

ECVET

MAP- competence assessment (medical assistance profession)

manual

simple - practical – immediately applicable

life long learning

Leonardo da Vinci – innovation transfer

projec MAP:ECVET LLP-LdV/TOI/2007/AT/0029

MAP : ECVET

Bildung und Kultur
Aktionsprogramm im Bereich
des lebenslangen Lernens
LEONARDO DA VINCI



Österreichischer
Nationalagentur
Lebens
Langes
Lernen

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MTE
Mitarbeiter
Tages
Erfahrung
Praktische
Erfahrung
Erfahrung

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bm:uk

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Background

Norbert Lachmayr, Maria Gutknecht-Gmeiner (AT)

On European level, numerous initiatives are being pursued to increase long-term mobility within the European labor market. Buzzwords such as Euro-Pass¹ or EQF² and NQF³ which are prepared for implementation are ubiquitous. In the field of European higher education you already find the implemented ECTS⁴ model with the diploma supplement⁵, which improves the transparency and comparability of courses and academic achievements.

In the field of vocational training the “European credit point system for vocational education and training” was initiated⁶. The European Council decided at its meeting in Lisbon in 2000 to the conclusion that greater transparency of qualifications should be a major component of efforts to develop the systems of education and training in the community. The European Council also stressed at the meeting in Barcelona in 2002, which the transparency and recognition methods in vocational education and training (VET) need to be improved.⁷

ECVET⁸ should therefore facilitate the transfer, recognition and learning outcomes of individuals. In other words, ECVET aims to improve the comparability and compatibility between different national training and qualifications systems.

ECVET supports the individual learning path, by which learners can accumulate within a specified period the required learning units or learning outcomes for a specific qualification in different countries and in different learning situations. The flexibility of the system facilitates mobility experiences for trainees, while by its principles, the overall coherence and integrity of each qualification are maintained and the excessive fragmentation is prevented.

The system also allows the development of common reference for skills and its idea is fully compatible with ECTS⁹.

¹ standard form for imaging of vocational qualifications, eg curriculum vitae

² European Reference Framework for Education and Training, aims to identify acquired knowledge, skills and competencies and to represent eight different levels of competence and thus make internationally comparable

³ national frame of reference

⁴ European Credit Transfer and Accumulation System

⁵ The Diploma Supplement, the completed study is described in detail

⁶ ECVET, European Credits for Vocational Education and Training

⁷ Cf RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 establishing a European Credit System for VET (ECVET) (2009 / C 155/02)

⁹ Cf.: http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm

For implementation, as horizon the year 2012 is provided¹⁰, where the introduction and implementation of ECVET is voluntary. The national qualification systems should not be replaced, will not prescribe any specific learning outcomes of individuals and not targeted to the fragmentation or the harmonization of qualifications systems.

Important elements

The instruments of ECVET include, according to the recommendation from the European Commission¹¹- the description of qualifications in units of learning outcomes with corresponding points, a recognition and accumulation process and additional documents such as learning agreements, certificates and ECVET user guides.

ECVET is thus a more transparent, technical framework for learning outcomes, which single person has reached. Core issue of many Leonardo da Vinci pilot was and is, how this framework or matrix can be implemented in practice¹². MAP ECVET treated to the first time the medical sector.

- Information package of completed learning units: description of qualifications in units of learning outcomes (knowledge, skills and competencies) that can be transferred and accumulated.
- credit points (credit points) on the workload serve as a necessary and complementary source of information. The average expected learning outcomes of a year of formal full time vocational training will be measured by definition, with 60 points. The significance of the ECVET points is always related to the specific learning outcomes achieved, ie. in numerical form, they give additional information about the extent of learned skills, but have no other "value".
- Agreement between the learner, sending and receiving institution (memorandum of understanding). Ideal Typical of the expiration of a global assignment is as follows¹³: The sending organization creates with the host institution abroad a learning contract. In the host institution, the person acquires the appropriate knowledge, skills and competences, these outcomes are also evaluated. The person will be allocated with

¹⁰ The development of the ECVET system began in 2002, after the Copenhagen process had highlighted the need for a system of credit transfer for vocational education. 2004, the decision followed the Maastricht communiqué, which EQF and ECVET were defined as targets. In recent months, the project duration of MAP: ECVET published the concrete recommendation on the establishment of ECVET, which is to be implemented by 2012 in the member states

¹¹ RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 establishing a European Credit System for VET (ECVET) (2009 / C 155/02)

¹² <http://www.adam-europe.eu/adam/project/search.htm>

¹³ Begleitdokument zum Vorschlag für eine EMPFEHLUNG DES EUROPÄISCHEN PARLAMENTS UND DES RATES zur Einrichtung des Europäischen Leistungspunktesystems für die Berufsbildung (ECVET). ZUSAMMENFASSUNG DER FOLGENABSCHÄTZUNG, Brüssel, 9.4.2008 [SEC(2008) 442 KOM(2008) 180 endgültig]

the learning credits (units with associated ECVET points, credit points). The credits for the learner will be recorded in an individual protocol and used for the recognition of learning outcomes.

In the sending institution, the credit points will be validated, the learning outcomes are recognized as part of the intended qualification and accumulated and the corresponding credit points will be taken into account.

- review by gaining organization or in an environment in which mutual trust exists.

A) The need of competence assessment in health care area

Günter Flemmich, Petra Herz (AT)

Across Europe there is a huge need for a transparency model for training and professional profiles of the assistant medical practitioners in the vocational education and training.

This competence based framework developed in the project MAP: ECVET will allow the comparison the credit and recognition of education, training parts and professional skills in the medical assistance field in Europe (based on an exemplary display for 6 European countries).

This developed model will make it possible to compare, acknowledge and recognize training, segments of training, and occupational skills Europe-wide (based on examples drawn from 6 European countries).

The direct targets of the project MAP: ECVET are members of the profession of medical assistant professions in Europe. These are the occupations respectively the related training programs, who fulfill assistance in the diagnostic services (such as X-ray assistants, LaborgehilfInnen etc.), therapeutic (eg physiotherapy assistants) and nursing education (eg nursing auxiliary to performing surgical assistant, etc.) and who are trained to do so. In Austria, the project MAP: ECVET primarily affected central the profession of certified medical technical staff (DMTF), who perform after their training, both diagnostic and therapeutic activities.

All these professions currently have little opportunity (up to individual bilateral recognition agreements) to embed their training in a European concept of the medical assistant jobs. There is no possibility to attend parts of the training in another European country and there is no possibility in total for mobility in the context training and in the context of professional activity. Due to different conditions in labor market in European countries there is a high demand for mobility of workers and also of the target group itself, which currently cannot be met for lack of transparency and recognition

systems. While a certain transparency and recognition of the higher medical profession is already largely achieved by placing it within the tertiary education through the Bologna process and ECTS system, it is now an urgent need for the assistant profession and its education on the level of training to make the ECVET model in the same conditions.

B) Competence Assessment: Step by Step

Petra Herz, Robert Herz (AT)

Concept of competence in vocational education

In the professional education, competencies are defined partly as so-called "self-organizing dispositions".

A person, who has enough expertise to properly do certain things, is competent in this regard. Competence is acquired eg. by education, further education, experience, self-reflection, informal learning, but also by autodidact.

In the professional education it has become naturalized in the 1990s to start at four core competencies out of which all other competences could be derived:

- ✓ social skills
- ✓ professional skills,
- ✓ practical competence and
- ✓ personal skills

Guideline for development: *simple - convenient - apply immediately*

This document describes the requirements to develop a competence based framework.

Phases of development:

PHASE 1: definition and specification of general competencies

PHASE 2: definition of main activities

PHASE 3: definition of work-processes

PHASE 4: description of work-steps

PHASE 5: assignment of activities to the competencies

PHASE 6: definition of units and assignment of credit points

1) definition and specification of general competencies

project partnership AT, HU, IT, NL, RO

The MAP competence based framework is a composition of different priorities: acquired competencies out of the training, the professional core tasks, as well as practical activities and related work processes in each of the described professions.

The selected competencies were chosen consciously in the way that the developed competence based framework is valid for a long time and offers a wide scope for careers in the VET level. Also European Key Competences were important.

25 universally applicable competences (A – Y¹⁴) were selected and shown on a horizontal plane:

A. decide and initiate activities
B. direct
C. coach
D. give attention and show understanding
E. cooperate and confer
F. act ethically and with integrity
G. built relationships and networks
H. convince and influence
I. present
J. formulate and report
K. apply professional knowledge and skills
L. deploy materials and means
M. analyse
N. research
O. create and innovate
P. learn
Q. plan and organise
R. focus on the needs and expectations of the patients
S. provide quality (services)
T. follow instructions and procedures
U. handle change and adaptations
V. cope with pressure and setbacks
W. show passion and ambition
X. act in an enterprising and commercial manner
Y. act businesslike

¹⁴ Vgl: The SHL Universal Competency Framework! Professor Dave Bartram, SHL Research Director, January 2004

2) Job description - definition of main activities

Elisabeth Kalchschmid, Christian Fürhapter, Petra Herz, Robert Herz (AT) Zsofia Pal (RO), Roberto Penna (IT), Lorant Csomai, Katalin Gasparik (HU)

The assessment of competences requires a description of the profession. In the project MAP: ECVET a template for job description has been developed.

The central questions are:

- **Which ACTIVITIES** are performed in principle?
- Is it possible to define **main activities**?

This job description describes activities sequences a profession requires. A good job description also includes information on entry conditions, the training duration and opportunities of developments. To know whether the described profession represents individual skills, requirement profiles by the employer will help.

A job description is, however, never all-encompassing, the profession is always. The profession is involved in a constant change process and can therefore not be separated from the viewpoint of the author.

WHO describes a profession?

Helma Hoebink, Jeannie Bertens (NL), Andrea Wadsack, Renate Wagner (AT)

People from the professional environment! Those people who are in a work process and therefore know the relevant work processes and are able to describe them. Therefore a job description is an inventory of facts (state of the art), what is done in the workplace

To ensure an objective result it is necessary that a large group of experts (10 to 20) of the profession check the work processes and the job description and correct and / or customize them if necessary.

Other important informations in the job description are:

- occupation: general overview
- professional activities
- work place
- responsibilities
- main activities
- quality assurance measures
- training duration and certification



3) Definition of work processes

Elisabeth Kalchschmid, Christian Fürhapter, Petra Herz, Robert Herz (AT) Zsofia Pal (RO), Roberto Penna (IT), Lorant Csomai, Katalin Gasparik (HU)

The professional activities will be grouped together in core tasks as described. Each of these core activities consists of various activities. These work processes are summarized in headlines or simple definitions and applied on a vertical plane.

Example: work processes for the core task "responsible for patients":

- patient admissions
- information to patients
- preparation of the workplace and the patient

In the respective professions, the described work processes have naturally a different status and different extent in education.

4) Description of work steps

Elisabeth Kalchschmid, Christian Fürhapter, Petra Herz, Robert Herz (AT) Zsofia Pal (RO), Roberto Penna (IT), Lorant Csomai, Katalin Gasparik (HU)

The differences and / or similarities of the professions will be evident in the descriptions of the various work processes. The individual activities of each work process will be defined as work steps and this work steps are described again in detail in the job description.

It is clearly recognizable, that the competence based framework is only to be read and understand in conjunction with the job description of each MAP.

Kompetenzbewertung Phase 4 ECVEET
Mobilität, Transparenz, Qualität, Vergleichbarkeit

work process

- 1.1. admission of a patient - Patientenaufnahme
- 1.2. provide information to patient and giving information - Patienteninformation und Aufklärung
- 1.3. preparation of workplace and patient - Vorbereitung des Arbeitsplatzes und des Patienten

final conference MAP-ECVET
23. November 2009

Kompetenzbewertung Phase 4 ECVEET
Mobilität, Transparenz, Qualität, Vergleichbarkeit

1.1 PATIENTENANNAHME (Beispiel DMTF - Labor)

- takes the written / oral assignment / arrangement / instruction;
- submits samples and checks against the sample material as to its suitability for analysis.
- material or blood sample
- applies first aid measurements if necessary
- identifies risk patients, medical history check (blood parameters), informed consent, contraindications
- works with PC by using the implemented software, data collection
- calls a patient and defines requirements
- identifies the patient, inform him / her about the action, introduces a brief history, (ask for Allergies / informed consent), controls laboratory results (creatinine, SD, glucose, etc.) and excludes a pregnancy (usually in writing).
- Patient care before, during and after the examination / the surgery

final conference MAP-ECVET
23. November 2009

The term “**student workload**” designates the assumed time likely to be needed by a person in education to acquire the relevant competencies according to the training program or a qualification and includes all learning activities relevant for the acquisition of the competence. So far, the following learning activities have been identified in the project and summarized by the term **course (LV)**. For the allocation of credits, the European recommendation was used. A maximum of 60 credit points per year of a training.

To make a score or weighting of the training content the following courses have been defined:

lectures (VO)

VO transfer knowledge base, doctrine, facts and methods based on latest scientific experience by lectures of members of the teaching and research staff. The assessment is done at the end of the training by oral and/or written examination.

integrated courses (ILV)

ILV is a combination of lectures and tutorials and support the integration of theory and praxis. The knowledge learned in the lecture part will be combined with the skills learned in the tutorials – whereas the instruction for independent practical working takes the centre. The evaluation is carried out during the learning track.

tutorials (UE) – skills learning

tutorials are important to consolidate the level of knowledge by using the taught theoretical basics. They also deal exemplarily with problems of the specific field in the form of practical work, explanation of cases, compendiums, etc. They supplement VO/SE and are used for intensifying the content of learning matters. The evaluation is carried out primarily during the learning track.

placement (PR)

PR helps to learn, improve and use job specific practical skills and competences to take place in health facilities as well as social facilities, research and science. The evaluation of realisation and documentation of single PR is done by written confirmation of the respective facility, wherein you can find the duration, field of activity of the placement and subject specific/methodical, social communicative and personal competencies as well a written report about practical training and a training record, which are evaluated by a member of the teaching staff.

seminar (SE)

The relevant contents are worked out from trainees assisted by teachers by presentations and lectures eg. by praxis oriented tasks. SE should offer competent knowledge of selected areas and adjacent discipline.

A precondition to take part in a SE is to have special knowledge as well as skills to use subject specific work methods. The evaluation is carried out during the learning track eg. by written tests and presentations.

labour placement (LPR)

LPR help to learn and improve theoretical and practical job specific skills and competences and take place under the direction of teacher. The goal is to work out in subgroups solutions of concrete tasks and to present them. The evaluation of LPR is done within the learning track.

colloquium (KO)

KO serve as competent exchange of information and discussion of actual job specific issues and research results. They also serve as an intensive knowledge exchange for the students. There is the possibility to introduce and discuss actual research papers in different stages of development. The evaluation of KO is done within the learning track.

For core task 1: for the profession of DMTF the calculation and allocation of credits provides as follows (example):

LV-Typ	Abbr.	SWS	duration LV (h)*	ECVET	LV-weeks/Sem	Workload aggregate	Workload att.	Workload pre-, postprocessing. exam
lecture (VO)	VO	1	0,75	1,00	20	22	20	2
integrated course (ILV)	ILV	1	0,75	1,50	20	25	20	5
tutorial (UE) skills learning	UE	1	0,75	1,00	20	30	20	10
Internship (PR)	PR	-	1	1,00	-	25	25	0
Labour internship (LPR)	LPR	1	0,75	1,00	20	30	20	10
seminar (SE)	SE	1	0,75	1,50	20	38	25	13
colloquium	KO	1	0,75	2,00		30	25	25


Diplomausbildung medizinischer Fachdienst (DMTF)
Curriculum-Matrix und Credit Points für MAP:ECVET

1. Semester

LV-Bezeichnung	LV-Typ	SWS	Modul	ECVET
Patientenaufnahme	VO	3	GL	3
Patienteninformation und Auskunft	VO	2	GL	2
Vorbereitung des Arbeitsplatzes und des Patienten	VO	1,5	GL	1,5
Vorbereitung des Arbeitsplatzes und des Patienten	ILV	3	LA,RÖ,TH	4,5
Summenzeile:				11
<u>Workload</u>	233,5 Stunden			

In the last step, the performance evaluations will be added in the MAP competence based framework. (eg DMTF - Austria)

Core Task 1:

responsibility for patients ECVET: 11, workload 233,5 hours

work process	A. decide and initiate activities	B. direct	C. coach	D. give attention and show understanding	E. cooperate and confer	F. act ethically and with integrity	G. built relationships and networks	H. convince and influence	I. present	J. formulate and report	K. apply professional knowledge and skills	L. deploy materials and means	M. analyse	N. research	O. create and innovate	P. learn	Q. plan and organise	R. focus on the needs and expectations of the patients	S. provide quality (services)	T. follow instructions and procedures	U. handle change and adaptations	V. cope with pressure and setbacks	W. show passion and ambition	X. act in an enterprising and commercial manner	Y. act businesslike	LV-Typ	SWS	Modul	ECVET
1.1. admission of a patient - Patientenaufnahme																										VO	3	GL	3
1.2. provide information to patient and giving information - Patienteninformation und Auskunft																										VO	2	GL	2
1.3. preparation of workplace and patient - Vorbereitung des Arbeitsplatzes und des Patienten																										VO	1,5	GL	1,5
																										ILV	3	LARÖ, TH, F	4,5

Project Partner:

• DMTF Verband Österreich (AT)	• Siksali Development Center (EE)
• Österreichische Ärztekammer (AT)	• Institute for Basic and Continuing Education of Health Workers (HU)
• ÖGB – Fachgruppe Gesundheitsberufe (AT)	• Azienda Ospedaliero Universitaria Ospedali Riuniti di Ancona (IT)
• Österreichisches Institut für Berufsbildungsforschung (AT)	• Konig Willem I College 's-Hertogenbosch (NL)
• Ausbildungszentrum West (AT)	• Soros Educational Foundation (RO)
• Schaffler Verlag (AT)	



C) MAP:ECVET – Certificate and Memorandum of mutual trust project partnership

The ECVET certificate has been created as a complement of diplomas and serves as ECVET presentation of training contents and its comparison and / or credit facilities.

This document describes the training organization, the country, the profession, achieved credits and the duration of the training.

As already mentioned, the determination of credits and the crediting is only possible in conjunction with the respective job description AND the MAP competence based framework (example DMTF)

MEDICAL ASSISTANCE PROFESSION :ECVET

Certificate

Das Institut
Ausbildungszentrum West - DMTF Schule

.....

bescheinigt hiermit, dass der Student/die Studentin
Mr/Ms XX

.....

in seiner Ausbildung zur/zum
diplomierten medizinisch-technischen Fachkraft

.....

mit ECVET credit points bewertet wurde - in Höhe von
..... 155

<i>Land</i>	<i>Austria</i>
<i>Beruf</i>	<i>Diplomierter med-techn. Fachkraft</i>
<i>Dauer der Ausbildung</i>	<i>30 month</i>
<i>ECVET credit points</i>	<i>155</i>

Bitte unbedingt beachten:
Dieses Zertifikat ist nur **gemeinsam** mit dem MAP-Kompetenzbewertungsrahmen und der Berufsbeschreibung gültig!

Datum, Unterschrift

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MAP:ECVET – Memorandum of mutual trust project partnership

The memorandum of mutual trust serves as a drafting proposal for training institutes and policy makers who participate in ECVET model for auxiliary medical professions and to commit themselves to implement appropriate quality criteria and processes.

Glossar¹⁵

- a) "**qualification**" means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards;
- (b) "**national qualifications system**" means all aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework;
- (c) "**national qualifications framework**" means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society;
- (d) "**sector**" means a grouping of professional activities on the basis of their main economic function, product, service or technology;
- (e) "**international sectoral organisation**" means an association of national organisations, including, for example, employers and professional bodies, which represents the interests of national sectors;
- (f) "**learning outcomes**" means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence;
- (g) "**knowledge**" means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;
- (h) "**skills**" means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- (i) "**competence**" means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.
- j) "**student workload**": designates the assumed time likely to be needed by a person in education to acquire the relevant competencies according to the training program or a qualification and includes all learning activities relevant for the acquisition of the competence

¹⁵ Official Journal of the European Union . RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) (Text with EEA relevance) (2009/C 155/02)

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“MAP: ECVET” Project Partnership