

Wdrożenie modelu FINECVET w edukacji formalnej i pozaformalnej
Implementation of the FINECVET model to the formal and nonformal education
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RESULT 05 - REPORT

Base of the descriptions of the qualifications, units of the learning outcomes and learning outcomes for the professions: Child Care Worker and Health Care Assistant
Baza opisów kwalifikacji, jednostek efektów kształcenia i efektów kształcenia dla zawodów w zawodach „opiekunka dziecięca” i „opiekun medyczny”

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1. INTRODUCTION

The report is a further development of "Implementation of the FINECVET model to the formal and nonformal education" project. The report of result 05 is to describe qualification. The report of the result 05 aims to develop a database of learning outcomes of qualifications for the single qualification professions of "Child Care Worker" and "Health Care Assistant".

The base of qualifications was developed in terms of modules, units of learning outcomes and learning outcomes.

The result 05, according to the objectives of the project was carried out in two stages. In the first stage - the result 05 action 05-A1, the methodology of qualifications was developed and approved by all project partners. In the second stage - the result 05 action 05-A2, the base of qualifications, including units of learning outcomes and learning outcomes for the professions of "Child Care Worker" and "Health Care Assistant" was developed in accordance with the principles of ECVET system.

It should be emphasised that result 05 is closely linked with the result 06: ICT tool to evaluate and update the learning outcomes in "Health Care Assistant" and "Child Care Worker" professions. The result 05 being the "base of qualifications" is the substantive content of result 06 "ICT tools ...". The result 06 consists of the following actions:

O6-A1 Development the draft of the ICT tool

O6-A2 Entering data from the base of descriptions of qualifications and units of learning outcomes for the occupations Child Care Worker and Health Care Assistant

O6-A3 Testing and verification of the ICT tool with participation of representatives of the partnership and the target group within the framework of a pilot implementation

O6-A4 Development the recommendations in the scope of programme offer for nonformal education in the profession: Child Care Workers and Health Care Assistants.

All the partners involved in the project took an active part in the implementation of the result 05. Institute for Sustainable Technologies - National Research Institute (ITeE-PIB) conducted independent reviews of the developed methodology and the base of qualifications.

2. METHODOLOGY OF COMPETENCE DESCRIPTION

Education and Labour (EP), as the leader of result 05 developed the methodology for describing qualifications, units of learning outcomes and learning outcomes, which was the basis for developing a database of qualifications using the reports and recommendations of results 01, 02, 03 and 04.

We must ask ourselves what we want to achieve? According to the provisions Result 05: "Base of the descriptions of the Qualifications, the units of learning outcomes and learning outcomes for the professions: "Child Care Worker" and "Health Care Assistant", including the principles of ECVET, the result 05 aims to:

- a) define the units of learning outcomes in a qualification
- b) define, in terms of units of learning outcomes, the learning outcomes in accordance with the principles of EQF
- c) isolate/sum up, in a given profession, the units of learning outcomes and learning outcomes that are common and distinct to the partner countries.

In accordance with the definitions of EQF components of the level description a qualifications it's: a general description of the requirements relating to knowledge, skills or social competence corresponding to a given qualification level¹. A set of descriptions constitutes a general characteristic of a given level of the qualifications framework. The descriptions are defined in such a way as to embrace the whole spectrum of learning outcomes. In the EQF and Polish Qualification Framework each of the 8 levels is defined by a set of level descriptions formulated in terms of learning outcomes. Each of the 8 sets of level descriptions consists of short general statements related to knowledge, skills and social competence required for a qualification at a given level.

The conclusions of the existing documents and records of results 01, 02, 03 and 04 concerning the comparative analysis of the standards of professional competences, description of a good practice in ECVET implementation in Finland, clearly show the possibility of identifying learning outcomes in both professional qualifications that are common and distinct (specific to each country) to all partner countries.

The development of a methodology for description of qualifications was initiated by considering a few methodology variants. All partners agreed that next to the table containing a database of qualifications there would be units of learning outcomes and learning outcomes for "Child Care Worker" and Health Care Assistant" professions, while, at the top of the table EP with ITeE-PIB discussed several variants of the appropriate records allowing to produce satisfactory results.

¹ A glossary of key terms related to the national qualifications system. IBE, October 2013. s. 48.

Below we presented and discussed the following proposed solutions.

Table 1. Base of the descriptions of the qualifications. Variant 1 .

Lp.	Name of professional task Name of the unit of learning outcomes and learning outcomes	If is characteristic for prffesion or qualification			If introduce to the ICT database from the point of view education				If the learning outcomes should be written as categories: knowledge, skills, competences	
					formal		nonformal			
		NO	Partially	YES	NO	YES	NO	YES		
		1.	2.	3.	4.	5.	6.	7.	8.	9.

Source: Develop your own EP and ITeE-PIB.

The questions in Table 1 were supplemented with the question whether in a given professional task a vocational training is needed according to the criterion of frequency, i.e., whether the need for training is common or rare.

Table 2. Base of the descriptions of the qualifications. Variant 2.

Lp.	Name of the unit of learning outcomes and learning outcomes	The degree of the importance			Frequency of perform			If there is a need for training		If introduce to the ICT database; mark if YES
		Not important	Important	Very important	Rarely	Often	Very often	Rarely	Often	
		1.	2.	3.	4.	5.	6.	7.	8.	9.

Source: Develop your own EP and ITeE-PIB.

Table 3. Base of the descriptions of the qualifications. Variant 3; example for the profession „Child Care Worker”.

		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
	Learning outcomes units and learning outcomes	Support and guidance of growth	Nursing and care	Rehabilitation support,	Customer service and information management	Working in an emergency care service	Accident and emergency nursing	Perioperative nursing	Rehabilitation	Children's and youth care and education	Mental health and substance abuse welfare	Clinical nursing and care	Oral and dental care	Care for the disabled
1	Prepares a child for baby care routines (e.g. bathing)													
2	Looks after a healthy child													
3	Changes the baby's diaper													
4	Corrects the symptoms of children's negative behaviours													
5	Discusses the methods of work with a child with its parents and other employees of the centre													
6	Negates inappropriate habits of children													
7													

Source: Develop your own EP and ITeE-PIB.

Partners from Omnia, Finland, rejected proposals, because it is impossible to grade the learning outcomes by importance – the students need to achieve all 180 competence points in Finland before graduating and all content of the studies are as important. Instead of 13 units of learning outcomes they proposed limiting them up to 4 groups of

units in "Child Care Worker" and to 5 groups of units in "Health Care Assistant" professions. Since the project involves the implementation of good practices from Finland, the proposed solutions were adopted. So the basic structure for creating the lists of modules, units of learning outcomes and the single learning outcomes rest on the Finnish curricula of Social and Health Care Vocational qualifications ("master table"). Table 4 illustrates the example. The master table singles out following units of learning outcomes:

HEALTH CARE ASSISTANT PROFESSION

1. Support and Guidance of Development
2. Nursing and Care
3. Rehabilitation Support
4. Clinical Nursing and Care or Care for the Elderly

CHILD CARE WORKER PROFESSION

1. Support and Guidance of Development
2. Nursing and Care
3. Rehabilitation Support
4. Children's and Youth care and Education

Table 4. Base of the descriptions of the qualifications. Array example for the table for profession „Child Care Worker”.

FINLAND		POLAND	SPAIN
Learning output Code	Name and number of learning output unit and sets of learning outcomes Child Care Worker	Correlation with learning outcomes from curricula (tick „X”)	Correlation with learning outcomes from curricula (tick „X”)
JEK1	SUPPORT AND GUIDANCE OF GROWTH		
JEK1.1.	Respect client's values and cultural background		
JEK1.1.1.	appreciates clients and respects and understands their values and cultural background.		
JEK1.2.	Recognizes strengths and needs related to the growth and development of clients of varying ages and with different background		
JEK1.2.1.	recognizes strengths and needs related to the growth and development of clients of different ages and with different background utilizing different data collection methods.		
n	Other, enter your suggestions		

JEK2	NURSING AND CARE		
JEK2.1.	Setting objectives for his/her own actions in nursing and care		
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		
JEK2.2.1.	Other, enter your suggestions		

JEK3	REHABILITATION SUPPORT		
JEK3.1.	Writes, implements and assesses a client- or patient-based plan, promoting rehabilitation, within the practical nurse's responsibilities, in cooperation with the client/patient and the multi-disciplinary team		
JEK3.1.1.	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		
JEK3.1.2.	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		
JEK3.1.3.	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.		
JEK3.2.	Guides and supports the rehabilitation of clients patients of different age		
JEK3.3	observes economic efficiency, principles of sustainable development and the quality recommendations of his/her setting		
JEK3.3.1.	observes economical efficiency and the principles of sustainable development, as well as the quality criteria of his/her working community.		

JEK4	CHILDREN'S AND YOUTH CARE AND EDUCATION		
JEK4.1.	Plans, implements and assesses the care and education of children before and during school-age, and of adolescents		
JEK4.1.1.	sets goals that support the child and adolescent's overall growth and development and plans ways to carry out care and education.		
JEK4.1.2.	acts as a team member, in accordance with the plan which supports care and education (incl. early childhood education) and updates it when needed.		
JEK4.1.3.	records the plan which supports care and education and informs the parties involved, in accordance with valid instructions.		

Source: Develop your own Omnia, EP, ITeE-PIB and FEH.

Representatives of each partner country, by checking the mark "x", indicated whether in their country they were educated in the given field of employment defined by learning outcomes provided in the table. They also filled the entries for units of learning outcomes and learning outcomes that were not provided in the master table developed for each profession. As a result, it was possible to identify the units of learning outcomes and learning outcomes common to all countries and the distinct ones, i.e., in which learning takes place only in one or two countries.

Working databases, being output data for the development of the final base of qualifications, are shown in Table 5.

Table 5. Base of the descriptions of the qualifications. Array example for the table for profession „Health Care Assistant”; learning outcomes „Support and Guidance of Growth” and „Nursing and Care” (JEK2).

FINLAND		POLAND		SPAIN	
Learning output Code	Name and number of learning output unit and sets of learning outcomes Health Care Assistant	Correlation with learning outcomes from curricula (tick „X”)	The code of learning outcome in the educational basis	Correlation with learning outcomes from curricula (tick „X”)	The code of learning outcome in the educational basis
JEK1	SUPPORT AND GUIDANCE OF GROWTH	X		X	
JEK1.1.	Respect client’s values and cultural background	X		X	0210b
JEK1.1.1.	appreciates clients and respects and understands their values and cultural background.	x		x	0210b
JEK1.1.n	provides safety and intimacy while performing the steps of hygiene and beauty treatments a person sick and dependent	x	2.4.2 (22)	x	
JEK1.1.n	observes the principles of ethical conduct in relation to patients and co-worker	x	PKZ (Z.a.(22)	x	
JEK1.2.	Recognizes strengths and needs related to the growth and development of clients of varying ages and with different background	X		X	0210b
JEK1.2.1.	recognizes strengths and needs related to the growth and development of clients of different ages and with different background utilizing different data collection methods.	x		x	0212 0210b 0213
JEK2	NURSING AND CARE				
JEK2.1.	Setting objectives for his/her own actions in nursing and care				
JEK2.1.1.	sets objectives and justifies his/her plan to the team. Implements his/her plan.	x	OMZ (1)	X (only home intervention)	0215
JEK2.2.1.	justifies his/ her decisions and actions in nursing and care by means of vocational know-how.	Not specified (meaning that it could be inferred, but further precision is required to check)	
JEK2.3.1.	acts in a responsible and cooperative manner	x	KPS(8)	X	0210a

	as a team member		Z.4.3 (7)		
JEK2.1.n	Other, please add				
JEK2.2.	Drawing up a needs- and resource-based plan, promoting the client or patient's nursing and care, and implementing and assessing such a plan				
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.	x	Z.4.1 (3) Z.4.1 (4)	X	0210b

Note: in red have been credited learning outcomes which includes Poland education base.

Source: Development by the EP on the basis of the data obtained from the project partners.

It should be emphasised that the earlier work in the project, especially on a comparative analysis of the curricula, have greatly facilitated the development of a reference table containing the base of descriptions for qualifications. In consequence, it was easier to determine the degree of convergence of names of units of learning outcomes and learning outcomes, and consequently, to standardise the terminology. The results 01, 02 and 03 were also of great help as they gave a better insight into the education in partner countries, the ECVET system, modular education programs and specifics of education in each partner country.

3. BASE OF THE DESCRIPTIONS OF THE QUALIFICATIONS, THE UNITS OF LEARNING OUTCOMES AND LEARNING OUTCOMES FOR THE PROFESSIONS: CHILD CARE WORKER AND HEALTH CARE ASSISTANT

Full database of qualifications, units of learning outcomes and learning outcomes for "Child Care Worker" and "Health Care Assistant" professions is included in the Annex. The database consists of 56 pages (28 pages of "Child Care Worker" and 28 pages of "Health Care Assistant"). Records in English were adopted in accordance with the translation by the Finnish Ministry of Education; Vocational qualification in social and health care / Practical Nurse.

Below, there is an example of a set of learning outcomes for the profession of "Child Care Worker" in the units of learning outcomes "Supporting and guiding the development" (JEK1).

Table 6. Base of the descriptions of the qualifications. Example for the table for profession „Child Care Worker”; learning outcomes „Support and guidance of growth” (JEK1).

FINLAND		POLAND	SPAIN
Learning output Code	Name and number of learning output unit and sets of learning outcomes Child Care Worker	Correlation with learning outcomes from curricula (tick „X”)	Correlation with learning outcomes from curricula (tick „X”)
JEK1	SUPPORT AND GUIDANCE OF GROWTH	X	X
JEK1.1.	Respect client’s values and cultural background	X	X
JEK1.1.1.	appreciates clients and respects and understands their values and cultural background.	x	x
JEK1.2.	Recognizes strengths and needs related to the growth and development of clients of varying ages and with different background	X	X
JEK1.2.1.	recognizes strengths and needs related to the growth and development of clients of different ages and with different background utilizing different data collection methods.	x	x
JEK1.2.2.	justifies his/her action with knowledge of importance of culture in human activities	—	—
JEK1.3	Set objectives supporting growth and development	—	X
JEK1.3.1.	sets objectives supporting client’s growth and development together with client and work group considering client’s age and development stage.	—	x
JEK1.4.	Act on the basis of the plan supporting client’s growth and development	X	X

JEK1.4.1.	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	x	x
JEK1.5	Assess own action and implementation of the plan supporting growth and development	X	X
JEK1.5.1	assesses realistically own action and implementation of a written client-oriented plan	x	x
JEK1.6	Further and support client's growth and development, health, safety and well	X	X
JEK1.6.1.	listens to and observes the client and talks with client about his/her needs. Considers client's life situation.	x	x
JEK1.7	Guide and support client in daily activities	X	X
JEK1.7.1.	offers clients different activities and uses appropriately materials, tools and premises in his/her activities.	x	x
JEK1.7.2.	uses in a versatile way different methods suitable for the operating environment to further and support client's growth and development	x	x
JEK1.7.3.	uses in a versatile way methods and approaches of creative action as a means to support growth.	–	x
JEK1.7.4.	guides and advises client in daily activities and considers him/her as an active participant.	–	–
JEK1.8.	Guide different client groups	X	X
JEK1.8.1.	guides different client groups and supports actively interaction between clients.	x	x
JEK1.8.2.	makes client's operating environment cosy and maintains its esthetic nature.	–	–
JEK1.8.3.	justifies his/her action with knowledge of regularities related to group activities.	–	X
JEK1.9.	Work in accordance with the social and health care principles, regulations and provisions	X	X
JEK1.9.1.	works according to operating principles and recommendations concerning client group.	x	x
JEK1.9.2.	supports client's health and well-being by guiding them to use necessary services.	x	x
JEK1.10.	Work in accordance with the operating principles and recommendations for different client groups	X	X
JEK1.10.1.	knows the care and educational work process and justifies his/her action with principles of methodical and target-oriented activities	x	x
JEK1.10.2.	utilizes in his/her work in a versatile way knowledge of data collection methods relevant to client's care and education.	–	x
JEK1.10.3.	justifies in a versatile way his/her action with knowledge of client's activities supporting growth and development and also creating an operating environment supporting growth and development	x	–
JEK1.11.	Take responsibility for his/her learning and assess own vocational development	X	X

JEK1.11.1.	utilizes in his/her work justifiably methods of creative expression supporting growth and development.	x	x
JEK1.11.2.	justifies his/her action with knowledge of basic things related to learning to learn.	–	x
JEK1.11.3.	justifies his/her action with knowledge of stages of vocational growth and development	–	–
JEK1.11.4.	takes responsibility of his/her learning and increases vocational skills.	x	–
JEK1.11.5.	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.	x	x
JEK1.12.	Retrieve information and use information technology and documentation tools	X	X
JEK1.12.1.	retrieves information in a versatile way and uses easily information technology and documentation tools.	x	x
JEK1.13.	Follow the rules of the work group and act in accordance with the instructions for well-being	X	X
JEK1.13.1.	considers in his/her work factors furthering and hindering clients' well-being and justifies his/her action with them.	x	x
JEK1.13.2.	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).	x	x
JEK1.13.3.	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.	x	x
JEK1.13.4.	justifies solutions made in problem situations professionally	–	x
JEK1.13.5.	expresses him/herself understandably and clearly both orally and in writing. Understands client's and his/her close relatives' messages and answers them in a client-oriented way.	x	x
JEK1.13.6.	acts in a natural, service-minded and client-oriented way.	–	x
JEK1.13.7.	works naturally as a member of work group and follows rules and operating principles of the group.	x	–
JEK1.13.8.	acts in accordance with provisions and operating principles for well-being and safety at work.	x	x
JEK1.13.9.	takes care of clients' safety and anticipates potential safety risks and dangerous situations.	x	–

Note: The mark "x" stated learning outcomes occurring in the national curriculum of the partner countries. Next to the table there are learning outcomes consistent with the educational program in Finland. Learning outcomes written in red represent Polish or Spanish core curriculum.

Source: Development by the EP on the basis of the data obtained from the project partners.

4. CONCLUSIONS

Analysis of basis for descriptions of qualifications confirms the results of the studies, as contained in the earlier reports.

The analysis of educational systems indicated the significant differences in education and ways of transmitting the knowledge and skills. Similarly, the report concerning comparison of teaching programs indicates significant differences in the programs. The reports concerning the educational systems inform also about the differentiated methods of teaching and relations with the school environment.

In consequence, it should be stressed that we cannot express everything using bare figures as the employed methods have a very important meaning, especially a role of teacher in educational process. The statistics, however, informs about the scale of the existing phenomena and therefore, tables 7 and 8 contain the presentation of the results of comparison of the descriptions of qualifications for the professions: "Child Care Worker" and "Health Care Assistant".

Table 7. Units of the learning outcomes and learning outcomes in Finland, Poland and Spain in the profession „Child Care Worker”.

Profession: CHILD CARE WORKER Vocational Modules of the competence	Identified units of learning outcomes			Identified of learning outcomes		
	the number of total	identified in all 3 countries	% column 3:2	the number of total	identified in all 3 countries	% column 6:5
1.	2.	3.	4.	5.	6.	7.
TOTAL	60	47	78	163	99	61
Support and Guidance of Development	13	12	92	34	20	59
Nursing and Care	16	14	87	43	27	63
Rehabilitation Support	14	10	71	28	13	46
Children's and Youth Care and Education	17	11	65	58	39	67

Source: Development by the EP on the basis of the data obtained from the project partners.

Within the frame of profession "Child Care Worker", 60 units of learning outcomes and 163 units of learning outcomes were identified in total. The number of identified common units of learning outcomes where the education is conducted in Finland, Poland and Spain amounted to 47, i.e. 78%; the common effects of education were equal to 99, i.e. 61%.

Table 8. Units of the learning outcomes and learning outcomes in Finland and Poland in the profession „Child Care Worker”.

Profession: CHILD CARE WORKER Vocational Modules of the competence	Identified units of learning outcomes			Identified of learning outcomes		
	the number of total	identified in 2 countries	% column 3:2	the number of total	identified in 2 countries	% column 6:5
1.	2.	3.	4.	5.	6.	7.
TOTAL	60	48	80	163	119	73
Support and Guidance of Development	13	11	84	34	23	68
Nursing and Care	16	14	88	43	31	72
Rehabilitation Support	14	10	71	28	15	54
Children’s and Youth Care and Education	17	13	76	58	50	86

Source: Development by the EP on the basis of the data obtained from the project partners.

The percentage of common units of learning outcomes and of learning outcomes in the profession “ Child Care Worker” in Finland and in Poland is relatively high. The number of identified common units of learning outcomes where the education in the mentioned profession is conducted in Finland and in Poland is equal to 57, i.e. 83% and that one of common learning outcomes is 139, i.e. 72%.

Table 9. Units of the learning outcomes and learning outcomes in Finland, Poland and Spain in the profession „Health Care Assistant”.

Profession: Health Care Assistant Vocational Modules of the competence	Identified units of learning outcomes			Identified of learning outcomes		
	the number of total	identified in all 3 countries	% column 3:2	the number of total	identified in all 3 countries	% column 6:5
1.	2.	3.	4.	5.	6.	7.
TOTAL	72	23	32	249	72	29
Support and Guidance of Development	13	3	23	46	13	28
Nursing and Care	16	3	19	55	15	27
Clinical Nursing and Care	14	2	14	66	13	20
Rehabilitation Support	14	7	50	33	10	30
Care for the Elderly	15	8	53	49	21	43

Source: Development by the EP on the basis of the data obtained from the project partners.

Within the profession “Health Care Assistant”, 72 units of learning outcomes and 249 learning outcomes were identified in total. The number of identified common units of

learning outcomes where the education is conducted in Finland, in Poland and in Spain accounted to 23, i.e. 32% and the number of common learning outcomes was equal to 72 i.e. 29%.

Table 10. Units of the learning outcomes and learning outcomes in Finland and Poland in the profession „Health Care Assistant”.

Profession: CHILD CARE WORKER Vocational Modules of the competence	Identified units of learning outcomes			Identified of learning outcomes		
	the number of total	identified in 2 countries	% column 3:2	the number of total	identified in 2 countries	% column 6:5
1.	2.	3.	4.	5.	6.	7.
TOTAL	72	33	46	249	142	57
Support and Guidance of Development	13	3	23	46	22	48
Nursing and Care	16	5	31	55	28	51
Clinical Nursing and Care	14	6	43	66	45	68
Rehabilitation Support	14	10	71	33	18	54
Care for the Elderly	15	9	60	49	29	59

Source: Development by the EP on the basis of the data obtained from the project partners.

The percentage of common units of education effects and of educational effects in the profession “Health Care Assistant” in Finland and in Poland is not high. The number of identified common units of education effects where the education in the mentioned profession is conducted in Finland and in Poland is 337, i.e. 46% and that one of the common effects of education amounts to 142, i.e. to 57%.

The percentage of common units of learning outcomes and of the learning outcomes is relatively low what is an illustration of considerable differences in educational systems of the countries covered with the comparison. In each country, there is different vision of a professional graduate profile for each of the professions, and other philosophies are also for preparing to each profession.

Comparative Analysis of Basis of Learning Outcomes for CHILD CARE WORKER in 3 Countries: Finland, Poland and Spain. Author Ewa Wołowik

Analysis of learning outcomes in profession Child care worker in Finland, Spain and Poland indicates that a considerable majority of learning outcomes in the mentioned countries is implemented. The differences are visible, especially in the learning program in Finland where a high emphasis is paid on the preparation of Child care worker to work in a social sphere. Learning outcomes in part: “Support and guidance of growth” – such as: JEK 1.3 (...“Sets the objectives supporting growth and development”); JEK 1.7.3 (...“Uses, in a versatile way, the

methods and approaches of creative action as a means to support development”); JEK 1.14.4 (...”Justifies professional solutions, as employed in problematic situations”), are significant in learning process in Finland; on the other hand they are not included in the programme basis in Poland. It should be stressed that learning the abilities to perceive the strong sides of the client, setting the objectives which support the client’s development, sharing the support, consulting and advising etc., are important skills as they inactivate the client to a high degree. Based upon the mentioned above acquired learning outcomes, child care worker should reveal a high independence, creativity, full involvement in the process of rendering the service for the client. In Finland, the following learning outcomes are implemented in a wider range as compared to Poland: pharmacological therapy, preparation of patient to surgical operation, performance of certain tests (e.g. collection of blood samples, ECG). Besides it, the unit of learning outcomes: JEKS 3.2. ... “In her work, she considers the needs of the patients of different cultures and religions and justifies by this her activities” is not considered in Polish program whereas it is implemented in Finland and Spain.

When analysing the learning outcomes in “Rehabilitation Support”, we may perceive considerably wider range of competencies of child care workers in Finland in the following areas: support of proficiency, improving the efficiency, assistance in using the aid devices as well as help in utilization and maintenance of equipment. Polish program of learning does not include the following learning outcomes: JEK 3.1.1, JEK 3.3, JEK 3.3.1, JEK 3.9, JEK 3.10, JEK 3.11.4 and JEK 3.11.5. The rehabilitation of disabled persons is a task of rehabilitants who have the appropriate education whereas the aid of child care workers is very limited. Learning outcomes concerning the preparation of child care workers to the mentioned tasks in Poland are as follows: 11.2 (2): “recognizes the needs of sick and invalid child”; Z.11.2 (10):” differentiates the types of invalidity and the rehabilitation methods”; Z.11. 2. (11): “participates in child’s rehabilitation”; Z.11. 3 (11): “selects the methods for developing the independence of child”; Z. 11.2 (1): “ensures the safety to sick and disabled child. Besides it, Polish program - in respect of communication with the patient – includes learning of sign language: PKZ. (Z.a) (23):”operates sign language”. The mentioned above learning outcome is not implemented in Spain.

The programme background for learning in the profession: child care worker in Poland covers very detailed learning outcomes. The graduate of the school should be prepared to perform the following tasks: planning and organization of caring, upbringing and educational activity; nursing of healthy, sick and invalid child; running the upbringing and educational activities, supporting the psychomotor development of child; promoting health and running the prophylactic activities; applying the aid in the situation of threat to life. There are given here some examples of learning outcomes, cited from the program background: “Student (Pupil): PKZ (Z.a.) (7) performs evaluation of basic parameters of life functions.

After implementation of training, the student is able:

- To evaluate the condition of suffering person in respect of consciousness,
- To evaluate the condition of suffering person in respect of breathing,
- To evaluate the condition of suffering person in respect of circulation
- To apply the first aid in the states of threat to life and health, in accordance with the professional competences,

- To apply the appropriate rescuing procedures in the cases of different states of threat to life; to employ the principles of circulatory-breathing resuscitation,
- To observe the principles of procedure in the case of suspecting the incidence of force; to identify the phenomenon of force;
- To recognize the symptoms of physical, psychical and sexual force;
- To conduct the observation and interview in the case of suspicion of incidence of force; to specify the tasks of the institution dealing with counteracting the force”

Reaching the learning outcomes by the student it is necessary for performing the professional tasks. The detailed learning outcomes indicate precisely the range of the knowledge and skills which should be assimilated by the student and then, the competences – whether he/she is independent in his activity and whether he/she bears the responsibility for it.

The comparison of the basis of learning outcomes covers 4 areas:

1. Support and Guidance of GROWTH
2. Nursing and Care
3. Rehabilitation Support
4. Children’s and Youth Care and Education (specialising)

SUPPORT AND GUIDANCE OF GROWTH- *common of learning outcomes - 20 out of a total of 34.*

In Poland, the child care worker does not act on the grounds of plan which supports the patient; does not fix any objectives. She works based upon the recognition of current problems and needs of the patient.

In Polish and Spanish programs, there is a lack of outcomes of evaluation of own professional development of child care assistant, there is a lack of competence to solve professionally the problematic situations.

In all programs, the learning outcomes concerning the principles of safety and hygiene of work have been contained.

NURSING AND CARE - *common of learning outcomes - 27 out of a total of 43.*

Child care worker in Poland is prepared to work in kinder gardens, pre-school units, small child houses, sanatoria, clinic (hospital) children wards (she works under the guidance and control of nurse), hospices, care-educational children units and in home environment of child. She performs sanitary (hygienic) and nursing treatments in relation to healthy as well as to sick and disabled child (in hospitals under the control of nurse); she runs prophylactic activities and shapes health-promoting habits; observes and evaluates physical development of child; recognizes the symptoms of doing a harm to child; she takes care of nutrition of child in accordance with nutritional standards; analyzes the menu and prepares the basic meals; analyzes and runs documentation of healthy and sick child; observes the life functions of a patient – measurement of body temperature, blood pressure, frequency of breathing and pulse; determines the reasons and clinical symptoms of children diseases; the methods of their treatment and preventing them; observes the principles and ways of drug administration and administrates the drugs at the instruction of physician. The mentioned

above learning outcomes are contained in the learning programs in 3 discussed countries. In Poland, the child care assistant does not prolong doctor's prescriptions for the patients; does not monitor their effect; does not perform the conversion of the units and calculations of the medicine dose. The mentioned competencies are contained only in the learning program in Finland. The successive competence i.e. recognition and participation in mitigation of the patient's pain is found only in the learning program in Finland.

In Polish learning program, there are contained the outcomes in respect of entrepreneurship and running the economic activity – they prepare to undertaking the own economic activity.

Summing up:

Child care worker in Poland has a smaller range of competencies than the child care worker in Finland, especially in the field of pharmacological therapy and relief of the patient's pain.

REHABILITATION SUPPORT - *common of learning outcomes - 13 out of a total of 28.*

In this respect, there is a big difference in the field of competencies of child care worker. In Poland, the child care worker does not participate in planning the rehabilitation for the patient. She works under the supervision of nurse or rehabilitant, and performs the basic rehabilitation activity – passive gymnastic and help in basic everyday functions.

In Polish and Spanish program, there is a lack of outcomes of evaluation of own professional development of child care worker and utilization of feedback information.

Summing up:

A wider range of skills with a range of rehabilitation has child care worker in Finland. Curriculum in Poland and Finland includes the teaching of sign language.

CHILDREN'S AND YOUTH CARE AND EDUCATION - *common of learning outcomes - 39 out of a total of 58.*

There are many common learning outcomes in three discussed countries. The differences concern mainly the competencies, reached in Finland, such as “proceeds in accordance with the principles of family-promoting and children-friendly therapy; justifies her activity with the knowledge of different cultures”.

Summing up:

The learning programs cover a considerable part of learning outcomes in the discussed countries.

GENERAL SUMMING UP

From the comparative analysis of 3 learning programs in profession: child care worker, it is followed that the child care worker in Finland has highest range of competencies and responsibilities/powers. Based on the acquired qualifications, the work of child care worker in Finland is more independent, reveals higher competence of observing the needs of the client, perceiving his/her strong sides and supporting his development, with consideration of age and level of development of a given client.

Comparative Analysis of Basis of Learning Outcomes for HEALTH CARE ASSISTANT in 3 Countries: Finland, Poland and Spain. Author Wanda Kamieniak

The comparison includes 5 areas of the outcomes:

1. Support and Guidance of Development

2. Nursing and Care
3. Rehabilitation Support
4. Clinical Nursing and Care or 5. Care for the Elderly

SUPPORT AND GUIDANCE OF GROWTH - *common of learning outcomes - 13 out of a total of 46.*

In Poland, health care assistant does not work on the basis of the plan, supporting the development of client/patient; he does not fix any targets. He works on the grounds of the recognition of current problems and needs of the patient.

In Polish and Spanish programs, there is a lack of the outcomes of evaluation of own vocational (professional) development of the assistant.

All learning programs include the learning outcomes concerning the principles of hygiene and safety of work.

SUMMING UP:

In the program of Finland, the area of the discussed outcomes is visible widest of all.

NURSING AND CARE - *common of learning outcomes – 15 out of a total of 55.*

Health Care Assistant in Poland works under the guidance and control of a nurse. He (she) is prepared to work with a patient in the conditions of a closed establishment (hospital ward, long-term care unit, house of social assistance). He performs mainly sanitary and nursing treatment in relation to lying (immobilised) patient and does not plan any care independently. He does not participate in pharmacological therapy, does not dispense the drugs, he does not administrate the drugs by any way, he does not to prolong the prescriptions for the patients, he does not monitor their effect, similarly as in Spain. The mentioned abilities (skills) are contained only in the program for learning in Finland. In this respect, health care assistant in Finland possesses the abilities close and partly on the level of nurse in Poland.

Only in Polish learning program, the health care assistant is prepared to undertake the own economic activity, as a private entrepreneur (effects in the field of entrepreneurship and running the economic activity). In Finland the content of studies concerning the entrepreneurship are among the core subjects.

Life functions of the patient: body temperature measurement, blood pressure, frequency of breath and pulse – are the common effects of work of the health care assistants in three mentioned countries.

SUMMING UP:

Health care assistant in Poland possesses considerably smaller range of powers (qualifications) as compared to the health care assistant in Finland or in Spain.

REHABILITATION SUPPORT - *common of learning outcomes - 10 out of a total of 33.*

Health care assistant in Poland does not participate in planning the rehabilitation for a client/patient. He works under the supervision of nurse and performs only basic rehabilitation functions – passive gymnastics, and helps the patients to cope with the everyday activities. He is not prepared to take care of the patient in the home environment (assistance in the purchase of food).

From among the learning outcomes of health care assistant in Poland and Spain, we state a lack of ability to assess one's vocational (professional) development and utilization of the obtained feedback information.

SUMMING UP:

Health care assistant in Poland is prepared to work with the assisted person only in terms of institutional care (hospitals, social welfare homes, nursing homes, long-term care units). Elements of rehabilitation patients are at the elementary level.

CLINICAL NURSING AND CARE - *common of learning outcomes - 13 out of a total of 66.*

In Poland and in Spain, health care assistant does not prepare the patients to medical examination and surgeries; he does not participate in mitigation of the patient's pain. Health care assistant in Finland has the greatest range of abilities (he provides the wounds, he installs the catheter, he performs ECG (electrocardiograms), he collects the blood samples after extra training in a work place, he administers the subcutaneous drugs, he may perform small surgical procedures). The graduate from Spain has the weakest preparation in this respect. In Poland, there is a lack of outcomes concerning diet therapy (knowledge of the diet and its establishing for a patient).

In Poland and in Spain, there is a lack of the outcomes, considering the diversity of cultures of the patients and their religion, lack of the ability to support the family of dying person, and of the knowledge of the principles of palliative care. Health care assistant in Poland is not prepared to care of the patients with psychic health problems.

SUMMING UP:

Health care assistant in Finland has the widest preparation in this respect. The range of the skills is partly comparable to that one of a nurse.

CARE FOR THE ELDERLY - *common of learning outcomes - 21 out of a total of 49.*

In Poland, health care assistant does not help the patient to obtain the aid of the specialist e.g. in case of addictions, he does not run the pharmacological therapy, he does not participate in relief of the patient's pain in the independent way. Similarly as in Spain, he does not participate in the care of the dying elder person. In Finland and Spain, health care assistants conduct the program of the basic pharmacological therapy of the elder persons, intended for the future assistants.

SUMMING UP:

Health care assistant in Finland has the widest content of all prepared in this respect.

GENERAL SUMMING UP:

The comparative analysis of 3 learning programs in the profession health care assistant to state that in Finland has the greatest range of abilities and powers. His range of the abilities may be compared to that one of the nurse. In program for health care assistant in Poland, the greatest attention is paid, first of all, to development of the abilities, serving the sanitary care of the patients in clinic (hospital) conditions. It is a work being independent to a small degree, requiring supervision and close cooperation with a nurse. Work of health care assistant in Finland is more independent because the range of his abilities is wider. In Finland, a high attention is paid to learning the assistants in respect of social and cultural abilities; on the other hand, in Poland, the specified nursing and sanitary activities are more highlighted.

In Finland schools have a very strong relationship with the economic activities in the region and students consistently have contacts with the places of work.

In Spain - the lack of effects in the field of business and sign language.

5. RECOMMENDATIONS

The comparison of the basis for descriptions of qualifications indicates the considerable differences in the range of the educated competences in the professions “Child Care Worker” and “Health Care Assistant”. Especially in the profession “Health Care Assistant”, only 29% of common education effects for Finland, Poland and Spain were identified. In consequence, it is recommended to obtain the answer to the question: what is the reason for such a high differences in competences, being measured by education effects in the particular countries. Is it only a matter of tradition or, perhaps, as in Finland, the mentioned difference results from a small number of inhabitants, living on relatively big area and the necessity to ensure the effective care to these people? Low population density and long distances have forced the higher competences of the persons who are able to reach quickly the patient. In Finland over all the Vocational Education and Training have a high value after the reforms done. Over 20 years ago the extent of level 4 and 5 Vocational qualifications increased and the quality of Education rose. More and more students want to apply to Vocational Schools, partly because the education is flexible, no dead ends by meaning the continuing studies to polytechnics or universities and the employment rate has very good.

It is only supposed but perhaps deeper analysis of the discussed situation is necessary.

From the viewpoint of education in Poland, it is recommended to undertake the work on the updating the teaching programs for the professions: “Practical care Worker” and “Health Care Assistant”. It is advised to compare the teaching programs for the mentioned professions in other EU countries and to update the required competences of graduates. The need of updating the competences of nurses was highlighted by Mrs. Zofia Małas – the President of The Main Council of Nurses And Midwives In Poland.

During the period of 1980 – 2015, the number of graduates of schools, educating the nurses in Poland was found on a very low level and only during the recent 8 years it has revealed a strong growing tendency (it was discussed by S. Golinowska, E. Kocot and A. Sowa in “Resources of staff for health sector). The so-far existing tendencies and prognoses; in: “Public health and management”, 2013, 11, p. 125-147). The number of actively working nurses per 1000 inhabitants in Poland is, however, found on the level of incomplete 6, as compared to the mean level in the EU, exceeding 8 nurses and in Germany more than 11 nurses per 1000 inhabitants (cf. WHO HFA Database 2013).

It is necessary, therefore, to maintain education of nurses on a high level i.e. ca. 40 per 1000 of inhabitants, so as to supplement the staff deficits, which considerably are affected by the process of earning migration.

The thesis on creation of common core of education, containing the education effects common for education in the discussed professions in the partner states has occurred to be not completely successful. In the profession “Child Care Worker”, the number of identified common units of learning outcomes where the education is conducted in Finland, Poland and Spain amounted 78% and the common effects of education were 61%, so we can talk about a common core of learning outcomes. However in the profession “Health Care

Assistant” the number of identified common units of learning outcomes where the education is conducted in Finland, in Poland and in Spain accounted 32% and the number of common learning outcomes was equal 29%, so it's hard to talk about the common basis of the curriculum. It results from the fact that in each of the countries, the program of education is implemented in a different period of time. In Finland – during 3 years, in Spain – during 2 years and in Poland, practical care worker is educated in one-year post-lyceum schools and health care assistant – in two-year post-lyceum school. Apart from this fact, education in this respect in Poland is directed to adults, who possess already the knowledge and skills, acquired during the earlier learning; in Finland and in Spain, the education in the professions: health care assistant and practical care worker in formal education is directed to both, the young and the adults. It was already discussed in Report 04 – “Comparative analysis of teaching programs in the professions: health care assistant and practical care worker”.

In spite of the mentioned differences, it is recommended to introduce the descriptions of qualifications to formal and non-formal educational practice. The developed basis, together with the ICT tool, may contribute to improvement of education quality and undoubtedly, it may make the process of learning and of checking the competences of the pupils easier.

The basis for the descriptions of qualifications may be utilized as a certain type of standard for development of similar basis for other qualifications/competences and professions. It may be also employed for development of the programs for training in non-formal education.

The discussed basis will be very useful for the persons who intend to undertake the education in the described professions for checking their so-far possessed competences.

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7. ANEKS

7.1 BASE OF THE DESCRIPTIONS OF THE QUALIFICATIONS, THE UNITS OF LEARNING OUTCOMES AND LEARNING OUTCOMES FOR THE PROFESSION CHILD CARE WORKER

FINLAND		POLAND	SPAIN
Learning outcomes Code	Name and number of units of learning outcomes and sets of learning outcomes Child Care Worker	Correlation with learning outcomes from curricula (tick „X”)	Correlation with learning outcomes from curricula (tick „X”)
JEK1	SUPPORT AND GUIDANCE OF GROWTH	X	X
JEK1.1.	Respect client's values and cultural background	X	X
JEK1.1.1.	appreciates clients and respects and understands their values and cultural background.	x	x
JEK1.2.	Recognizes strengths and needs related to the growth and development of clients of varying ages and with different background	X	X
JEK1.2.1.	recognizes strengths and needs related to the growth and development of clients of different ages and with different background utilizing different data collection methods.	x	x
JEK1.2.2.	justifies his/her action with knowledge of importance of culture in human activities	—	—
JEK1.3	Set objectives supporting growth and development	—	X
JEK1.3.1.	sets objectives supporting client's growth and development together with client and work group considering client's age and development stage.	—	x
JEK1.4.	Act on the basis of the plan supporting client's growth and development	X	X
JEK1.4.1.	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	x	x
JEK1.5	Assess own action and implementation of the plan supporting growth and development	X	X
JEK1.5.1	assesses realistically own action and implementation of a written client-oriented plan	x	x
JEK1.6	Further and support client's growth and development, health, safety and well	X	X
JEK1.6.1.	listens to and observes the client and talks with client about his/her needs. Considers client's life situation.	x	x
JEK1.7	Guide and support client in daily activities	X	X
JEK1.7.1.	offers clients different activities and uses appropriately materials,	x	x

	tools and premises in his/her activities.		
JEK1.7.2.	uses in a versatile way different methods suitable for the operating environment to further and support client's growth and development	x	x
JEK1.7.3.	uses in a versatile way methods and approaches of creative action as a means to support growth.	—	x
JEK1.7.4.	guides and advises client in daily activities and considers him/her as an active participant.	—	—
JEK1.8.	Guide different client groups	X	X
JEK1.8.1.	guides different client groups and supports actively interaction between clients.	x	x
JEK1.8.2.	makes client's operating environment cosy and maintains its esthetic nature.	—	—
JEK1.8.3.	justifies his/her action with knowledge of regularities related to group activities.	—	X
JEK1.9.	Work in accordance with the social and health care principles, regulations and provisions	X	X
JEK1.9.1.	works according to operating principles and recommendations concerning client group.	x	x
JEK1.9.2.	supports client's health and well-being by guiding them to use necessary services.	x	x
JEK1.10.	Work in accordance with the operating principles and recommendations for different client groups	X	X
JEK1.10.1.	knows the care and educational work process and justifies his/her action with principles of methodical and target-oriented activities	x	x
JEK1.10.2.	utilizes in his/her work in a versatile way knowledge of data collection methods relevant to client's care and education.	—	x
JEK1.10.3.	justifies in a versatile way his/her action with knowledge of client's activities supporting growth and development and also creating an operating environment supporting growth and development	x	—
JEK1.11.	Take responsibility for his/her learning and assess own vocational development	X	X
JEK1.11.1.	utilizes in his/her work justifiably methods of creative expression supporting growth and development.	x	x
JEK1.11.2.	justifies his/her action with knowledge of basic things related to learning to learn.	—	x
JEK1.11.3.	justifies his/her action with knowledge of stages of vocational growth and development	—	—
JEK1.11.4.	takes responsibility of his/her learning and increases vocational skills.	x	—
JEK1.11.5.	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.	x	x
JEK1.12.	Retrieve information and use information technology and documentation tools	X	X

JEK1.12.1.	retrieves information in a versatile way and uses easily information technology and documentation tools.	x	x
JEK1.13.	Follow the rules of the work group and act in accordance with the instructions for well	X	X
JEK1.13.1.	considers in his/her work factors furthering and hindering clients' well-being and justifies his/her action with them.	x	x
JEK1.13.2.	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).	x	x
JEK1.13.3.	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.	x	x
JEK1.13.4.	justifies solutions made in problem situations professionally	—	x
JEK1.13.5.	expresses him/herself understandably and clearly both orally and in writing. Understands client's and his/her close relatives' messages and answers them in a client-oriented way.	x	x
JEK1.13.6.	acts in a natural, service-minded and client-oriented way.	—	x
JEK1.13.7.	works naturally as a member of work group and follows rules and operating principles of the group.	x	—
JEK1.13.8.	acts in accordance with provisions and operating principles for well-being and safety at work.	x	x
JEK1.13.9.	takes care of clients' safety and anticipates potential safety risks and dangerous situations.	x	—

FINLAND		POLAND	SPAIN
Learning Outcomes Code	Name and number of units of learning outcomes and sets of learning outcomes Child Care Worker	Correlation with learning outcomes from curricula (tick „X”)	Correlation with learning outcomes from curricula (tick „X”)
JEK2	NURSING AND CARE	X	X
JEK2.1.	Setting objectives for his/her own actions in nursing and care	X	X
JEK2.1.1.	sets objectives and justifies his/her plan to the team. Implements his/her plan.	x	—
JEK2.2.1.	justifies his/ her decisions and actions in nursing and care by means of vocational know-how.	—	x
JEK2.3.1.	acts in a responsible and cooperative manner as a team member	x	—
JEK2.2.	Drawing up a needs- and resource-based plan, promoting the client or patient's nursing and care, and implementing and assessing such a plan	X	X
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.	x	x

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.	x	x
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.	—	x
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.	x	x
JEK2.3.	Helping and supporting clients or patients to manage their daily activities	X	X
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.	x	x
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.	x	x
JEK2.3.3.	justifies his/her actions at work with his/her knowledge of special diets, cleaning and laundry.	x	x
JEK2.4.	Observing the client or patient's vital functions and their ability to function, documenting his/her observations and passing the information to others	X	X
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.	x	x
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.	x	x
JEK2.4.3.	recognises the client or patient's pain and uses different methods to relieve it, with the support of his/ her team	—	x
JEK2.5	Carrying out client- and patient-based nursing and care work, exploiting his/her knowledge of nursing and care	X	X
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.	x	x
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	x	x
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	x	x
JEK2.6	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	X	X
JEK2.6.1.	provides basic daily health care, in an unprompted and client- or patient-based manner, for patients suffering from memory loss or	x	x

	chronic or common diseases. Supports the clients or patients' independence and promotes rehabilitation in accordance with valid nursing practices.		
JEK2.7	Promoting the client or patient's physical and mental health, security and wellbeing	X	X
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.	x	x
JEK2.7.2.	recognises the client's or patient's social problems and takes them into account in nursing and care	–	x
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.	x	x
JEK2.8.	Meeting the client or patient professionally	–	X
JEK2.8.1.	meets the client or patient professionally and promotes the client or patient's well-being through interaction.	–	x
JEK2.8.2.	uses presence as a tool.	–	x
JEK2.9.	Exploiting opportunities provided by aid-devices and technology in nursing and care	X	X
JEK2.9.1.	exploits the opportunities provided by aid-devices and technology in nursing and care, in an unprompted manner	x	x
JEK2.10.	Instructing clients or patients to use social and health care services and relief benefits	X	X
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.	x	x
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.	x	–
JEK2.11.	Abiding with the principles of sustainable development in his/her actions and carrying out his/her work according to the recommendations of qualify work	–	X
JEK2.11.1.	chooses nature-friendly materials, tools and methods and energy-saving work procedures.	–	x
JEK2.11.2.	takes the principles of sustainable development into account in his/her work and uses them to justify his/her actions.	–	x
JEK2.12.	Implementing pharmacotherapy, rations and administers pharmaceuticals and monitors their effect	X	X
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.	x	x
JEK2.12.2.	complies with aseptics and the instructions for occupational health and safety as well as environmental protection.	x	x
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.	–	x

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.	—	x
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.	—	x
JEK2.12.6.	completes unit conversions and dosage calculations without mistakes.	—	x
JEK2.13.	Assessing his/her own actions and vocational development and utilises given feedback	X	X
JEK2.13.1.	recognises the phase of his/ her own vocational growth and development and sets objectives for his/her vocational development.	x	x
JEK2.13.2.	assesses his/her actions and readjusts his/her conduct on the basis of feedback.	x	—
JEK2.14.	Assessing his/her possibilities to work as a private entrepreneur in the future	X	X
JEK2.14.1.	assesses the strengths of his/ her actions and work, as well as his/her possibility to work as a private entrepreneur in his/her professional field in the future.	x	x
JEK2.14.2.	seeks information about the general preconditions for working as a private entrepreneur.	x	—
JEK2.15.	Complying with occupational health and safety instructions and provisions	X	X
JEK2.15.1.	takes the principles of ergonomically correct work practices into account in his/her work and uses them to justify his/her actions.	x	—
JEK2.15.2.	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.	x	x
JEK2.15.3.	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.	x	x
JEK2.15.4.	uses ergonomically correct work practices and aid devices in nursing and care and benefits from workplace gymnastics in the prevention of locomotor injuries.	x	x
JEK2.16.	Abiding with the statutes, regulations and ethical principles of the social and health care sector.	X	X
JEK2.16.1.	complies with the quality recommendations of the workplace.	x	x
JEK2.16.2.	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.	x	x

FINLAND		POLAND	SPAIN
Learning Outcomes Code	Name and number of units of learning outcomes and sets of learning outcomes Health Care Worker	Correlation with learning outcomes from curricula	Correlation with learning outcomes from curricula

		(tick „X“)	(tick „X“)
JEK3	REHABILITATION SUPPORT	X	X
JEK3.1.	Writes, implements and assesses a client- or patient-based plan, promoting rehabilitation, within the practical nurse's responsibilities, in cooperation with the client/patient and the multi-disciplinary team	X	X
JEK3.1.1.	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	—	—
JEK3.1.2.	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	x	x
JEK3.1.3.	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.	x	x
JEK3.2.	Guides and supports the rehabilitation of clients patients of different age	X	X
JEK3.3	observes economic efficiency, principles of sustainable development and the quality recommendations of his/her setting	—	X
JEK3.3.1.	observes economical efficiency and the principles of sustainable development, as well as the quality criteria of his/her working community.	—	x
JEK3.4.	Has vocational interaction and communication skills and uses plain language and utilises methods of communication which support or compensate for speech	X	X
JEK3.4.1.	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.	x	x
JEK3.5	Applies an approach to work which promotes the client or patient's ability to function and rehabilitation, and promotes health and well-being	—	X
JEK3.5.1	supports the client's ability to function systematically through a rehabilitative approach in his/her work, and takes the perspective of prevention into account	—	X
JEK3.6	Guides different clients or patients in their daily activities	X	X
JEK3.6.1.	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.	—	x
JEK3.6.2.	applies a rehabilitative approach in guiding the client to manage daily activities.	x	x
JEK3.7	Prevents risks and hazards to the client or patient's health and well-being and motivates them to change	X	X
JEK3.7.1.	recognises accident risks at home and in leisure time, in many ways, and takes action.	x	x
JEK3.8.	Guides the client or patient to take up exercise, activities and social interaction which promote health	X	X
JEK3.8.1.	promotes clients' health and well-being in guiding them and acts in a preventive manner.	x	x
JEK3.8.2.	guides the client to obtain food supplies and make nutritious	—	x

	ordinary meals and guides the client to maintain good nutrition.		
JEK3.8.3.	uses functional methods and creative expression in guiding an individual client or a group.	x	x
JEK3.8.4.	pays attention to and exploits, in a client-based manner, the possibilities offered by art or culture in supporting the clients' ability to function	x	x
JEK3.8.5.	pays attention to aesthetics, in a client-based manner, in supporting rehabilitation, and applies it in his/her actions.	—	—
JEK3.8.6.	guides the client, in a client- based and many-sided manner, to take up exercise, activities and social interaction which promote health.	x	x
JEK3.9.	Guides the client or patient in the use and maintenance of aid-devices and in the use of technology which supports rehabilitation	—	x
JEK3.9.1.	guides the clients, in a client- and resource-based manner, to use aid-devices and guides the patients in the use and maintenance of such devices. Knows the distribution channels of aid-devices.	—	x
JEK3.9.2.	guides the client, in a client-based manner, to use technology which helps the client manage on his/her own and exploits technology in his/her work.	—	x
JEK3.10.	Exploits the service system in rehabilitation and complies with regulations	—	x
JEK3.11.	Assesses his/her vocational development and utilises given feedback	x	x
JEK3.11.1.	justifies his/her actions with resource-based approach and its significance in supporting rehabilitation.	—	—
JEK3.11.2.	justifies his/her actions with his/her knowledge on the promotion of the health and well-being of different client groups of various ages, as well as on the methods of preventive work.	x	—
JEK3.11.3.	justifies his/her actions with his/her knowledge of the client-based guidance process and on the significance of guidance in the support of rehabilitation of individual clients and client groups	x	—
JEK3.11.4.	justifies his/her actions with his/her knowledge of the methods for supporting the clients' daily activities, in guiding different clients and client groups	—	x
JEK3.11.5.	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.	—	—
JEK3.12.	Works in multi-disciplinary teams and networks	x	x
JEK3.12.1.	is an active and responsible member of a multi-disciplinary team and exploits his/her cooperation skills.	x	x
JEK3.13.	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	x	x
JEK3.13.1.	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.	—	x
JEK3.14.	Abides with the ethical principles of the social and health care sector in his/her work.	x	x
JEK3.14.1.	abides with the ethical principles and statutes in his/her vocation and uses them to justify his/her actions.	x	x

FINLAND		POLAND	SPAIN
Learning Outcomes Code	Name and number of units of learning outcomes and sets of learning outcomes Child Care Worker	Correlation with learning outcomes from curricula (tick „X”)	Correlation with learning outcomes from curricula (tick „X”)
JEK4	CHILDREN'S AND YOUTH CARE AND EDUCATION	X	X
JEK4.1.	Plans, implements and assesses the care and education of children before and during school-age, and of adolescents	X	X
JEK4.1.1.	sets goals that support the child and adolescent's overall growth and development and plans ways to carry out care and education.	x	x
JEK4.1.2.	acts as a team member, in accordance with the plan which supports care and education (incl. early childhood education) and updates it when needed.	x	x
JEK4.1.3.	records the plan which supports care and education and informs the parties involved, in accordance with valid instructions.	x	x
JEK4.1.4.	assesses the materialisation of a child or adolescent's care and education as to the set objectives	—	x
JEK4.1.5.	plans, implements and assesses the early childhood education plan within the area of responsibility of a practical nurse.	x	x
JEK4.1.6.	as a team member, plans, carries out and assess preschool education	x	x
JEK4.2.	Promotes children and adolescents' health and well-being and recognizes related threats	X	X
JEK4.2.1.	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).	x	x
JEK4.2.2.	promotes, unprompted, the health and well-being of school-children and adolescents, exploiting the methods to promote health and well-being.	x	x
JEK4.3	Guides an individual child and adolescent, as well as different groups	X	X
JEK4.3.1.	cares for and guides a child in their daily activities, exploiting methods which promote health and well-being	x	x
JEK4.3.2.	supports the growth, development and learning of a child or a group of children, by using early education methods and contextual orientations independently.	x	x
JEK4.3.3.	guides children's play and exploits the opportunities provided by play in different situations.	x	x
JEK4.3.4.	guides an individual child or group of children, so as to support interaction between children.	x	x
JEK4.3.5.	guides and supports school-children and adolescents in self-expression and creative activities in a goal-oriented manner.	x	x
JEK4.3.6.	guides groups of school-children and adolescents, so as to support interaction between the group members.	x	x
JEK4.4.	Takes the child and adolescent's growth milieu into account and understands its significance for the child and adolescent's growth and development	—	X
JEK4.4.1.	through his/her actions, promotes the favorable growth and learning	—	x

	environment of the child or adolescent and presents ideas for development.		
JEK4.4.2.	justifies his/her actions with his/her knowledge on the significance of the physical, mental and social growth milieu for the care and education of children and adolescents.	–	x
JEK4.5	Complies with social and health care legislation and official instructions, observing vocational ethics	X	X
JEK4.5.1	justifies his/her actions with his/her knowledge on the principles of aseptics and related regulations.	x	–
JEK4.5.2	justifies his/her actions with the ethical principles, statutes and regulations concerning the field of social and health care.	x	–
JEK4.5.3	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.	x	–
JEK4.5.4	prevents accidents and other health hazards, paying attention to the child and adolescent's understanding.	x	x
JEK4.6	Acts according to principles of child- and family-focused work	–	X
JEK4.6.1.	justifies his/her actions with the principles of child- and family-focused work.	–	x
JEK4.6.2.	cooperates, unprompted, with a working community and family in order to promote the child's health and well-being, complying with the principles of partnership in education.		x
JEK4.7	Exploits his/her language skills in customer service	X	X
JEK4.7.1.	in addition to the training language, manages service situations in Finnish or Swedish and in one other language.	x	–
JEK4.7.2.	acts in a friendly, matter-of-fact and goal-oriented manner in interaction with children, adolescents and families and with his/her team.	x	x
JEK4.8.	Develops his/her action on the basis of given feedback and assess his/her know-how	X	X
JEK4.8.1.	justifies his/her actions with the statutes and official instructions of care and education of children and adolescents.	x	x
JEK4.8.2.	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.	x	x
JEK4.8.3.	justifies his/her actions with his/her knowledge of different cultures and multiculturalism.	–	x
JEK4.8.4.	recognizes his/her own strengths and development needs and sets objectives for his/her vocational development	x	–
JEK4.8.5.	asks for and accepts feedback and readjusts his/her actions on the basis of given feedback and assesses his/her competence.	x	–
JEK4.8.6.	works in an ergonomically correct way and prevents work-related accidents and injuries.	x	x
PART II (vocational skills requirements)			
JEK4.9.	Plans, implements and assesses the care, education and rehabilitation of children and adolescents who are sick and need special support	X	X
JEK4.9.1.	unprompted and using different data acquisition methods, acquires information about the child and adolescent's development, individual needs for care and education, and illness.	x	–
JEK4.9.2.	recognises needs related to growth and development and special support. Finds out the means how to support the child, adolescent and family.	x	x
JEK4.9.3.	in his/her work community, seeks ways to solve and support the needs for special support of the child, adolescent and family. Tends	x	x

	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.		
JEK4.10.	Promotes children and adolescents' health and well-being and recognises related threats	X	X
JEK4.10.1.	recognises threats to the health and well-being of a child, adolescent and family and supports them.	x	x
JEK4.10.2.	tends to the most common infections, independently and prevents them from spreading and when needed, refers the family for further examinations.	x	x
JEK4.10.3.	uses and services aid-devices according to their instructions and guides and motivates the child and adolescent in their appropriate use.		x
JEK4.10.4.	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.	x	x
JEK4.10.5.	justifies his/her actions with his/her knowledge on the nutritional recommendations and special diets of children (incl. breast feeding of babies) and adolescents.	x	x
JEK4.10.6.	justifies his/her actions with his/her knowledge on the illnesses of children and adolescents of different ages, and on their treatment	x	x
JEK4.10.7.	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.	x	x
JEK4.10.8.	prevents accidents and other health hazards, paying attention to the child and adolescent's understanding.	x	x
JEK4.10.9.	masters first aid and the basic resuscitation of children and adolescents, also in special situations.	x	x
JEK4.11.	Guides an individual child and adolescent, as well as different groups	—	—
JEK4.12.	Takes the child and adolescent's growth milieu into account and understands its significance for the child and adolescent's growth and development	X	X
JEK4.12.1.	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.	x	x
JEK4.13.	Complies with social and health care legislation and official instructions, observing vocational ethics	X	X
JEK4.13.1.	exploits and justifies his/her actions with his/her knowledge of the service system and income support related to children, adolescents and families.	x	x
JEK4.13.2.	justifies his/her actions with his/her knowledge on the principles and practices of child welfare in different work environments.	x	—
JEK4.13.3.	justifies his/her actions with his/her knowledge on social problems of children, adolescents and families and support for coping with them	x	x
JEK4.13.4.	justifies his/her actions with the ethical principles, statutes and regulations concerning the field of social and health care.	x	x
JEK4.13.5.	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.	x	x
JEK4.14.	Acts according to the principles of child- and family-focused work	—	X
JEK4.14.1.	applies a goal-orientated and rehabilitative approach in supporting the child, adolescent and family.	—	x

JEK4.15.	Exploits his/her language skills in customer service	X	X
JEK4.15.1.	in addition to the training language, manages service situations in Finnish or Swedish, and in one other language.	x	–
JEK4.15.2.	acts in a friendly, matter-of-fact and goal-oriented manner in interaction with children, adolescents and families and with his/her team.	x	x
JEK4.16.	Plans the productisation of his/her competence	X	X
JEK4.16.1.	plans and finds out in his/her work about the possibilities to productise one's competence.	x	x
JEK4.17.	Develops his/her action on the basis of given feedback and assesses his/her know-how	X	–
JEK4.17.1.	justifies his/her actions with the principles of multi-disciplinary team work and networking.	x	–
JEK4.17.2.	recognises his/her own strengths and development needs and sets objectives for his/her vocational development.	x	–
JEK4.17.3.	asks for and accepts feedback and readjusts his/her actions on the basis of given feedback and assess his/her competence.	x	x
JEK4.17.4.	works in an ergonomically correct way and prevents work-related accidents and injuries	x	x

7.2 BASE OF THE DESCRIPTIONS OF THE QUALIFICATIONS, THE UNITS OF LEARNING OUTCOMES AND LEARNING OUTCOMES FOR THE PROFESSION HEALTH CARE ASSISTANT

FINLAND		POLAND	SPAIN
Learning Outcomes Code	Name and number of units of learning outcomes and sets of learning outcomes Health Care Assistant	Correlation with learning outcomes from curricula (tick „X”)	Correlation with learning outcomes from curricula (tick „X”)
JEK1	SUPPORT AND GUIDANCE OF GROWTH	X	X
JEK1.1.	Respect client's values and cultural background	X	X
JEK1.1.1.	appreciates clients and respects and understands their values and cultural background.	x	x
JEK1.2.	Recognizes strengths and needs related to the growth and development of clients of varying ages and with different background	X	X
JEK1.2.1.	recognizes strengths and needs related to the growth and development of clients of different ages and with different background utilizing different data collection methods.	x	x
JEK1.2.2.	justifies his/her action with knowledge of importance of culture in human activities	–	–
JEK1.3	Set objectives supporting growth and development	–	X
JEK1.3.1.	sets objectives supporting client's growth and development together with client and work group considering client's age and development stage.	–	x
JEK3.2	specifically on social abilities, space management, maintenance exercises, group activities, accompaniment	–	x
JEK1.4.	Act on the basis of the plan supporting client's growth and development	X	X
JEK1.4.1.	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	–	x
JEK1.5	Assess own action and implementation of the plan supporting growth and development	–	X
JEK1.5.1	assesses realistically own action and implementation of a written client-oriented plan	–	x
JEK1.5.2	assess the quality of implementation of assigned tasks	x	x
JEK1.6	Further and support client's growth and development, health, safety and well	X	X
JEK1.6.1.	listens to and observes the client and talks with client about his/her needs. Considers client's life situation.	x	x
JEK1.6.n	uses the methods and sources of data collection to identify the problems and needs of the people affected and dependent	x	x

JEK1.7	Guide and support client in daily activities	–	X
JEK1.7.1.	offers clients different activities and uses appropriately materials, tools and premises in his/her activities.	+	x
JEK1.7.2.	uses in a versatile way different methods suitable for the operating environment to further and support client's growth and development	–	x
JEK1.7.3.	uses in a versatile way methods and approaches of creative action as a means to support growth.	–	x
JEK1.7.4.	guides and advises client in daily activities and considers him/her as an active participant.	x	x
JEK1.8.	Guide different client groups	–	X
JEK1.8.1.	guides different client groups and supports actively interaction between clients.	–	x
JEK1.8.2.	makes client's operating environment cosy and maintains its esthetic nature.	x	x
JEK1.8.3.	justifies his/her action with knowledge of regularities related to group activities.	–	x
JEK1.8.4.	develop leisure resources, motivation	–	–
JEK1.8.5.	study of the built environment as a cause for dependence	–	–
JEK1.9.	Work in accordance with the social and health care principles, regulations and provisions	X	X
JEK1.9.1.	works according to operating principles and recommendations concerning client group.	x	x
JEK1.9.2.	supports client's health and well-being by guiding them to use necessary services.	–	x
JEK1.10.	Work in accordance with the operating principles and recommendations for different client groups	–	X
JEK1.10.1.	knows the care and educational work process and justifies his/her action with principles of methodical and target-oriented activities	–	x
JEK1.10.2.	utilizes in his/her work in a versatile way knowledge of data collection methods relevant to client's care and education.	x	x
JEK1.10.3.	justifies in a versatile way his/her action with knowledge of client's activities supporting growth and development and also creating an operating environment supporting growth and development	–	x
JEK1.11.	Take responsibility for his/her learning and assess own vocational development	–	–
JEK1.11.1.	utilizes in his/her work justifiably methods of creative expression supporting growth and development.	–	–
JEK1.11.2.	justifies his/her action with knowledge of basic things related to learning to learn.	–	–
JEK1.11.3.	justifies his/her action with knowledge of stages of vocational growth and development	–	–
JEK1.11.4.	takes responsibility of his/her learning and increases vocational skills.	x	x

JEK1.11.5.	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.	x	x
JEK1.12.	Retrieve information and use information technology and documentation tools	X	X
JEK1.12.1.	retrieves information in a versatile way and uses easily information technology and documentation tools.	x	x
JEK1.13.	Follow the rules of the work group and act in accordance with the instructions for well	X	X
JEK1.13.1.	considers in his/her work factors furthering and hindering clients' well-being and justifies his/her action with them.	x	Not specified (meaning that it could be inferred, but further precision is required to check)
JEK1.13.2.	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).	x	Not specified
JEK1.13.3.	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.	x	x
JEK1.13.4.	justifies solutions made in problem situations professionally	–	x
JEK1.13.5.	expresses him/herself understandably and clearly both orally and in writing. Understands client's and his/her close relatives' messages and answers them in a client-oriented way.	x	Not specified
JEK1.13.6.	acts in a natural, service-minded and client-oriented way.	–	Not specified
JEK1.13.7.	works naturally as a member of work group and follows rules and operating principles of the group.	x	x
JEK1.13.8.	acts in accordance with provisions and operating principles for well-being and safety at work.	x	x
JEK1.13.9.	takes care of clients' safety and anticipates potential safety risks and dangerous situations.	x	–

FINLAND		POLAND	SPAIN
Learning Outcomes Code	Name and number of units of learning outcomes and sets of learning outcomes Health Care Assistant	Correlation with learning outcomes from curricula (tick „X“)	Correlation with learning outcomes from curricula (tick „X“)
JEK2	NURSING AND CARE	X	X
JEK2.1.	Setting objectives for his/her own actions in nursing and care	X	X
JEK2.1.1.	sets objectives and justifies his/her plan to the team. Implements his/her plan.	x	x (only home intervention)
JEK2.2.1.	justifies his/ her decisions and actions in nursing and care by means of vocational know-how.	–	Not specified (meaning that it

			could be inferred, but further precision is required to check)
JEK2.3.1.	acts in a responsible and cooperative manner as a team member	x	x
JEK2.2.	Drawing up a needs- and resource-based plan, promoting the client or patient's nursing and care, and implementing and assessing such a plan	—	X
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.	x	x
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.	—	x
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.	—	x
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.	x	x
JEK2.3	Helping and supporting clients or patients to manage their daily activities	—	X
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.	—	x
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.	X	x
JEK2.3.3.	justifies his/her actions at work with his/her knowledge of special diets, cleaning and laundry.	—	x (only home intervention)
JEK2.4.	Observing the client or patient's vital functions and their ability to function, documenting his/her observations and passing the information to others	X	X
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.	x	x
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.	x	x
JEK2.4.3.	recognises the client or patient's pain and uses different methods to relieve it, with the support of his/ her team	—	x (only home intervention)
JEK2.5	Carrying out client- and patient-based nursing and care work, exploiting his/her knowledge of nursing and care	—	—
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.	x	x
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	—	x

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	–	Not specified
JEK2.6	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	X	X
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.	x	x
JEK2.7	Promoting the client or patient's physical and mental health, security and wellbeing	–	X
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.	–	x
JEK2.7.2.	recognises the client's or patient's social problems and takes them into account in nursing and care	–	X
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.	–	Not specified
JEK2.8.	Meeting the client or patient professionally	–	X
JEK2.8.1.	meets the client or patient professionally and promotes the client or patient's well-being through interaction.	–	x
JEK2.8.2.	uses presence as a tool.	–	x
JEK2.9.	Exploiting opportunities provided by aid-devices and technology in nursing and care	–	X
JEK2.9.1.	exploits the opportunities provided by aid-devices and technology in nursing and care, in an unprompted manner	–	Not specified
JEK2.10.	Instructing clients or patients to use social and health care services and relief benefits	–	X
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.	–	Not specified
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.	x	x
JEK2.11.	Abiding with the principles of sustainable development in his/her actions and carrying out his/her work according to the recommendations of qualify work	–	–
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.	Implementing pharmacotherapy, rations and administers pharmaceuticals and monitors their effect	–	–
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.	–	x (partially included: identifiable elements in italics)
JEK2.12.2.	complies with aseptics and the instructions for occupational health and safety as well as environmental protection.	x	x (partially included: identifiable elements in italics)
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.	–	Not specified
JEK2.12.6.	(completes unit conversions and dosage calculations without mistakes).	–	x
JEK2.13.	Assessing his/her own actions and vocational development and utilises given feedback	X	X
JEK2.13.1.	recognises the phase of his/ her own vocational growth and development and sets objectives for his/her vocational development.	x	x
JEK2.13.2.	assesses his/her actions and readjusts his/her conduct on the basis of feedback.	–	Not specified
JEK2.14.	Assessing his/her possibilities to work as a private entrepreneur in the future	X	–
JEK2.14.1.	assesses the strengths of his/ her actions and work, as well as his/her possibility to work as a private entrepreneur in his/her professional field in the future.	–	NO
JEK2.14.2.	seeks information about the general preconditions for working as a private entrepreneur.	x	x
JEK2.15.	Complying with occupational health and safety instructions and provisions	X	X
JEK2.15.1.	takes the principles of ergonomically correct work practices into account in his/her work and uses them to justify his/her actions.	x	x
JEK2.15.2.	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.	x	x
JEK2.15.3.	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.	x	x
JEK2.15.4.	uses ergonomically correct work practices and aid devices in nursing	x	x

	and care and benefits from workplace gymnastics in the prevention of locomotor injuries.		
JEK2.16.	Abiding with the statutes, regulations and ethical principles of the social and health care sector.	X	X
JEK2.16.1.	complies with the quality recommendations of the workplace.	–	x (partially included: identifiable elements in italics)
JEK2.16.2.	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.	x	x (partially included: identifiable elements in italics)

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JEK3	REHABILITATION SUPPORT	X	X
JEK3.1.	Writes, implements and assesses a client- or patient-based plan, promoting rehabilitation, within the practical nurse's responsibilities, in cooperation with the client/patient and the multi-disciplinary team	X	X
JEK3.1.1.	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	x	x
JEK3.1.2	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	–	x
JEK3.1.3	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.	–	Not specified (meaning that it could be inferred, but further precision is required to check)
JEK3.2.	Guides and supports the rehabilitation of clients patients of different age	–	X
JEK3.3	observes economic efficiency, principles of sustainable development and the quality recommendations of his/her setting	–	–
JEK3.3.1.	observes economical efficiency and the principles of sustainable development, as well as the quality criteria of his/her working community.	–	NO
JEK3.4.	Has vocational interaction and communication skills and uses plain language and utilises methods of communication which support or compensate for speech	X	X
JEK3.4.1.	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.	x	x

JEK3.5	Applies an approach to work which promotes the client or patient's ability to function and rehabilitation, and promotes health and well-being	X	–
JEK3.5.1	supports the client's ability to function systematically through a rehabilitative approach in his/her work, and takes the perspective of prevention into account	x	Not specified
JEK3.6	Guides different clients or patients in their daily activities	X	–
JEK3.6.1.	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.		x
JEK3.6.2.	applies a rehabilitative approach in guiding the client to manage daily activities.	x	Not specified
JEK3.7	Prevents risks and hazards to the client or patient's health and well-being and motivates them to change	X	X
JEK3.7.1.	recognises accident risks at home and in leisure time, in many ways, and takes action.	x	x
JEK3.8.	Guides the client or patient to take up exercise, activities and social interaction which promote health	X	X
JEK3.8.1.	promotes clients' health and well-being in guiding them and acts in a preventive manner.	x	x
JEK3.8.2.	guides the client to obtain food supplies and make nutritious ordinary meals and guides the client to maintain good nutrition.	–	x (at home)
JEK3.8.3.	uses functional methods and creative expression in guiding an individual client or a group.	x	x
JEK3.8.4.	pays attention to and exploits, in a client-based manner, the possibilities offered by art or culture in supporting the clients' ability to function	–	NO
JEK3.8.5.	pays attention to aesthetics, in a client-based manner, in supporting rehabilitation, and applies it in his/her actions.	–	x
JEK3.8.6.	guides the client, in a client-based and many-sided manner, to take up exercise, activities and social interaction which promote health.	x	–
JEK3.9.	Guides the client or patient in the use and maintenance of aid-devices and in the use of technology which supports rehabilitation	X	–
JEK3.9.1.	guides the clients, in a client- and resource-based manner, to use aid-devices and guides the patients in the use and maintenance of such devices. Knows the distribution channels of aid-devices.	X	Not specified
JEK3.9.2.	guides the client, in a client-based manner, to use technology which helps the client manage on his/her own and exploits technology in his/her work.	x	Not specified
JEK3.10.	Exploits the service system in rehabilitation and complies with regulations	–	Not specified
JEK3.11.	Assesses his/her vocational development and utilises given feedback	–	
JEK3.11.1.	justifies his/her actions with resource-based approach and its significance in supporting rehabilitation.	–	x
JEK3.11.2.	justifies his/her actions with his/her knowledge on the promotion of the health and well-being of different client groups of various ages, as well as on the methods of preventive work.	–	Not specified
JEK3.11.3.	justifies his/her actions with his/her knowledge of the client-based guidance process and on the significance of guidance in the support of rehabilitation of individual clients and client groups	–	NO

JEK3.11.4.	justifies his/her actions with his/her knowledge of the methods for supporting the clients' daily activities, in guiding different clients and client groups	–	–
JEK3.11.5.	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.	X	NO
JEK3.12.	Works in multi-disciplinary teams and networks	X	X
JEK3.12.1.	is an active and responsible member of a multi-disciplinary team and exploits his/her cooperation skills.	x	x
JEK3.12.2	Conflict management in work teams	–	x
JEK3.13.	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	X	X
JEK3.13.1.	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.	x	x (at home)
JEK3.14.	Abides with the ethical principles of the social and health care sector in his/her work.	X	X
JEK3.14.1.	abides with the ethical principles and statutes in his/her vocation and uses them to justify his/her actions.	x	x

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JEK4	CLINICAL NURSING AND CARE	X	X
JEK4.1.	Abiding with the values, principles and regulations concerning the field of social and health care	X	X
JEK4.1.1.	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.	–	x
JEK4.1.2.	works cost-efficiently and complies with the quality recommendations of the setting	x	NO
JEK4.2.	Drawing up, as a team member, a client-based written plan, promoting the nursing and care of the client or patient	X	X
JEK4.2.1.	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	x	x
JEK4.2.2.	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.	x	x
JEK4.2.3.	works in a systematic and goal-oriented manner, and works flexibly in recurrent daily situation	–	Not specified (meaning that it could be inferred, but further precision is required to

			check)
JEK4.2.4.	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.	x	x
JEK4.2.5.	communicates in a matter-of-fact manner, both orally and in writing.	x	x(depending on case by case development)
JEK4.2.6	Elaboration of intervention strategies for rehabilitation and cognitive maintenance	–	–
JEK4.3	Assessing the client or patient's resources with him/her and supports him/her in promoting health and well-being	X	–
JEK4.3.1.	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.	x	Not specified
JEK4.3.2.	in his/her work, considers the needs and justifies his/her actions of clients or patients from different cultures and religions.	x	NO
JEK4.3.3.	works according to the principles of terminal care and supports a dying patient's family in their grief work.	x	NO
JEK4.4.	Monitoring, maintaining and promoting a client or patient's vital functions and tending to clients or patients who suffer from different diseases	X	–
JEK4.4.1.	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.	–	X
JEK4.4.2.	recognises the client or patient's pain and uses different methods to relieve it.	–	Not specified
JEK4.4.3.	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.	x	x
JEK4.5	Helping and supporting clients or patients to manage their daily activities independently	–	X
JEK4.5.1	helps and supports clients pursuant to a rehabilitative approach	x	x
JEK4.5.2	recognises the client or patient's need for aid-devices and guides them in getting and using aid-devices.	–	x
JEK4.6	Preparing, assisting or performing treatments and examinations	X	Not specified
JEK4.6.1.	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.	x	
JEK4.6.2.	prepares the client or patient for examination, treatment or surgery, partly on his/her own, and afterwards tends to the client or patient's basic care.	–	Not specified
JEK4.6.3.	complies with the principles of aseptics.	x	x
JEK4.7	Carrying out pharmacotherapy	–	X
JEK4.7.1.	handles, dispenses and administers pharmaceuticals correctly and safely	–	x
JEK4.7.2.	monitors the effects and combined effects of pharmaceuticals and recognizes the most common side and adverse effects and relays this information to his/her multi-disciplinary team.	–	x
JEK4.7.3.	justifies his/her actions in the different pharmacotherapeutic assignments with his/her knowledge of diseases, groups and types of pharmaceuticals, ways of administering the pharmaceuticals, signs of abuse of medication, as well as regulations on pharmacotherapy.	–	x

JEK4.8.	Guiding the client or patient and his/her family in pharmacotherapy and nutrition	–	–
JEK4.8.1.	guides the client or patient and his/her family in the use, storage and disposal of medicines and in renewing prescriptions.	x	x
JEK4.8.2.	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.	–	x (at home)
JEK4.8.3.	recognises some special nutritional aspects of different clients or patients and assesses client or patient's nutritional status and acts accordingly.	–	x (at home)
JEK4.8.4.	justifies his/her own actions with his/her knowledge of special diets.	–	Not specified
JEK4.9.	Promoting the client or patient's psychosocial coping and supporting his/her coping with social problems	–	X
JEK4.9.1.	cooperates with family caregivers and other psychosocial resources and social networks in order to promote well-being.	–	x
JEK4.9.2.	as a team member, supports a client or patient and his/ her family in coping with social problems and intervenes as early as possible.	x	x
JEK4.9.3.	encounters clients or patients whose behaviour are threatening, and applies the principles of his/her work community in such cases.	–	Not specified
JEK4.9.4.	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.	x	Not specified
JEK4.10.	Instructing clients and patients in the use of social and health care services	X	X
JEK4.10.1.	recognitions a client or patient's need for social and health care services and guides him/her to use appropriate services.	x	x No client guidance specified. Informal care workers guidance specified
JEK4.10.2.	Justifies his/her actions with his/her knowledge of the social and health care service system and service providers, as well as of relief benefits	x	x Only knowledge of soial and health care service system
JEK4.11.	Choosing the tools, materials and equipment for his/her work, avoiding work-related health hazards and complying with occupational health and safety instructions	X	X
JEK4.11.1	acts according to the principles of sustainable development and the opportunities provided by the setting, and uses the equipment and materials carefully and economically.	x	NO
JEK4.11.2	works in an ergonomically correct way and prevents work-related accidents and injuries.	x	x
JEK4.11.3	looks after his/her own work ability and promotes his/her occupational health and well-being.	x	Not specified
JEK4.11.4	complies with the occupational health and safety regulations, as well as with the electric and fire safety regulations of his/ her workplace and prevents work-related health hazards. Maintains, for his/her own part, a good working atmosphere	x	x

JEK4.12.	Exploiting his/her language skills in customer service	X	–
JEK4.12.1	manages service situations in Finnish or Swedish as well as in one foreign language and manages tolerably well in the other domestic language	x	NO
JEK4.13.	Planning the productization of his/her competence	X	–
JEK4.13.1	plans and finds out in his/ her work about the possibilities to productise one's competence.	x	NO
JEK4.13.2	his/her work, exploits his/ her knowledge on entrepreneurship in his/her own field, the productization of one's competence and acts according to the principles of internal entrepreneurship	x	NO
JEK4.14.	Developing his/her action on the basis of given feedback and assessing his/her own competence.	X	–
JEK4.14.1	accepts and gives feedback in a matter-of-fact manner and develops his/her action on the basis of given feedback and assesses his/her learning and competence. Asks for guidance when needed.	x	Not specified
JEK4.14.1	makes independent decisions related to his/her work and solves problems and acquires further information to back up his/her decisions	x	Not specified

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JEK5	CARE FOR THE ELDERLY	X	X
JEK5.1.	Abiding with the ethical principles and quality recommendations in the care for the elderly and develops care for the elderly	X	X
JEK5.1.1.	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.	x	x
JEK5.1.2.	complies with the principles of sustainable development and the quality recommendations of the work unit.	–	x
JEK5.2.	Planning, implementing and assessing the care of and services to the elderly, taking their resources and participation into account	X	X
JEK5.2.1.	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.	x	x
JEK5.2.2.	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.	–	NO
JEK5.2.3.	contributes, as a team member, to proper oral information and documentation of client records	x	x
JEK5.2.4.	justifies his/her actions with his/her knowledge of the services and social benefits available to the elderly and/or people with memory loss	–	x
JEK5.3	Using his/her vocational interaction skills in working with the elderly and their families	X	–
JEK5.3.1.	uses his/her vocational interaction skills in a natural manner in working with clients.	–	Not specified (meaning that it could be inferred, but

			further precision is required to check)
JEK5.3.2.	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.	x	x
JEK5.4.	Guiding and supporting the elderly in daily activities, adopting a rehabilitative approach	X	X
JEK5.4.1.	applies a rehabilitative approach in daily activities, in order to maintain the client's functional abilities.	x	x
JEK5.4.2.	guides and motivates the client in the acquisition and use of aid-devices and gerotechnology.	–	Not specified
JEK5.5	Motivating and guiding the elderly to take up physical exercise and to maintain muscle strength	X	X
JEK5.5.1	motivates and guides the client to take exercise and to boost or maintain muscle strength.	x	x
JEK5.5.2	justifies his/her actions with his/her knowledge of the methods of exercise, as well as physical and occupational therapy for promoting the health and well-being of the client.	–	x
JEK5.6	Promoting the elder's life quality, paying attention to his/her unique situation and history	–	X
JEK5.6.1.	works in multicultural environments and with clients from different cultures and develops his/her cultural awareness	–	NO
JEK5.6.2.	justifies his/her decisions and actions with his/ her knowledge of the significance of the client's life history and the connection of Finnish history for the present situation in life.	–	NO
JEK5.6.3.	promotes meaningful everyday living and the pleasantness and aesthetic aspects of the environment as a natural part of daily care and nursing of the client.	–	x
JEK5.6.4.	assists and guides the client in tending to personal hygiene and dressing and recognises special problems.	x	x
JEK5.6.5.	supports the client's continence, assists and guides in problems of incontinence.	x	x
JEK5.6.6.	attends to the client's pain relief independently and as a team member.	–	Not specified
JEK5.6.7.	accepts death as part of life and is able to talk about death and related issues with the elder and his/her family.	–	NO
JEK5.6.8.	as a team member, participates in the care of a dying elder.	–	Not specified
JEK5.7	Guiding groups of elders with different functional abilities	–	X
JEK5.7.1.	exploits the physical and psychosocial environment as well as gerotechnology to promote the client's functional abilities, meaningful everyday living and safety.	–	x
JEK5.7.2.	guides activity groups for clients of different ages and functional abilities, promoting interaction between and participation of the group members	–	x
JEK5.7.3.	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.	x	x
JEK5.8.	Guiding the elderly and their families in promoting health (making healthy lifestyle possible, preventing difficulties and diseases, care and rehabilitation) in social and mental problems, and in applying for and using different services	–	–
JEK5.8.1.	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.	x	x
JEK5.8.2.	as a team member, supports the client and his/ her family in coping	–	x

	with different social problems and intervenes as early as possible. Guides the client to seek required expert help in e.g. substance abuse or crisis clinics		
JEK5.8.3.	justifies his/her decisions and actions with his/her knowledge of the basics and special problems in oral & dental, skin and foot care.	x	NO
JEK5.8.4.	justifies his/her decisions and actions with his/her knowledge of the elders' most common physical and mental diseases and their treatment	—	x
JEK5.9.	Carrying out pharmacotherapy	—	X
JEK5.9.1.	handles, dispenses and administers pharmaceuticals correctly and safely to the client.	—	x
JEK5.9.2.	Guides the client and his/her family in the use of pharmaceuticals, in their storage and disposal and in renewing prescriptions	—	x
JEK5.9.3.	monitors the effects and combined effects of pharmaceuticals and recognizes the most common adverse and side effects, as well as the signs of abuse of medication.	—	x
JEK5.9.4.	justifies his/her actions with his/her knowledge of the basics of pharmacotherapy to the elderly	—	x
JEK5.10.	Exploiting the knowledge in his/her own field	X	X
JEK5.10.1.	in his/her work, takes account of and reflects on the significance of different conceptions of old age as well as on his/her thoughts, attitudes and values regarding his/her own ageing.	x	x Knowledge on ageing process
JEK5.10.2.	justifies his/her actions with his/her knowledge of the impact of physical, mental and social ageing and changes on the elder's life	x	x Knowledge on ageing process
JEK5.10.3.	justifies his/her decisions and actions with his/her knowledge of memory loss and the care for people suffering from memory loss.	x	x
JEK5.10.4.	justifies his/her actions with his/her knowledge of the elders' accident risks and of how to act in first aid cases	x	x
JEK5.11.	Exploiting his/her language skills in customer service	X	—
JEK5.11.1.	attends to clients in Finnish and manages service situations in Swedish and in one foreign language	x	—
JEK5.12.	Plans the productization of his/her competence	X	—
JEK5.12.1.	works in an enterprising, conscientious, economical and effective manner.	x	—
JEK5.12.2.	In his/her work, demonstrates his/her knowledge on how to draw up job application documents and employment contracts	x	x
JEK5.13.	Developing his/her action on the basis of given feedback and assessing his/her own competence	X	—
JEK5.13.1.	Assesses his/ her own learning and competence and, when needed, asks for guidance.	x	Not specified
JEK5.13.2.	makes independent decisions related to his/her work and solves problems and acquires further information to back up his/her decisions.	x	Not specified
JEK5.13.3.	expresses him-/herself professionally, appropriately and clearly both orally and in writing	x	x
JEK5.14.	Cooperating with other actors and networks	X	X
JEK5.14.1.	acts responsibly as a client's primary nurse, in cooperation with a	x	x

	team.		
JEK5.14.2.	actively cooperates with other employees and service providers	x	x
JEK5.15.	Promoting his/her own occupational safety and well-being	X	X
JEK5.15.1.	complies with the principles of asepsis, using the correct work practices, and prevents the spreading of infections.	x	x
JEK5.15.2.	takes care of the electric and fire safety measures in his/her work and anticipates dangers and, when needed, is able to defend him-/herself.	x	x
JEK5.15.3.	works in an ergonomically correct way and prevents work-related accidents and injuries	x	x
JEK5.15.4.	provides first aid and basic resuscitation	x	x