

Quality development in IVET for geriatric care (“QUESAP” – *Qualitätsentwicklung in der Altenpflegeausbildung*)

The aim of the “QUESAP” pilot project is to improve practical IVET in geriatric care. To this end, it is first necessary to identify beneficial and inhibiting factors for the deployment of quality assurance instruments and procedures in IVET. A further aspect is the organisation of learning-venue cooperation between the geriatric care school, the enterprises providing training places, and other cooperating facilities from the domain of practice. The primary focus is on small and medium-sized care facilities (day centres and residential care). The pilot project involves three regions – Brandenburg, Bavaria and North Rhine-Westphalia – with eight cooperating care facilities and two geriatric care schools based in two locations in each region.

Procedure:

“QUESAP” comprises three work phases: it starts with an inventory of existing instruments in workplaces, existing structures for learning-venue cooperation, and vocational teaching qualification programmes offered by geriatric care schools. Next, each of the six participating locations will host five workshops on the design, planning, organisation and evaluation of IVET processes and on learning-venue cooperation.

Phase 2 is devoted to testing of selected instruments, new structures of learning-venue cooperation and, where needed, adaptation of continuing education programmes in vocational teaching. It will be complemented with workshops for apprentices and one specialist conference per pilot region.

In Phase 3 the implementation in the three pilot regions will be evaluated by means of group discussions with the apprentices and with representatives of the participating workplaces and geriatric care schools. Concluding workshops in all locations will facilitate discussion of the experience gained so far and the key points to be formulated as recommendations for action.

Expected outcomes:

Quality improvement should be achieved in the areas of IVET planning, learning process organisation, evaluation of learning success, active involvement of apprentices, learning-venue cooperation on content, methodology and organisation, and the building of vocational teaching competence in the staff acting as practical instructors in the practice-based components of IVET for geriatric care.

The findings will subsequently be translated into recommendations for action and reference guides, particularly for SMEs in geriatric care.

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