
PROGRAMPLAN

Programplanen ligger till grund för den presentation som sker inför en panel. Efter panelmötet, när den slutliga versionen av programplanen är klar, skriv ut och signera med bläckpenna. Skicka sedan originalet till **OCN Sweden AB, Box 55, 931 21 Skellefteå**.

1 Information om företaget/organisationen

1.1 Företagets/organisationens namn

Name of the company/organisation

FYL – Föreningen för Yrkesroller och Lärande (Association of Professional Roles and Learning)

1.2 Beskrivning av företaget/organisationen:

Description of the company/organisation

The Association of Professional Roles and Learning (or FYL as it is abbreviated in Swedish) is a non-profit organisation that, amongst other things, works to develop learning processes and the exchange of experiences between the various regions in Sweden. The organisation also works to create consensus with regard to professional and educational profiles where such do not exist. FYL becomes the platform there the educational profile for Personal Assistance (Home help service) will initially reside. This means that FYL supports the intentions behind this educational profile, and will work to assist its spread and implementation.

1.3 Kontaktperson:

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2 Information om programmet

2.1 Programmets namn:

Education and Training profile for Personal Assistance (Home Help Staff)

2.2 Ansvarig för programplanen (om annan än ovanstående)

Namn:

E-post:

Telefon:	Mobil:

3 Programbeskrivning – syfte, mål, struktur

3.1 Bakgrund och syfte med programmet

Background

The development of EQF (European Qualification Framework) and ECVET (European Credit system for VET (Vocational Training)) has provided the non-formal education sector with a tool for increased transparency and improved communication of learning between different countries – as well as between the various education systems within a country; between non-formal and formal education, and between education providers and employers.

The EU also highlights in practice a common language and approach regarding member countries' various education programs. What EQF and ECVET say is that education should be described and communicated in the form of the expected outcomes of the learning, as well as in the form of course content. The learning outcomes are gathered in thematic modules, or units of learning that are then matched against one of EQF's eight levels in order to indicate the depth of the learning.

The OCN method was developed 30 years ago in Great Britain. The method is a tool for the quality assurance and recognition of learning, and already uses the language demanded by the EU; formulated learning outcomes gathered in thematic modules.

Personal assistance has developed throughout Europe as a spin-off from the family-based support system that has historically been a natural component of the accepted picture of the family and society. These days the responsibility is divided and rests with a combination of parties including local municipal governments, private organisations, the family unit as well as non-profit organisations to some extent. The situation varies somewhat throughout Europe depending on local legislation and traditions. However, one common theme in all countries is that personal assistants have varying educational backgrounds and that the education offering available is extremely inconsistent. In Sweden, the majority of the relevant education programs are arranged by actors within the non-formal education system (adult education colleges, private education providers) or within the employer's own organisation.

A contributing factor to the inconsistency in the education programs on offer is that there is no clearly-defined professional profile, and consequently no clearly-defined educational profile. The lack of a clearly-defined professional profile also leads to the profession being viewed as a low-status profession, a typical women-dominated and transient profession with a relatively low average age and high levels of staff turnover. This in turn contributes to poor conditions for the employers to work effectively and, which can be seen as a natural consequence, lower levels of service for the end-users/customers. At the same time, however, the industry is growing rapidly.

The typical Swedish personal assistant is between 25 and 35 years of age, 70% of them are women, and they work within the profession for an average duration of nine months. The level of education for a typical personal assistant in Sweden is normally that he/she has completed an upper secondary school education or lower.

Given this background, it is apparent that the stakeholders with an interest in personal assistance have a need of influencing both the typical view of the profession as well as the educational offering available to personal assistants, in which context a common language in line with EQF and ECVET can contribute to increased consensus regarding the educational content and the raising of the profession's status.

Consequently, during the latter part of 2008, a project was begun within the framework for the

“Lifelong learning”, “Leonardo da Vinci, Transfer of innovation” program. The name of the project was OCN 4HHS (Home Help Service). The purpose was to, in the form of a trans-national co-operation produce a common educational profile for the profession of “Personal assistance”. The Swedish project partners were Framnäs adult education college, Care of Utbildning and OCN Sweden AB. The trans-national partners were CSCS from Italy and GIP-FIPAG from France.

The starting point for the work was the educational content used by Framnäs College, Care of Utbildning and the Recruitment program in the Swedish municipality of Stockholm City. The collected materials were then processed via four workshops in Sweden and three workshops in Italy and France. During these workshops, representatives from private and public sector employers, trade unions, education providers and the target group participated. The purpose with the workshops was to create a broad consensus as to some form of lowest common denominator, something that everyone could agree on with regard to fundamental knowledge and skills required within the profession of Personal assistance.

Purpose

Through an integrated approach from stakeholders with an interest in the formation of a fundamental educational profile for Personal Assistance (Home Help Service), to create conditions for a young industry to increase its attractiveness, provide its workers with recognition for the knowledge and skills that they possess, and influence the offering of educational programs in order to bring them in line with the industry’s demands and needs.

3.2 Programmets mål

Goals

- Increased understanding from the surrounding community for the profession of Personal Assistance
- That the profile should form the basis of the design of educational programs specifically aimed toward the profession
- Reduce staff turnover levels by raising the profession’s status and recognition
- Make it possible for employees within the industry to get their existing knowledge and skills validated against the educational profile
- Facilitate the recruitment of new workers
- Give the customers/end-users the best possible service

3.3 Programmets struktur, upplägg och innehåll

Structure for implementation

The educational profile is based upon the work that was done in the OCN 4HHS project, and consists of a total of 21 modules. These modules are divided into five thematic blocks: ***The professional role; Functional disabilities and care; Communication; Social studies and Health and working environment.***

Our ambition is to create a package of modules for the fundamental educational profile that can be used for the design of education programs by various education providers, as well as to provide the opportunity for current employees to get their existing knowledge and skills validated against the modules.

Even if the learning outcomes are given and described in the modules, each organisation providing the education can themselves choose the methods and activities most appropriate for allowing the participating individuals to demonstrate what they have learnt. The module package also provides the organisations providing the education with the requisite conditions to

customise their education programs to the needs of the target group. In terms of a validation situation, it will be easier to identify any gaps in the individuals' knowledge and skills, as well as to provide the appropriate measures in order to raise the knowledge levels of the participants.

4 Programbeskrivning – resurser

4.1 Resurser avseende utrustning, lokaler och hjälpmedel

Resources regarding equipment, premises and facilities

The program requires that the education takes place in premises/environments that are well suited to its purpose. Technical aids such as projectors and other equipment should be made available by the education provider. The premises and technical aids should be suitable for use by disabled people when required.

4.2 Personal

Staff

Apart from documented competence within the relevant subject area, it is also a pre-requisite for the achievement of higher status and credibility for the educational profile that the assessment of the individuals' learning is consistent between various education providers and over time. This aspect of consistency means that an individual can enter an education or validation situation confident in the knowledge that he/she will be assessed at the same level as others, regardless of where or when the assessment occurs.

In order to ensure this level of consistency, it is a requirement that the assessment of an individual's learning be performed by a trained and certified OCN tutor, and that a certified Internal Quality Auditor exists within or is assigned to the organisation. OCN Sweden AB also appoints an External Quality Auditor who is responsible for the learning's transparency in relation to society at large, and thus acts as a guarantor for the quality of the education/validation performed.

4.3 Marknadsföring

Marketing

The Association of Professional Roles and Learning (FYL) is a non-profit organisation that, amongst other things, works to develop learning processes and the exchange of experiences between the various regions in Sweden. The organisation also works to create consensus with regard to professional and educational profiles where such do not exist. FYL becomes the platform where the educational profile for Personal Assistance (HHS) will initially reside. This means that FYL supports the intentions behind this educational profile, and will work to assist its spread and implementation.

5 Programmet och OCN

5.1 Positiva effekter av att implementera OCN-metoden – för deltagare, organisation och samhälle?

Positive effects of implementing OCN method - for participants, organization, society?

The implementation of the OCN method clarifies the learning objectives, how the assessment should occur, and how each participant should be given the opportunity to demonstrate his/her learning.

The quality assurance chain ensures that the participant is treated objectively, and that everyone receives equal opportunities. The OCN method legitimises the communication value of each participant's certificate. For the organisation, the implementation of the OCN method provides a possibility to explain and to gain understanding and recognition for its business. It also leads to increased transparency for a variety of related parties, since both weaknesses and strengths are highlighted. Furthermore, it facilitates input from such stakeholders and an

opportunity to further develop the business by learning from their experiences, knowledge and needs.

For society, the OCN method entails a possibility to highlight the lifelong and life-wide learning by providing recognition of it. The shortening of the gap between non-formal learning, employment and/or studies also involves a significant socio-economic benefit.

6 Programmets deltagare och deltagarstöd

6.1 Målgrupp/målgrupper

Target groups

Active personal assistants and individuals on the way to becoming personal assistants.

6.2 Support/rådgivning

Structure for support

Support and guidance is provided in several steps. The OCN method contains natural elements of support/guidance. Tutors provide support to participants, Internal Quality Auditors provide support to tutors, and External Quality Auditors support Internal Quality Auditors. The starting point is the modules, how they are managed and how the participants are able to produce evidence of their learning. Every link in the quality chain has a responsibility to review this process, and to provide support/guidance and help find alternative solutions as required.

7 Bedömning inom programmet

Bedömning av deltagares lärande utförs av utbildade OCN-handledare. Därefter granskas bedömningen av intern och extern kvalitetssäkrare (IK och EK).

Handledarens bedömning ska så långt det är möjligt:

- Ge deltagarna förutsättningar att nå egna mål genom att informera om syftet med OCN-metoden.
- Ge varje deltagare förutsättningar att producera bevis.
- Försäkra att varje deltagares bevis är valida, tillförlitliga, självständiga och tillräckliga.
- Säkerställa att bedömningen är objektiv och anpassad till programmets mål och syfte.
- Föregås av planering gällande observation, bedömning, dokumentation av deltagarnas prestationer och de uppgifter som ska ligga till grund för bevis på aktuella nivåer.
- Ske strukturerat med presentation av deltagarnas bevis för att underlätta IK- och EK-arbete.

Assessment of the program

Assessment of participant learning is performed by a trained OCN-supervisor.

Supervisor's assessment, as far as possible:

- Give participants the chance to achieve their goals by providing information about the purpose of the OCN method.
- Give each participant a position to produce evidence.
- Ensure that each participant's certificate is valid, reliable, independent and fair.
- Ensure that the assessment is objective and consistent with the program's goals and objectives.
- Preceded by planning current observation, assessment, documentation of the participants' accomplishments and the tasks that will form the basis for evidence of current levels.
- structured presentation of participants' certificates to facilitate the work of the Internal and external evaluaters.

8 Kvalitetssäkring inom programmet

8.1 Intern kvalitetssäkring

För programmet utses minst en ansvarig intern kvalitetssäkrare (IK). IK kvalitetssäkrar aldrig sitt eget handledarskap.

Programmets interna kvalitetssäkringssystem ska försäkra:

- Att alla deltagare får bra förutsättningar och lika möjligheter att inom programmets ramar erhålla sina OCN-intyg, i enlighet med OCN:s värdegrund.
- Att handledarnas rekommendationer av uppnått lärande, nivå och poäng är korrekt.
- God gemensam standard och lika behandling i handledarnas bedömning av deltagarportfolios, samt att goda tillvägagångssätt delas.
- En aktiv kvalitetsförbättringsprocess inom handledargruppen.

IK ska arbeta såväl förebyggande som med efterkontroll och uppföljning. IK-arbetet inkluderar minst ett standardiseringsmöte med handledarna per arbetscykel (minst två standardiseringsmöten per år), samt stickprov omfattande minst 10% av bedömda deltagarportfolios (minst 5 st). IK ansvarar för att dokumentera sitt arbete. Avidentifierade kopior på deltagarportfolios sparas också för standardisering över tid.

IK är kontaktperson gentemot OCN Sweden AB och extern kvalitetssäkrare (EK). IK och EK strukturerar arbetet över varje arbetscykel tillsammans.

Quality assurance

One quality manager is appointed for the Programme.

The program's internal quality assurance system should ensure:

- that all participants receive good conditions and equal opportunity to by the program receive their OCN certificates, in accordance with OCN's core values.
- The supervisors' recommendations is correct.
- Good common standard and equal treatment in the supervisor's assessment of participants portfolios, and that good practices are shared.
- An active quality improvement process.

8.2 Övrigt kvalitetsarbete

9 Programmets kursmoduler

Bifoga de färdiga kursmodulerna ni avser att använda, inom programplanen, i anslutning till detta dokument. Fyll i förteckningen nedan med de kursmoduler som bifogas. Observera! Markera "befintlig" endast om det är en kursmodul som tidigare registrerats hos OCN Sweden AB.

Bilaga	Namn på kursmodul	Nivå			Poäng	Befintlig
		1	2	3		
	Professional role - The Role/Assignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Professional role - Conduct of behaviour	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Professional role – Private personal professional	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>
	Professional role – Core values	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>
	Professional role – Dispute/conflict management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Functional disabilities and care – Basic non-institutional care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>

Bilaga	Namn på kursmodul	Nivå			Poäng	Befintlig
		1	2	3		
	Functional disabilities and care - Diabetes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Functional disabilities and care – Disorder/Illness in the circulation organs,CPR	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Functional disabilities and care – Handling of medicine as Home help staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Functional disabilities and care – Neuro-psychiatric disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Functional disabilities and care – Aquired brain dysfunctions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Functional disabilities and care – Intellectual disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Functional disabilities and care – Diseases of the nervous system and rheumatic apparatus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Communication – Basics of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>
	Communication – Co-operation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>
	Social studies – Legislation within healthcare	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Health and working environment – Threat and violence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Health and working environment – Health measures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Health and working environment – ergonomics and techiques for movements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Health and working environment – Stress management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>
	Health and working environment – ADL and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>

10 Försäkran om programplanens genomförande

Jag bekräftar att vi som utbildningsanordnare kommer att verka i överensstämmelse med programplanen och de avtal som slutits med OCN Sweden AB. Samtliga berörda handledare får en kopia av denna programplan.

Datum	Underskrift
Namnförtydligande: Stig-Arne Bäckman	

Denna överenskommelse kommer att följas upp och ses över regelbundet.