symptoms of disease and disability and rehabilitation of the child.	144
	325905. M4.U3. 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.U1. Stimulating the psychomotor development and personality of a child.	130
	325905. M5.U2. Caring for a child with behavioural difficulties.	126
	325905. M5.U3. Methodology of individual and group work of a childcare worker	144
Apprenticeships (160 hours)	work practice – class I	80
	work practice – class II	80

### 3.2. Finland

#### Vocational upper secondary education

The Finnish Government decides on the general goals of vocational education and training, the structure of qualifications, and the core subjects. The Ministry of Education and Culture decides on the studies and their scope.

The qualification requirement system of vocational education and training consists of the national qualification requirement, each education provider's locally approved curricula and the students' personal study plans.

The Finnish National Board of Education decides on the national qualification requirement for each vocational qualification, determining the composition of studies and objectives, core contents and assessment criteria for study modules. It also includes provisions on student assessment, student counselling, on-the-job learning, special education and training, educational arrangements for immigrants and apprenticeship training. The content of local curricula is defined in the national qualification requirement as well.

The Finnish Ministry of Education prepares draft regulations, and is responsible for the planning of educational reforms. The Ministry of Education is directed centrally by two ministers: Minister of Education and Science and the Minister of Culture.

The organizer of education (school) approves the curriculum and decides on methods of implementation of education / training.

The organizer of education and teachers can decide on the methods and materials used in teaching. The national curriculum is the core for the implementation of education at the certain school.

The methods used in Education and training in terms of skills takes place in school, in class laboratory, in actual working life and within projects concerning situations from real life (visits to kindergartens, visits children in school, etc.).

Table 5. The list of learning outcomes to unit of learning outcomes „support and guidance of growth” for the profession on the **Child Care Worker** (source: www.oph.fi)

FINLAND (unit of learning outcomes)	
Learning Outcomes Code	Name and number of units of learning outcomes and sets of learning outcomes Child Care Worker
<b>JEK2</b>	<b>NURSING AND CARE</b>
<b>JEK2.1.</b>	<b>Setting objectives for his/her own actions in nursing and care</b>
JEK2.1.1.	sets objectives and justifies his/her plan to the team. Implements his/her plan.
JEK2.2.1.	justifies his/ her decisions and actions in nursing and care by means of vocational know-how.
JEK2.3.1.	acts in a responsible and cooperative manner as a team member
<b>JEK2.2.</b>	<b>Drawing up a needs- and resource-based plan, promoting the client or patient’s nursing and care, and implementing and assessing such a plan</b>
JEK2.2.1.	recognizes physical, mental, social, intellectual and spiritual needs and the resources of clients of different ages and backgrounds, exploiting different data acquisition methods in many ways.
JEK2.2.2.	draws up a plan promoting the client’s nursing and care, as part of the nursing and care process, utilizing the National Nursing Classification or a client- or patient-based plan used in each setting. Utilises the client or patient’s resources and network.
JEK2.2.3.	acts in accordance with the plan in cooperation with the client or patient and his/her network. Assesses his/her actions and the implementation of the plan.
JEK2.2.4.	writes down his/her observations in the client- or patient-specific plan. Informs others about his/ her observations orally, in writing, and using tele-informatic means. Takes data protection into account.
<b>JEK2.3.</b>	<b>Helping and supporting clients or patients to manage their daily activities</b>
JEK2.3.1.	guides and encourages clients or patients towards stimulating and social activities, with functional methods, which helps maintain and build up their networks.
JEK2.3.2.	guides the patient to take care or takes independently care of the safety, pleasantness and tidiness of the client’s or patient’s environment, as well as his/her clothing.
JEK2.3.3.	justifies his/her actions at work with his/her knowledge of special diets, cleaning and laundry.
<b>JEK2.4.</b>	<b>Observing the client or patient’s vital functions and their ability to function, documenting his/her observations and passing the information to others</b>
JEK2.4.1.	observes the client or patient’s vital functions, sensory functions, ability to function and well-being. Recognises changes in the client or patient’s condition.
JEK2.4.2.	measures the client or patient’s body temperature, respiratory frequency, pulse, blood pressure and blood sugar correctly and recognizes changes in the client or patient’s condition.
JEK2.4.3.	recognises the client or patient’s pain and uses different methods to relieve it, with the support of his/ her team
<b>JEK2.5</b>	<b>Carrying out client- and patient-based nursing and care work, exploiting his/her knowledge of nursing and care</b>
JEK2.5.1	recognises the client’s or patient’s public health risks and takes them into account in nursing and care, in accordance with his/her team’s instructions.



JEK2.5.2	justifies his/her ways and practices at work, with his/ her knowledge of: human needs and resources, preconditions for health and well-being and daily activities, basic care and health care, the normal structure and functioning of the human body, social problems and the need for support
JEK2.5.3	motivates the client or patient to choose or chooses him-/herself, for the client, a wholesome meal, in accordance with nutrition recommendations, taking special dietary requirements into account
JEK2.6	<b>Carrying 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 promoting their rehabilitation</b>
JEK2.6.1.	provides basic daily health care, in an unprompted and client- or patient-based manner, for patients suffering from memory loss or chronic or common diseases. Supports the clients or patients' independence and promotes rehabilitation in accordance with valid nursing practices.
JEK2.7	<b>Promoting the client or patient's physical and mental health, security and wellbeing</b>
JEK2.7.1.	justifies his/her actions with his/her knowledge of the significance of psychosocial factors, the environment and aesthetic aspects in promoting health, wellbeing and security.
JEK2.7.2.	recognises the client's or patient's social problems and takes them into account in nursing and care
JEK2.7.3.	as a team member, encounters a client or patient whose behaviour seems threatening, and acts according to the instructions of his/her working community. Brings up neglect, abuse and domestic violence which s/he has detected in his/her work, and informs the others in his/ her team thereof.
JEK2.8.	<b>Meeting the client or patient professionally</b>
JEK2.8.1.	meets the client or patient professionally and promotes the client or patient's well-being through interaction.
JEK2.8.2.	uses presence as a tool.
JEK2.9.	<b>Exploiting opportunities provided by aid-devices and technology in nursing and care</b>
JEK2.9.1.	exploits the opportunities provided by aid-devices and technology in nursing and care, in an unprompted manner
JEK2.10.	<b>Instructing clients or patients to use social and health care services and relief benefits</b>
JEK2.10.1.	recognises the client or patient's need for social and health care services and relief benefits and tells the client or patient about these services.
JEK2.10.2.	in his/her work, exploits his/her familiarity with social and health care legislation, services and service providers as well as of relief benefits.
JEK2.11.	<b>Abiding with the principles of sustainable development in his/her actions and carrying out his/her work according to the recommendations of qualify work</b>
JEK2.11.1.	chooses nature-friendly materials, tools and methods and energy-saving work procedures.
JEK2.11.2.	takes the principles of sustainable development into account in his/her work and uses them to justify his/her actions.
JEK2.12.	<b>Implementing pharmacotherapy, rations and administers pharmaceuticals and monitors their effect</b>
JEK2.12.1.	sets the pharmaceuticals in client- or patient-specific dosages without mistakes and administers the pharmaceuticals appropriately (via oral, rectal, topical, eye, nose, ear, vaginal intake), by subcutaneous or intramuscular injection (s.c. or i.m.) and through inhalation (inh.), according to instructions.
JEK2.12.2.	complies with aseptics and the instructions for occupational health and safety as well as environmental protection.
JEK2.12.3.	uses reliable sources of information, e.g. Pharmaca Fennica or pharmaceutical databases, in observing the effects and side-effects of the pharmaceuticals used by the client or patient, as well as the possible abuse of pharmaceuticals. Informs about his/her observations orally and in writing.
JEK2.12.4.	helps the client or patients decipher and renew prescriptions and guides the client in the intake, storage and disposal of pharmaceuticals within the limits of the practical nurse's responsibilities. Informs the

	client or patient about the influence of intoxicants in combination with pharmacotherapy.
JEK2.12.5.	justifies his/her actions with his/her knowledge of the most common pharmaceuticals and their administration, as well as related occupational health and safety and environmental protection. Is aware of the signs of the abuse of pharmaceuticals. Is aware of his/her own rights and obligations in administering pharmaceuticals.
JEK2.12.6.	completes unit conversions and dosage calculations without mistakes.
<b>JEK2.13.</b>	<b>Assessing his/her own actions and vocational development and utilises given feedback</b>
JEK2.13.1.	recognises the phase of his/ her own vocational growth and development and sets objectives for his/her vocational development.
JEK2.13.2.	assesses his/her actions and readjusts his/her conduct on the basis of feedback.

### 3.3. Spain

National System of Qualifications and Vocational Training is the basis for curriculum development.

[Ministry of Education's National Qualifications Catalogue \(INCUAL\)](#)

The National Institute of Qualifications (INCUAL) is responsible for defining, drawing up and updating the National Catalogue of Professional Qualifications (CNCP) and the corresponding Modular Catalogue of Vocational Education and Training. The governing body of the INCUAL is the General Council of Vocational Education and Training though the INCUAL is placed under the control of the Secretary General of Education (Ministry of Education, Culture and Sport).

CNCP is an instrument of the National System for Qualifications and Vocational Education and Training (SNCFP), which lists the professional qualifications according to the appropriate competences for the professional exercise. It includes the vocational education and training (VET) contents corresponding to each qualification. The contents are organized in modules, which are included in a Modular Catalogue of Vocational Education and Training.

Regional Ministry of Education (*comunidad autonoma*) publishes law on the curricula in each region. The legal text refers directly to the national directory of professional qualifications developed by INCUAL and national decree establishing the qualifications and minimum curriculum. Then the regional administration may add optional content to extend the competences such as communication in the two official languages (e.g. Catalan, Valencia, etc.), foreign languages and mathematics, as well as additional higher education related topics, to facilitate access to further the cycle, if present.

Additional base is the need for system qualification and social production, mainly social changes observed in recent years: the crisis in employment (on a full stage) and the restructuring of the labour market, greater demand for social services and the creation of new industries, such as technical development, new technologies, obsolescence equipment and technology, automation of production processes and new forms of organization and administrative management.

Approval of the curriculum is the task of local government. On a larger scale the accreditation of qualifications manages INCUAL. Adopted for the implementation of curriculum have a modular structure. The structure of the modules is linked to the number

of hours taken for the implementation of the curriculum, is 2000 hours in two years of the curriculum, of which 400 hours is a practice in a real workplace.

The task of the local government is also to develop and include in the curriculum the minimum requirements for training infrastructure, the list of training materials, as well as the level of education of teachers.

Table 6. **The list of modules and modular units:** *Advanced vocational training cycle: Senior technician of preschool education*<sup>3</sup>

Occupational module	Duration (hours)	First year (hours per week)	Second year	
			2nd quarter (hours per week)	1st quarter (hours)
0011 Guide of the preschool education	260	8		
0012 Personal autonomy and children's health	160	5		
0014 Self-expression and communication	160	5		
0015 Cognitive and motor development	200	6		
0021 Vocational training and professional orientation	90	3		
- - - Modules in English language	90	3		
0013 Games for young children and methodology	160		8	
0016 Social and affective development	100		5	
0017 Personal skills (2)	100		5	
0018 Assistance to families and focusing on children exposed to social risks	100		5	
0020 Premedical First Aid (1) (2)	40		2	
0022 Business and entrepreneurial initiative	60		3	
- - - Modules in English language	40		2	
0023 Training in the workplace	400			400
0019 Project of the preschool assistance	40			40
<b>Total cycle of vocational training</b>	<b>2 000</b>	<b>30</b>	<b>30</b>	<b>440</b>

Table 7. **The list of modules and modular units:** *Intermediate cycle of vocational training: Dependent persons attendant*<sup>4</sup>

<sup>3</sup> BOE (State Official Gazette), Num. 55, 5 Mar 2009, Sec. I, P. 22722

<sup>4</sup> BOE (State Official Gazette), Num. 49, 27 Feb. 2012, Sec. I, P. 16710

Occupational module	Duration (hours)	First year (hours per week)	Second year	
			2nd quarter (hours per week)	2nd quarter (hours per week)
0210. Provision of assistance to dependent persons	125	4		
0212. Characteristics and needs of dependent persons	140	4		
0213. Psychological support	235	7		
0215. Domestic assistance	235	7		
0217. Assistance with personal hygiene	95	3		
0020. Premedical First Aid	40	2		
0218. Vocational training and professional orientation	90	3		
0211. Social skills	145		7	
0214. Communication assistance	100		5	
0216. Healthcare assistance	205		9	
0831. Remote care	130		6	
0219. Business and entrepreneurial initiative	60		3	
0220. Training in the workplace	400			400
<b>Total cycle of vocational training</b>	<b>2 000</b>	<b>30</b>	<b>30</b>	<b>400</b>

#### 4. Comparative analysis of the curricula in the occupations: “Child Care Worker” and “Health Care Assistant” in Poland, Finland and Spain

This part of the report presents the comparison of the structure and methodological content of the curriculum in the occupations of the “Child Care Worker” and “Health Care Assistant” in all partners’ countries. The analysis was prepared on the basis of the research questions available in the proposed methodology.

##### 1. Who is responsible for the development of the curriculum?

Finland	Poland	Spain
<b>Who prepares the curriculum?</b>		
The Finnish National Board of Education decides on the national qualification requirement for each vocational qualification, determining the composition of studies and objectives, core contents and assessment criteria for study modules.	The curriculum is prepared by a teacher or team of teachers.	<p>National Institute of Qualifications (INCUAL) is responsible for defining, drawing up and updating the National Catalogue of Professional Qualifications (CNCP) and the corresponding Modular Catalogue of Vocational Education and Training. The governing body of the INCUAL is the General Council of Vocational Education and Training though the INCUAL is placed under the control of the Secretary General of Education (Ministry of Education, Culture and Sport).</p> <p>Next, Regional Ministry of Education (<i>comunidad autonoma</i>) publishes law on the curriculum in each region. The legal text refers directly to the national directory of professional qualifications developed by INCUAL and national decree establishing the qualifications and minimum curriculum. Then the regional administration may add optional content to extend the competences such as communication in the two official languages (e.g. Catalan, Valencia, etc.), foreign languages and mathematics, as well as additional higher education related topics, to facilitate access to further the cycle, if present. Approval of the curriculum is the task of local government. On a larger scale the accreditation of</p>

		<p>qualifications manages INCUAL. Adopted for the implementation of curriculum have a modular structure. The structure of the modules is linked to the number of hours taken for the implementation of the curriculum, is 2000 hours 2 years of the curriculum, of which 400 hours is a practice in a real workplace. The task of the local government is also to develop and include in the curriculum the minimum requirements for training infrastructure, the list of training materials, as well as the level of education of teachers.</p> <p>The State has responsibility for ensuring that across Spain there are basic minimum programme standards (curriculum and qualifications) and for guaranteeing that the rights of Spanish citizens in regard to education are respected. Delivery of educational services is mainly the responsibility of the seventeen Autonomous Communities. These administer school systems and exercise control over all non-foreign schools operating within their jurisdiction, whether public or private. The Autonomous Communities also regulate school programmes beyond the minimum structure and content determined by the State. They are responsible for school staffing, they provide school support services, and they provide grants to non-government schools.</p>
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### **Conclusions and implications for project activities**

- In Finland and Spain curricula are prepared at the Ministry and government level. Developed and adopted curricula are in line with the national eligibility requirements. Central offices have a direct impact on the establishment of qualifications and programmes covering minimum requirements of the curriculum. Local authorities may however complement the curriculum depending on the situation on the local labour market and skills demands.

- In Poland the curriculum is developed at school by a teacher or group of teachers and it is approved for use by the school headmaster. Since 2012, the schools granted autonomy in this regard. There is a risk that every school is implemented the core curriculum in a totally different way.
- It is very important to prepare the curriculum for the needs of local employers and the labour market. In all partner countries, the central institutions responsible for the qualification system enables schools teaching adapted to the needs of the local labour market and employers.

## 2. What is the reference point for the development of the curriculum (core curriculum, classification of vocational education occupations, others)?

Finland	Poland	Spain
The basis for the development of the curriculum requirements are the changes in working life. Also the local needs of different parts of Finland may affect the locally offered modules in curricula. Finnish National Board of Education (FNBE) has the final say.	The basis for the development of the curriculum is a core curriculum for vocational education, published in the form of a regulation by the Ministry of Education.	The basis for curriculum development is the National System of Qualifications and Vocational Training (see above). Additional base is the need for adoption the qualification system cost mainly by social changes observed in recent years: the crisis in working on a full stage and the restructuring of the labour market, bigger demand for social services and the creation of new industries, such as technical development, new technologies, obsolescence equipment and technology, automation of production processes and new forms of organization and administrative management.

### Conclusions and implications for project activities

- In Poland, curricula are developed on the basis of the core curriculum for vocational education, which is issued in the form of a regulation act.
- In Finland, the basis for establishing the curriculum is the need for changes in working life.
- In Spain, the curriculum is based on a national system of qualifications.
- The curricula in all partner countries are developed as to include all the content needed to perform the functions of child care worker and health care assistant.

### 3. Is the curriculum updated, how often, what is the base for the updating of the curriculum?

Finland	Poland	Spain
The curriculum is updated when required by law (e.g. The implementation of ECVET), usually once every three to five years. The need for development stems from changes in society.	Yes. The curricula are updated. The frequency of updating of the program depends on the views of teachers on the implementation of the content data, the difficulties encountered during the implementation of activities, number of hours, and the correlation of learning content. In 2012 was the last modification and update.	The last update in Valencia region took place in 2009. (The last legal text including the publication of the curriculum comes from this period.) Updates are made on this basis.

#### **Conclusions and implications for project activities**

- In all partner countries, curricula are updated. In Finland the basis of the update are legal requirements based on changes in society.
- In Spain programs are updated depending on changes in the national system of qualifications.
- In Poland, updating of the curriculum depends on the needs of the labour market.
- Changes in the labour market, greater demand for social services and the creation of new industries, such as technical development, new technologies, equipment obsolescence, forcing changes in the curricula. Curricula should serve the transparency of qualifications and learning.

### 4. Who approves the developed curriculum?

Finland	Poland	Spain
The Ministry of Education / Finnish National Board of Education. The Education provider can add locally offered modules into the curricula and the FNBE approves those suggestions.	Developed curriculum is allowed to use by the school headmaster.	Approval of the curriculum is the task of local government. On a larger scale the accreditation of qualifications manages INCUAL.

#### **Conclusions and implications for project activities**

- In Finland the curriculum is approved by the Ministry of Education in consultation with the National Board of Education.
- In Spain the curriculum is based on the qualification system of INCUAL, approved by the local governments.



- In Poland, the Ministry of Education approves and issues in the form of legal act the core curriculum, whilst the curricula are developed by the school and allowed to use by the school headmaster at the request of teachers.

## 5. What kind of curricula are valid in vocational education and training (objective, modular, others)?

Finland	Poland	Spain
Vocational qualifications are based on National requirements. Modules in curricula are formed by the units of learning outcomes. The assessment criteria are published in National Vocational requirements and are part of the curricula.	Subject-based curricula and modular.	Modular.

### Conclusions and implications for project activities

- All partner countries apply modular curricula based on learning outcomes.
- In Poland there are both modular programs, as well as the subject-based.

## 6. What is the structure of the valid curriculum? What are the key elements of the curriculum?

Finland	Poland	Spain
The curricula is based on the modules and learning outcomes. The modules/units should relate to the real working life tasks.	Curriculum is based on the learning outcomes of modular and subject structure.	The structure of the module is connected with an associated number of hours for the first and second year (see. Table below).

### Conclusions and implications for project activities

- In all partner countries, curricula are based on a modular structure.
- In Poland, curricula also have a structure of items based on learning outcomes.
- Modular system of education is a strategy based on thematic blocks. It includes integrated learning content from different fields. In this system there are no specific programmes for individual subjects. The student can choose a separate module that suits his individual needs and abilities. In the modular system, the focus is put on the development of professional skills towards future careers.<sup>5</sup>
- The modules are divided into modular units, or "separate part of the training module, aimed at the formation of learners such a range of knowledge, competence and social

<sup>5</sup> Symela K. Procedures of the development of modular curriculum for nonformal activities. ZG ZZDZ, Warszawa 1994.

skills which determine the implementation of logically interrelated professional activities expressed in terms of the operational objectives of vocational training."

**7. Does the current curriculum specify the number of hours for particular modules, modular units, learning outcomes?**

Finland	Poland	Spain
No number of hours. Competence points are valid from 1th of August 2015. The EQF level 4 qualification is valued/rated for 180 competence points. Before the ECVET system was taken in use Finland used credits related to study weeks (40 hours/week), but not by each subjects.	The curricula specify number of hours for each subject, modules, and modular units.	Yes. The total number of hours is two thousand, divided into two years of which 400 hours is the practice in the workplace (apprenticeship).

**Conclusions and implications for project activities**

- In Finland, from 1 August 2015, there was a change regarding the points of competence. Until 2015 the total duration of qualification of Social and Health care were 120 study weeks, ca. 4800 hours
- In Poland, in the curriculum has been determined number of hours for each subject, modules and modular units based on the framework curricula (teaching plans).
- In Spain, the total number of hours specified on the two-year period of training, of which 400 hours applies to the professional practice of the workplace, as well as an hour for individual training modules.

**8. Does the curriculum contain all learning outcomes from the core curriculum?**

Finland	Poland	Spain
The curriculum and the School study plan contain Vocational modules, Core subjects, Locally offered modules and Free choice modules – all described as learning outcomes.	The curriculum includes all the effects of the core curriculum for vocational education.	Official regional program includes modules and description of the content.

**Conclusions and implications for project activities**

- In Finland the curriculum includes all learning outcomes and the School study plan includes the way/methods of studying. The minimum for practical/work based learning is mentioned too.
- In Poland, the curriculum must include all the learning outcomes of the core curriculum specified in the Regulation on the core curriculum of vocational education.
- In Spain, the curriculum for the region includes modules and description of the teaching content.

### 9. Does the curriculum contain the teaching material relevant to learning outcomes?

Finland	Poland	Spain
The organizer of education and teachers can decide on the methods and materials. The base for planning the teaching is the national curriculum.	The curricula approved for the school use include teaching material appropriate to the learning outcomes.	No, the teaching VET centre chooses the materials.

### Conclusions and implications for project activities

- In Finland, the organizer of education decides on the methods and materials on the basis of the national curriculum.
- In Poland, the curriculum contains the teaching programme appropriate to the learning outcomes of the core curriculum.
- In Spain, VET centre decides about the material.

### 10. Does the curriculum include the equipment of the workshop where the training takes place and the teaching methods?

Finland	Poland	Spain
The organizer of education and teachers can decide on the methods and materials. Teachers are very independent to choose their way of teaching. In School in laboratory classes there is modern equipment for demonstrations and practice and in teachers' plan they describe what methods and what equipment they will use. The Finnish National Board of Education has suggested the minimum time for work based learning in real working life.	According to the Act on the educational system, the curriculum includes a description of the conditions under which the program will be implemented with the use of the conditions set in the core curriculum.	Local government takes into account the minimum requirements in terms of infrastructure, training, as well as the minimum level of education of teachers, a list of training materials, e.g. a camera, doll male and female sets for infant care kit psychomotor development, audio-visual materials.

### **Conclusions and implications for project activities**

- In Finland, the organizer of education and teachers can decide on the methods and materials. The core is the national curriculum.
- In Poland, the curriculum must be carried out under the conditions set in the core curriculum. To ensure the training is the responsibility of the school and the local government units, which is the running body of the school.
- In Spain, the local government takes into account the requirements of training infrastructure requirements training, education of teachers, a list of training materials, and a list of training materials.

### **11. What includes a sample curriculum for the individual modular units or learning outcomes?**

Sample curriculum for individual modular units or learning outcomes are included within national presentations of programmes.

### **12. Does the curriculum include an apprenticeship program?**

<b>Finland</b>	<b>Poland</b>	<b>Spain</b>
It is one of the options but mostly for adults.	All curricula include apprenticeship program. It is a result of the regulation of framework curricula (teaching plans).	Yes.

### **Conclusions and implications for project activities**

- In Finland the curriculum includes apprenticeship program, this is mostly used by adults, but also possible for young students.
- In Poland, the curriculum included an apprenticeship program that results from the regulation of framework curricula (teaching plans).
- In Spain, the curriculum includes apprenticeship program.

### **13. Where are held the apprenticeships in occupations of Child Care Worker and Health Care Assistants?**

<b>Finland</b>	<b>Poland</b>	<b>Spain</b>
In real workplaces – kindergartens, children’s homes, schools, work with special need children, family Childcare. In real workplaces - nursing homes, hospitals, home care.	The entities providing the actual operating conditions.	In company. In real operating conditions.

### **Conclusions and implications for project activities**

- Apprenticeships in all partner countries take place under actual working conditions.

- The aim of apprenticeships (professional practice) in all partner countries is the education of employees who are able to work both in the hospital for various departments, as well as in clinics or schools.

**14. What are the relations with enterprises and on what legal basis are held apprenticeships in these companies?**

Finland	Poland	Spain
<b>Child Care Worker</b>		
With qualifications based on the curriculum, the participants work in kindergartens as trainees. In the program like apprenticeships, the participants are employed at the place of work and receive a salary. Adults often work in their workplaces during the day and in the evening they go to school.	Duties of a host employer who invites a student for an apprenticeship are indicated in article 8.2 of the Regulation of the Ministry of Education and Sport of 1 July 2002 on apprenticeship (OJ 2002. No. 113, item. 988 as amended.).	-

**Conclusions and implications for project activities**

- In Finland, persons who are undergoing of professional training in the workplace (apprenticeship), sign a contract with the employer and receive a small remuneration.
- In Poland, apprenticeships are held with employers. Duties of the employer who takes the student to practice specified in the Ordinance on apprenticeship.
- There was no answer given by Spain.

- **Common learning outcomes for all partner countries: Finland, Poland and Spain, identified in the comparative analysis of curricula**

Because the project name and focus is TRANS-FINECVET, the Finnish curricula of Child Care worker and Health Care assistant (In Finland Practical Nurse) were the base for comparison between three countries; Poland, Spain and Finland). The start for comparative analysis was to list all the learning outcomes found in each countries' curricula.

## **CHILD CARE WORKER**

### **Module: SUPPORT AND GUIDANCE OF GROWTH**

- appreciates clients and respects and understands their values and cultural background.
- recognizes strengths and needs related to the growth and development of clients of different ages and with different background utilizing different data collection methods ;
- acts in his/her work in a goal-oriented way basing his/her action on a written plan supporting client's growth and development in co-operation with the work community ;
- assesses realistically own action and implementation of a written client-oriented;
- listens to and observes the client and talks with client about his/her needs. Considers client's life situation;
- offers clients different activities and uses appropriately materials, tools and premises in his/her activities;
- uses in a versatile way different methods suitable for the operating environment to further and support client's growth and development;
- guides and advises client in daily activities and considers him/her as an active participant;
- guides different client groups and supports actively interaction between clients;
- work in accordance with the operating principles and recommendations for different client groups;
- supports client's health and well-being by guiding them to use necessary services;
- knows the care and educational work process and justifies his/her action with principles of methodical and target-oriented activities;
- utilizes in his/her work in a versatile way knowledge of data collection methods relevant to client's care and education;
- utilizes in his/her work justifiably methods of creative expression supporting growth and development;
- recognizes stage of own vocational growth and development and sets goals for own vocational development. Assesses own action and changes his/her action on the basis of feedback;
- retrieves information in a versatile way and uses easily information technology and documentation tools;
- considers in his/her work factors furthering and hindering clients' well-being and justifies his/her action with them;
- justifies his/her action with knowledge of operating principles and recommendations for different client groups (e.g. principles of early childhood education and preventive child protection work, quality recommendations for services of the elderly, plan for mental health and substance abuse, physical exercise recommendations).
- acts in his/her work in accordance with regulations, provisions and operating principles of social and health care related to supporting and guiding growth and justifies his/her action with them;
- acts in accordance with provisions and operating principles for well-being and safety at work.

### **Module: NURSING AND CARE**

- sets objectives and justifies his/her plan to the team. Implements his/her plan;
- acts in a responsible and cooperative manner as a team member;
- recognizes physical, mental, social, intellectual and spiritual needs and the resources of clients of different ages and backgrounds, exploiting different data acquisition methods in many ways.
- draws up a plan promoting the client's nursing and care, as part of the nursing and care process, utilizing the National Nursing Classification or a client- or patient-based plan used in each setting. Utilises the client or patient's resources and network;

- writes down his/her observations in the client- or patient-specific plan. Informs others about his/her observations orally, in writing, and using tele-informatic means. Takes data protection into account;
- guides and encourages clients or patients towards stimulating and social activities, with functional methods, which helps maintain and build up their networks;
- guides the patient to take care or takes independently care of the safety, pleasantness and tidiness of the client's or patient's environment, as well as his/her clothing.
- justifies his/her actions at work with his/her knowledge of special diets, cleaning and laundry;
- observes the client or patient's vital functions, sensory functions, ability to function and well-being. Recognises changes in the client or patient's condition;
- measures the client or patient's body temperature, respiratory frequency, pulse, blood pressure and blood sugar correctly and recognizes changes in the client or patient's condition;
- recognises the client or patient's pain and uses different methods to relieve it, with the support of his/ her team;
- justifies his/her ways and practices at work, with his/ her knowledge of: human needs and resources, preconditions for health and well-being and daily activities, basic care and health care, the normal structure and functioning of the human body, social problems and the need for support;
- motivates the client or patient to choose or chooses him-/herself, for the client, a wholesome meal, in accordance with nutrition recommendations, taking special dietary requirements into account;
- provides basic daily health care, in an unprompted and client- or patient-based manner, for patients suffering from memory loss or chronic or common diseases. Supports the clients or patients' independence and promotes rehabilitation in accordance with valid nursing practices;
- justifies his/her actions with his/her knowledge of the significance of psychosocial factors, the environment and aesthetic aspects in promoting health, wellbeing and security;
- as a team member, encounters a client or patient whose behaviour seems threatening, and acts according to the instructions of his/her working community. Brings up neglect, abuse and domestic violence which s/he has detected in his/her work, and informs the others in his/ her team thereof.
- exploits the opportunities provided by aid-devices and technology in nursing and care, in an unprompted manner;
- recognises the client or patient's need for social and health care services and relief benefits and tells the client or patient about these services;
- sets the pharmaceuticals in client- or patient-specific dosages without mistakes and administers the pharmaceuticals appropriately (via oral, rectal, topical, eye, nose, ear, vaginal intake), by subcutaneous or intramuscular injection (s.c. or i.m.) and through inhalation (inh.), according to instructions.
- complies with aseptic and the instructions for occupational health and safety as well as environmental protection;
- recognises the phase of his/ her own vocational growth and development and sets objectives for his/her vocational development;
- seeks information about the general preconditions for working as a private entrepreneur;
- complies with aseptic and the instructions for occupational health and safety as well as environmental protection;
- complies with the occupational health and safety regulations, as well as with the electric and fire safety regulations of his/ her workplace. Prevents occupational health hazards and maintains, for his/her own part, a good workplace atmosphere;
- uses ergonomically correct work practices and aid devices in nursing and care and benefits from workplace gymnastics in the prevention of locomotors injuries;
- complies with the quality recommendations of the workplace;
- justifies his/her actions with ethical principles in the social and health care sector, and uses central nursing and care concepts in his/ her work.

**Module: REHABILITATION SUPPORT**

- recognises the strengths and needs for support in the ability to function of clients of different ages, based on resources, and uses different data acquisition methods;
- draws up a client-based plan in support of the client's ability to function, in cooperation with the client and multi-disciplinary team, utilizing the client's family and different authorities;
- supports the client's rehabilitation according to the plan flexibly, in cooperation with the client and the team, and assesses the success of the plan;
- works with the clients in a service-spirited and responsible manner and promotes their rehabilitation through vocational interaction skills. Takes the client's individual situation into account. Uses plain language and exploits the most common communication methods which support and compensate for speech, in client situations;
- motivates the client and supports the client's will to rehabilitate, exploiting the possibilities provided by the psychosocial and physical living environment to promote rehabilitation and community spirit. Guides client to grasp the possibilities provided in their environment;
- applies a rehabilitative approach in guiding the client to manage daily activities;
- recognises accident risks at home and in leisure time, in many ways, and takes action;
- promotes clients' health and well-being in guiding them and acts in a preventive manner;
- guides the client to obtain food supplies and make nutritious ordinary meals and guides the client to maintain good nutrition;
- uses functional methods and creative expression in guiding an individual client or a group;
- pays attention to and exploits, in a client-based manner, the possibilities offered by art or culture in supporting the clients' ability to function'
- guides the client, in a client- based and many-sided manner, to take up exercise, activities and social interaction which promote health;
- justifies his/her actions with resource-based approach and its significance in supporting rehabilitation;
- health and well-being of different client groups of various ages, as well as on the methods of preventive work;
- recognises the stage of his/her own vocational growth and development and sets objectives for his/her vocational development. Assesses his/her actions and readjusts his/her conduct on the basis of feedback;
- is an active and responsible member of a multi-disciplinary team and exploits his/her cooperation skills;
- 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 and statutes in his/her vocation and uses them to justify his/her actions.

**Module: CHILDREN'S AND YOUTH CARE AND EDUCATION**

- sets goals that support the child and adolescent's overall growth and development and plans ways to carry out care and education;
- acts as a team member, in accordance with the plan which supports care and education (incl. early childhood education) and updates it when needed;
- records the plan which supports care and education and informs the parties involved, in accordance with valid instructions;
- plans, implements and assesses the early childhood education plan within the area of responsibility of a practical nurse;
- as a team member, plans, carries out and assess preschool education;



- as a team member, supports, unprompted, the growth and physical, mental and social development of school-children and adolescents. Takes into account special aspects related to age, as well as the family situation (e.g. domestic violence or substance abuse);
- cares for and guides a child in their daily activities, exploiting methods which promote health and well-being;
- supports the growth, development and learning of a child or a group of children, by using early education methods and contextual orientations independently;
- guides children's play and exploits the opportunities provided by play in different situations;
- guides an individual child or group of children, so as to support interaction between children;
- guides and supports school-children and adolescents in self-expression and creative activities in a goal-oriented manner;
- guides groups of school-children and adolescents, so as to support interaction between the group members;
- prevents accidents and other health hazards, paying attention to the child and adolescent's understanding;
- in addition to the training language, manages service situations in Finnish or Swedish and in one other language;
- acts in a friendly, matter-of-fact and goal-oriented manner in interaction with children, adolescents and families and with his/her team;
- justifies his/her actions with the statutes and official instructions of care and education of children and adolescents;
- justifies his/her actions with his/her knowledge on the physical, mental and social development of children and adolescents, and on the central factors influencing them;
- works in an ergonomically correct way and prevents work-related accidents and injuries;
- unprompted and using different data acquisition methods, acquires information about the child and adolescent's development, individual needs for care and education, and illness;
- recognises needs related to growth and development and special support. Finds out the means how to support the child, adolescent and family;
- in his/her work community, seeks ways to solve and support the needs for special support of the child, adolescent and family. Tends to the illnesses of children or adolescents on the basis of the care and education plan, as a team member, in different environments and updates the plan and reports on the updates;
- recognises threats to the health and well-being of a child, adolescent and family and supports them;
- tends to the most common infections, independently and prevents them from spreading and when needed, refers the family for further examinations;
- uses and services aid-devices according to their instructions and guides and motivates the child and adolescent in their appropriate use;
- justifies his/her actions with his/her knowledge on the content and methods in promoting children and adolescents' health and well-being and preventing problems;
- justifies his/her actions with his/her knowledge on the nutritional recommendations and special diets of children (incl. breast feeding of babies) and adolescents;
- justifies his/her actions with his/her knowledge on the illnesses of children and adolescents of different ages, and on their treatment;
- justifies his/her actions with his/her knowledge on the most common needs for support of children and adolescence, and on the methods to help them with special education and rehabilitation. In his/her work, takes into account the threat of domestic violence and substance abuse, guides in getting help, and informs his/her team thereof;
- prevents accidents and other health hazards, paying attention to the child and adolescent's understanding;
- masters first aid and the basic resuscitation of children and adolescents, also in special situations;

- recognises needs for the special support and social problems of the child, adolescent and family (incl. threat of domestic violence or substance abuse) and as a team member, supports and helps them cope with them. Encourages them to seek help;
- exploits and justifies his/her actions with his/her knowledge of the service system and income support related to children, adolescents and families;
- justifies his/her actions with his/her knowledge on social problems of children, adolescents and families and support for coping with them;
- justifies his/her actions with the ethical principles, statutes and regulations concerning the field of social and health care;
- justifies his/her actions on the basis of the statutes, regulations and principles related to the client's safety and his/her own occupational health and safety;
- applies a goal-orientated and rehabilitative approach in supporting the child, adolescent and family;
- plans and finds out in his/her work about the possibilities to productise one's competence;
- asks for and accepts feedback and readjusts his/her actions on the basis of given feedback and assess his/her competence;
- works in an ergonomically correct way and prevents work-related accidents and injuries.
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## CLINICAL NURSING AND CARE IS NOT A PART OF CHILD CARE WORKERS CURRICULUM IN FINLAND

### **Module: CLINICAL NURSING AND CARE**

- justifies his/her actions with the rights and obligations in the collective labour agreement concerning practical nurses. In his/her work, demonstrates his/her knowledge on how to draw up job application documents and employment contracts;
- works cost-efficiently and complies with the quality recommendations of the setting;
- recognises the client or patient's needs for nursing, care, services and rehabilitation, in a client- and resource-based manner when drawing up a plan;
- works in a systematic and goal-oriented manner, and works flexibly in recurrent daily situation;
- as a team member, answers for the documentation of client or patient records so as to materialise the quality of nursing and care work, as well as the rights of the client or patient and the employee;
- communicates in a matter of-fact manner, both orally and in writing;
- meets the client or patient professionally and promotes the client or patient's well-being through interaction and acts in a responsible and cooperative manner;
- as a team member, carries out nursing and care of client or patients suffering from the most common medical-surgical diseases, infections, neurological diseases, cancer and skin diseases as well as memory disorders;
- justifies his/her actions with his/her knowledge about the promotion of health and well-being, body structure and functioning, vital functions, diseases, social technology and social problems;
- prepares, assists or performs treatments (e.g. wound care, catheter insertion, tube feeding, intensive oral and foot care, stoma, and small surgical procedures) and examinations (e.g. ECG and blood sample), considering the client or patient's special characteristics;
- handles, dispenses and administers pharmaceuticals correctly and safely;
- finds out about a client or patient's eating habits (incl. the amount of alcohol intake) and looks after the client or patient's nutrition and guides the client or patient towards wholesome nutrition;
- recognises some special nutritional aspects of different clients or patients and assesses client or patient's nutritional status and acts accordingly;

- justifies his/her own actions with his/her knowledge of special diets;
- cooperates with family caregivers and other psychosocial resources and social networks in order to promote well-being;
- as a team member, supports a client or patient and his/ her family in coping with social problems and intervenes as early as possible;
- recognises a client or patient or his/her family's mental health or substance abuse problems and supports them in preventing and lessening the evils and relays this information to his/her multi-disciplinary team.

## **HEALTH CARE ASSISTANT**

### **Module: SUPPORT AND GUIDANCE OF GROWTH**

- appreciates clients and respects and understands their values and cultural background;
- offers clients different activities and uses appropriately materials, tools and premises in his/her activities;
- guides and advises client in daily activities and considers him/her as an active participant;
- makes client's operating environment cosy and maintains its esthetic nature;
- utilizes in his/her work in a versatile way knowledge of data collection methods relevant to client's care and education;
- takes responsibility of his/her learning and increases vocational skills;
- retrieves information in a versatile way and uses easily information technology and documentation tools;
- follow the rules of the work group and act in accordance with the instructions for well;
- acts in his/her work in accordance with regulations, provisions and operating principles of social and health care related to supporting and guiding growth and justifies his/her action with them;
- works naturally as a member of work group and follows rules and operating principles of the group;
- acts in accordance with provisions and operating principles for well-being and safety at work;
- takes care of clients' safety and anticipates potential safety risks and dangerous situations.

### **Module: NURSING AND CARE**

- sets objectives and justifies his/her plan to the team. Implements his/her plan;
- acts in a responsible and cooperative manner as a team member;
- recognizes physical, mental, social, intellectual and spiritual needs and the resources of clients of different ages and backgrounds, exploiting different data acquisition methods in many ways;
- writes down his/her observations in the client- or patient-specific plan. Informs others about his/ her observations orally, in writing, and using tele-informatic means. Takes data protection into account;
- guides the patient to take care or takes independently care of the safety, pleasantness and tidiness of the client's or patient's environment, as well as his/her clothing;
- measures the client or patient's body temperature, respiratory frequency, pulse, blood pressure and blood sugar correctly and recognizes changes in the client or patient's condition;
- carrying out client- and patient-based nursing and care work, exploiting his/her knowledge of nursing and care;
- provides basic daily health care, in an unprompted and client- or patient-based manner, for patients suffering from memory loss or chronic or common diseases. Supports the clients or patients' independence and promotes rehabilitation in accordance with valid nursing practices;
- in his/her work, exploits his/her familiarity with social and health care legislation, services and service providers as well as of relief benefits;
- abiding with the principles of sustainable development in his/her actions and carrying out his/her work according to the recommendations of qualify work;

- complies with aseptic and the instructions for occupational health and safety as well as environmental protection;
- complying with occupational health and safety instructions and provisions;
- recognises the phase of his/ her own vocational growth and development and sets objectives for his/her vocational development;
- seeks information about the general preconditions for working as a private entrepreneur;
- takes the principles of ergonomically correct work practices into account in his/her work and uses them to justify his/her actions;
- takes the principles of aseptic work and hygiene practices and the regulations concerning the prevention of infectious diseases into account and uses them to justify his/her actions;
- complies with the occupational health and safety regulations, as well as with the electric and fire safety regulations of his/ her workplace. Prevents occupational health hazards and maintains, for his/her own part, a good workplace atmosphere;
- uses ergonomically correct work practices and aid devices in nursing and care and benefits from workplace gymnastics in the prevention of locomotor injuries.

#### **Module: REHABILITATION SUPPORT**

- recognises the strengths and needs for support in the ability to function of clients of different ages, based on resources, and uses different data acquisition methods;
- works with the clients in a service-spirited and responsible manner and promotes their rehabilitation through vocational interaction skills. Takes the client's individual situation into account. Uses plain language and exploits the most common communication methods which support and compensate for speech, in client situations;
- recognises accident risks at home and in leisure time, in many ways, and takes action;
- promotes clients' health and well-being in guiding them and acts in a preventive manner;
- uses functional methods and creative expression in guiding an individual client or a group;
- is an active and responsible member of a multi-disciplinary team and exploits his/her cooperation skills;
- guides and motivates the client towards a regular lifestyle and to avoid risky behavior in different situations at work, abides with the legislation, instructions and operational principles concerning occupational health and safety and sees to the security and ability to function of the clients and of him-/herself;
- abides with the ethical principles and statutes in his/her vocation and uses them to justify his/her actions.

#### **Module: CLINICAL NURSING AND CARE**

- works cost-efficiently and complies with the quality recommendations of the setting;
- recognises the client or patient's needs for nursing, care, services and rehabilitation, in a client- and resource-based manner when drawing up a plan;
- draws up a plan according to the nursing classification or plan of the relevant operational unit. Implements and assesses the plan according to given instructions and perceives his/her work as a whole;
- as a team member, answers for the documentation of client or patient records so as to materialise the quality of nursing and care work, as well as the rights of the client or patient and the employee;
- communicates in a matter-of-fact manner, both orally and in writing;
- justifies his/her actions with his/her knowledge about the promotion of health and well-being, body structure and functioning, vital functions, diseases, social technology and social problems;
- helps and supports clients pursuant to a rehabilitative approach;
- complies with the principles of aseptic and antiseptics;

- guides the client or patient and his/her family in the use, storage and disposal of medicines and in renewing prescriptions;
- as a team member, supports a client or patient and his/ her family in coping with social problems and intervenes as early as possible.

**Module: CARE FOR THE ELDERLY**

- plans his/her work, complying with the ethical principles, statutes and regulations of the care for the elderly and perceives his/her work as a whole to fit the activities in his/her work unit;
- surveys, in a resource-based manner, the client's functional abilities, customs and habits, life history and potential social problems, as well as the need for care and services, exploiting different functional ability scales;
- as a team member, draws up and updates, together with the client and the client's representative, a plan which supports the client's participation and which the nurse implements and assesses;
- actively cooperates with the client's family and immediate community, regarding them as a meaningful resource for the client and the nurse's work. Actively supports the family caregiver in his/her work;
- motivates and guides the client to take exercise and to boost or maintain muscle strength.
- assists and guides the client in tending to personal hygiene and dressing and recognises special problems;
- supports the client's continence, assists and guides in problems of incontinence;
- independently promotes and monitors the client's vital functions as well as sleep-wake pattern. Intervenes as early as possible in the case of declining health and functional abilities;
- assesses the client's nutritional status, fluid balance and use of alcohol, and guides and assists the client in eating or preparing food and in eating habits, paying attention to special diets.

## **5. Conclusions and recommendations**

### **General conclusions**

1. Taking into account the comparative nature of this study, all definitions contained therein may not include a comprehensive description of the elements of the school learning programme/ curricula. Moreover, in accordance to constantly changes taking place in the education systems at the international arena, the shape and content of school curriculum can vary from country to country. Thus, the form and content of the curricula, which are created on the basis of school programs, are not homogeneous. Typically, the more general and flexible school programme is, the more detailed must be the described curriculum (teacher's programme) to translate the specifications of the curriculum to a specific context.
2. The analysis of learning outcomes shows that they relate more directly to a student achievement than the assumptions of the teacher (expressed in terms of the objectives of the training module or a subject). Their description can be very specific or generic. Often, the learning outcomes and the learning objectives are confused, often understood as the same thing and used interchangeably. However, the objectives relate to teaching and the assumptions of teachers and learning outcomes relate to the learning process.
3. If the learning outcomes are the key components of the school curriculum or educational standards, they are determined in advance, before the learning process starts. They are therefore the learning outcomes, that the student must achieve (the expected learning outcomes) and may be different from actually achieved learning outcomes in the composition of which can also enter unplanned learning outcomes.
4. The ECVET system gives a possibility to recognise all skills which are assessed by teachers and/or instructors in working places. So it does not matter where these skills have been reached; in school, in working life, during the free time, by hobbies ext.

### **Detailed conclusions**

5. In all the partner countries, the curricula are based on the learning outcomes.
6. In Finland and Spain, the curricula are developed and approved at the national governmental level. In Finland the organizer of education selects the teaching methods and materials and is able to include locally offered modules into the content of education.
7. In Poland, the Ministry of Education determines the core curriculum for the profession described in the language of the learning outcomes, whilst the school curriculum is an autonomous decision of school and may be different in different schools, also in the names of subjects / modules. The curriculum must include the entire core curriculum of training in a given profession - it is a requirement formally defined in the Act on the educational system in Poland.
8. In all the partner countries, the educational curricula adopted for the implementation are based on the modular structure. However, in Poland, the majority of vocational schools implement the programs of the subject structure.

9. In Poland and Spain, the individual modules and modular units are determined by the number of hours of training.

In Finland the Upper Secondary Vocational Education took the ECVET system into use in August 2015. This means that the schools do not any more use study weeks or study hours, instead of it the competence points are used. Furthermore it means that students' skills are in main role. Study time is not a measure for qualification, instead it is the skills that students gain during the studies. Every student follows his/her own study plan/study path and the length of the study time can vary from one student to another. Also skills achieved outside of School is possible to recognise as a part of qualification.

In Spain the duration of studies is two years, and in Poland the Health Care Assistant is educated in the annual post-secondary schools, and the Child Care Worker in two-year post-secondary schools.

10. In Poland, the occupations of the Health Care Assistant and the Child Care Worker are addressed to the adults' learners because there is no education / training in these occupations for youth.
11. In Finland and Spain the education in the occupations of the Health Care Assistant and the Child Care Worker is addressed to both adults and the youth.
12. The aspect of serving the work based learning and apprenticeship under the actual working conditions for students / learners is very important for education / training in Finland and in Spain.
13. In Poland, learning outcomes in terms of personal and social competencies are very important because their introduction to the school curricula was aimed at, among others, for the preparations of the students to deal with changes in the economic and social environment, which mostly affect the: the idea of a knowledge based economy, globalization of economic and social processes, increased international trade, geographical and occupational mobility, new techniques and technologies, and the increase in employers' expectations in terms of the level of knowledge and skills of employees<sup>6</sup>.

## **Recommendations**

Database of qualifications descriptions, units of learning outcomes and learning outcomes for occupations in the professions of Child Care Worker and Health Care Assistant should contain both – the common units of learning outcomes in all partner countries and those identified only in each country.

So far, however, considerable differences both in professional standards are indicated - report 01 and ways of education - report 02. Analysis of descriptions of qualifications - for professions "child care worker" and "health care assistant" , which will be carried out in report 05 should clarify how consistent are the programs of teaching in the Finland, Poland and Spain.

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<sup>6</sup> Regulation of the Ministry of Education of 17 February 2012 on the core curriculum of vocational education.





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