

COMPARISON OF SKILLS

Comparison between BESCLOs and soft skills
declared in standard training curricula in COMETA profiles

Anziani e Non Solo – June 2013

"This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

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INTRODUCCION & METODOLOGIA

This report drafts some conclusion from a comparison between the BESCLO skills and the skills declared in the standard training curricula in use in the countries / regions represented in Cometa for the professional profiles identified by the partnership in the first stage of the project (see: Report 1 – “Professional Profiles”).

The scheme has been drafted by Anziani e Non Solo on the basis of the curricula provided by partners. The draft version has been sent to partners for review and comments.

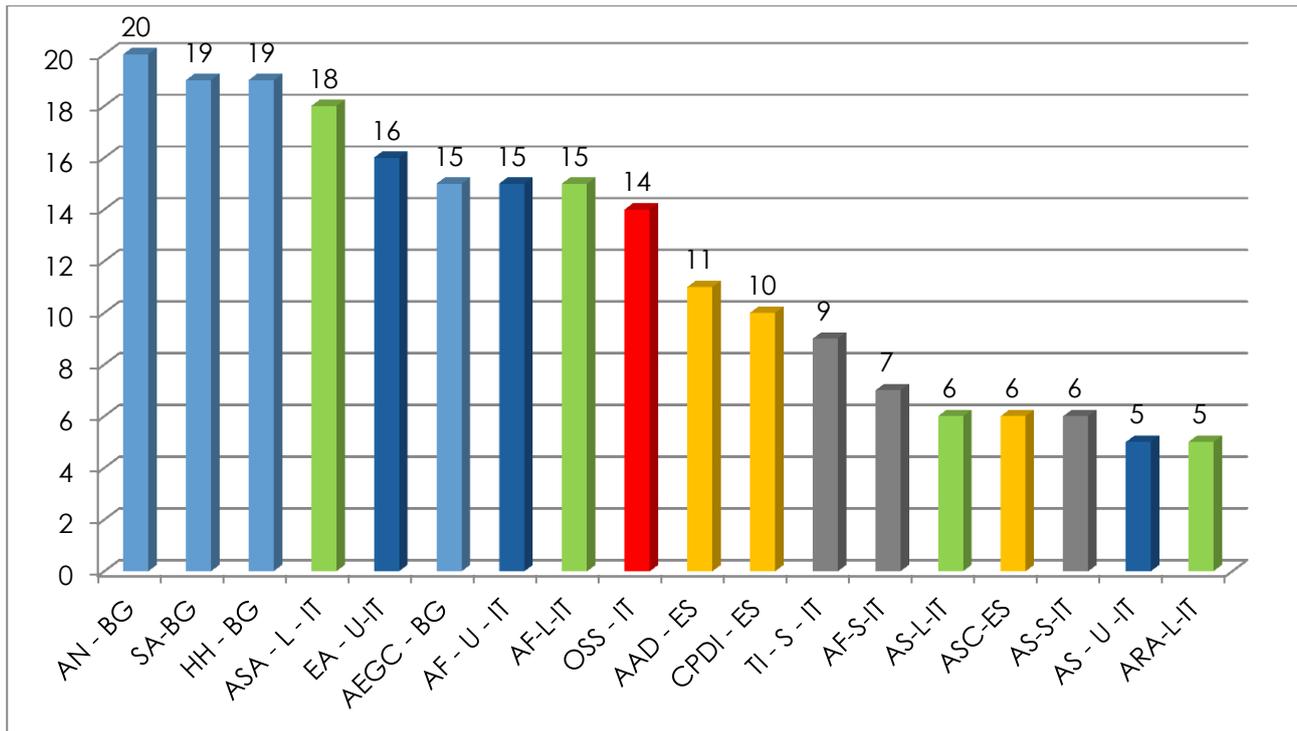
James Churchill, BESCLO expert and external consultant for Cometa, has contributed to the analysis.

Aim of this stage of analysis is:

- to see to which extent the BESCLOs are covered by the skills explicitly and formally declared in the training curricula of Cometa profiles
- to identify the BESCLOs areas and the profiles that can be object of mutual acknowledgment among partners / countries
- to lay the foundation for the pilot testing phase

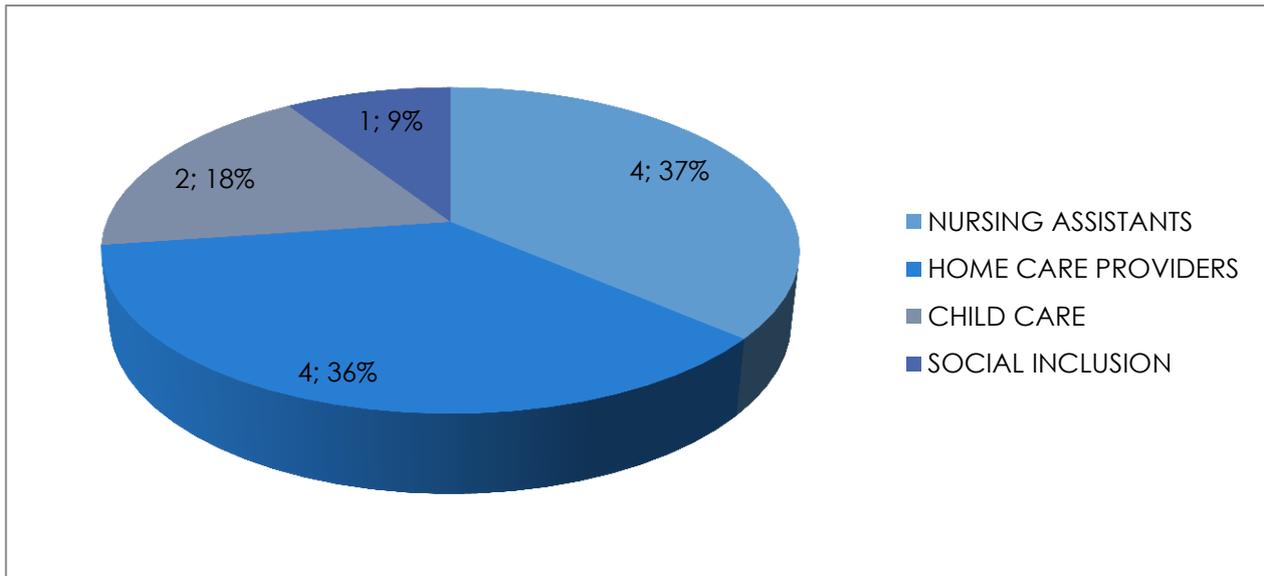
ANALYSIS

From a quantitative point of view, the scheme shows a variety of coverage of BESCLOs by the “Cometa profiles”. Indeed, out of 51 basic skills identified for the European Care Certificate, the range goes from a maximum of 20 to a minimum of five.



Generally speaking, the Bulgarian professional profiles are those covering the majority of BESCLOs areas (from a maximum of 20 to a minimum of 15), while the Spanish ones are those with less correspondences (max. 11, min.5).

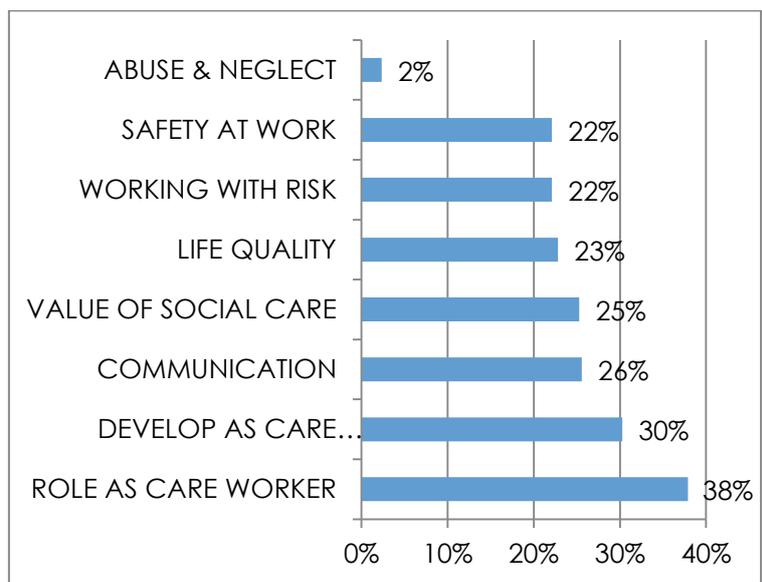
Interestingly, the profiles covering more than 10 skills, refer to all professional areas (child care, home care, assistance in residential care, social inclusion), apparently confirming the initial hypothesis that there might be skills common to different social profiles.



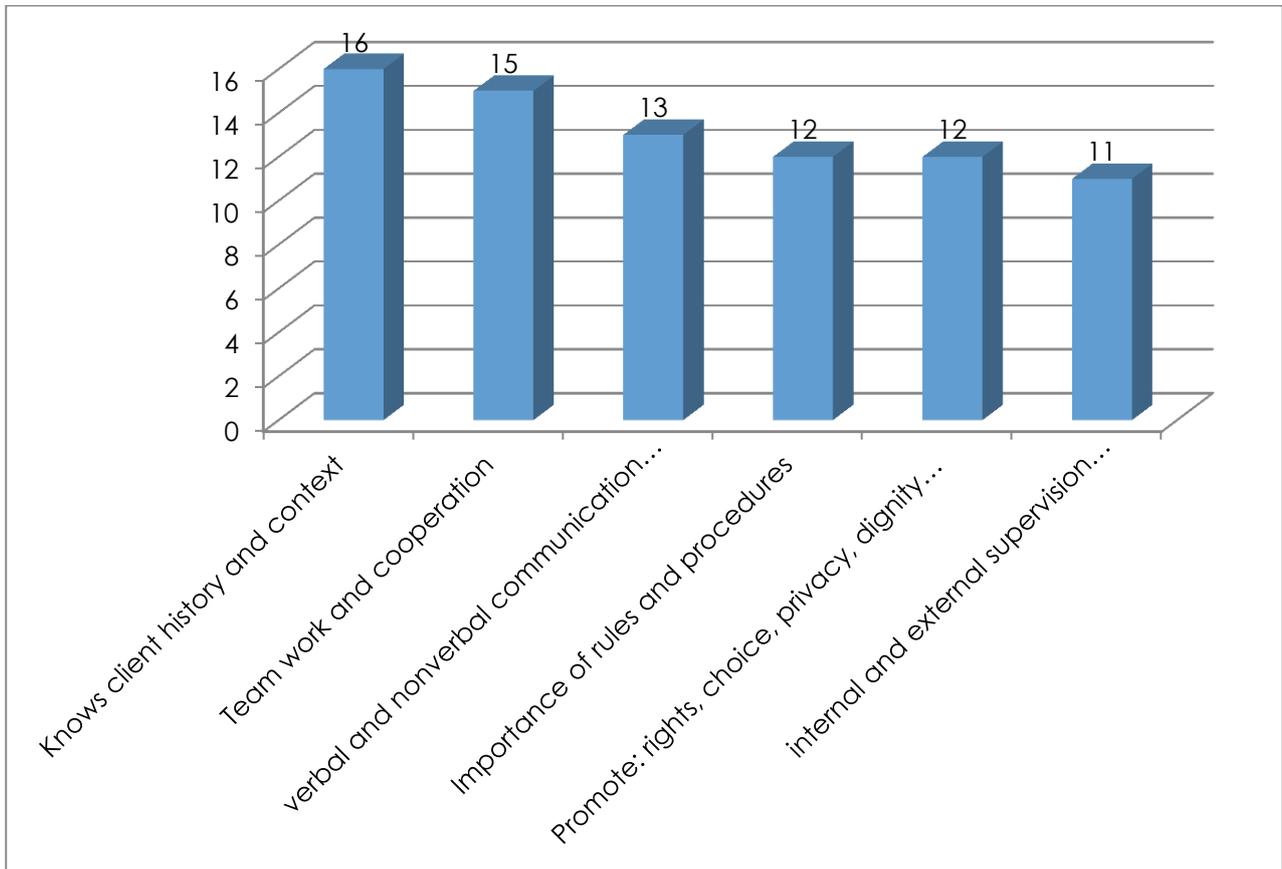
On the other hand, it is also true that 2/3 of profiles (home care providers and nursing assistants) are in fact focused on vulnerable adults (older, dependent or disabled). This might be due to the concept of BESCLO, that was developed indeed for the **care sector**.

Considering the BESCLO areas, the most covered one is “Develop as a care worker” while the one which is less covered is “Abuse and neglect”, where only two Bulgarian profiles have skills that match with BESCLO ones.

Indeed, special attention must be paid to “Safety at work”: indeed, the results of the scheme might not fully represent the reality – see next chapter for details.



If we focus on the specific skills, the most covered by the 18 Cometa profiles are the following:



DISCUSSION

SUITABILITY OF PROFILES

Out of 51 BESCLO skills, all profiles but one covers at least the 10% of skills. Nine of them, though, cover the 27% of the skills.

It means that, in fact, they do have common elements and that it might be realistic for a person trained in one of them to shift to another one and still be able to put in practice a relevant amount of soft skills learnt for a different purpose.

Of course it is important to say that this analysis has been made exclusively taking in account the skills explicitly mentioned in the training curricula. This does not mean, though, that there might be more considered so *soft* or *implicit* that have not been declared in the profile description but still existing and needed to perform the job.

Also, it's very important to remember that this analysis was based on existing formal curricula, which have been written in different years (the older ones might not take sufficiently in account issues which are now widely considered important for care workers, such as abuse prevention) and also using different formats (some are very synthetic and only focus on the most characterizing skills for that specific profession, partially neglecting soft skills).

FOCUS ON SAFETY AT WORK

The area "safety at works" requires a separate analysis.

From the current scheme, it might appear as if only a minority of areas are covered and only from some of the profiles.

Indeed, as underlined by some partners, this might not be entirely true.

In all COMETA countries / regions safety at works related skills are not integrated in the training curriculum because in fact they are part of a separate training that,

according to the law, must be offered by employers of all sectors to their employees. According to the law, there might be severe consequences and risk of prosecutions for those who don't. As a results, most of the skills are in fact owned by anyone who has ever followed that kind of training even if it is not declared in the curriculum of that professional profile.

Indeed, the partnership believes this group of skills should not be considered a *soft skill* but rather a *common skill* to a variety of profiles.

OTHER INTERESTING OUTCOMES & ELEMENTS FOR DISCUSSION

It is interesting to see that there are BESCLOs areas neglected by the majority of profiles, even though the majority of professionals would probably recognize their relevance for workers of the social field.

For instance, as already mentioned, all the skills dealing with abuse and neglect recognition and prevention are missing from all profiles except, partially, the Bulgarian ones. This is quite impressive and worth further reflection.

Equal opportunities are also lacking in all profiles – and this is also quite interesting as we are talking about workers dealing with disadvantaged groups and as anti-discrimination and equal opportunities are regulated by EU directives in all member states.

On the other hand, the lack of skills on physical contacts might possibly be explained by the Southern European background cultures, making large use of physical contact as a mean of communication and possibly giving it for granted (?).

Finally, stress management is also missing. Again this is quite impressive as it is widely known that care professions are those with highest risk of developing burn out syndromes. A partial explanation, as far as Italy is concerned, might be the inclusion of this area in the work safety domain, even if this is an obligation only since 31.12.2010 and most of these profiles have been regulated earlier.

APPENDIX – SKILLS COMMON TO > 10 PROFILES

Understand the importance of finding out the history, preferences, wishes, needs and abilities of the individual(s) you are supporting.	16
Understand the value and importance of working in partnership with unpaid carers / advocates ¹ / significant others.	15
Understand the basic forms of verbal/non-verbal communication and how to use these in your work.	13
Understand the need to promote the following values at all times: individuality, rights, choice, privacy, independence, dignity, respect and partnership.	12
Understand why it is important to follow policies and procedures, legal frameworks and the aims and objectives of the organization you work for.	12
Know how to use internal and/or external supervision effectively ²	11

¹ According to the local contexts of countries involved in the project, this word will be replaced with **“volunteers”**

² Although the concept of monitoring and assessing results exists in most profiles, supervision is not necessarily the methodology mentioned explicitly. Therefore the partnership agrees to slightly modify the description of this skill compared to the one used in the BESCLO into **“is able to constantly monitor his/her activities and he/she is able to apply critically assessment tools/methodologies such as internal and/or external supervision.”**

APPENDIX – SKILLS MISSING FROM THE MAJORITY OF PROFILES

Understand the need to promote equal opportunities for the individual(s) you are supporting.	0
Understand the need to be reliable and dependable.	0
Understand how to use touch to promote communication. Understand when touch is not appropriate.	0
Understand the limits of confidentiality.	0
All indicators under the heading "Recognize and Respond to Abuse and Neglect"	0/2
Know the symptoms of stress	1
Understand the need to support and respect diversity and different cultures and values.	3