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## Methodology of description of activity-oriented and competence-based learning outcomes in units according to the recommendations for ECVET and EQF, including informal and non-formal learning

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**LEONARDO DA VINCI TRANSFER OF INNOVATION PROJECT  
“PROPER CHANCE – IMPLEMENTING ECVET IN THE FIELD OF HEALTH AND SOCIAL CARE FOR THE PROMOTION  
OF PROFESSIONAL PERMEABILITY AND GEOGRAPHICAL MOBILITY”  
DE/11/LLP-LdV/TOI/147429**

For more information on the project “PROPER CHANCE” go to our website  
[www.proper-chance.eu](http://www.proper-chance.eu)

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## Foreword

### Main Objective of this document

- To define the key activities of a chosen profession, and
- To identify and describe the units of learning outcomes starting from the key activities.

### Background

This document was written as a guideline for the institutions participating in the LdV Transfer of Innovation Project “*PROPER CHANCE*”. It is one of the major objectives of the project to describe the learning outcomes of nine professions in the field of health and social care from Italy, Belgium and Germany on the basis of ECVET instruments and principles. This will be the basis for future cooperation and mutual understanding to promote professional permeability and mobility for workers in the aforementioned field.

Before using this guideline, please make sure that the steps described in this document are all necessary for your purposes! Keep in mind that it is a major effort to describe the learning outcomes in the context of our project. Take into account only what’s needed for your purpose. For the implementation of a mobility period of several weeks, e.g., it will be sufficient to describe only a small percentage of a qualification’s learning outcomes.

For more information on the project “PROPER CHANCE” go to our website:  
[www.proper-chance.eu](http://www.proper-chance.eu)

### Use of terminology

The *use of terminology* in this document is based on the definitions given in the “RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (ECVET) (2008/C 111/01)”:

**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*.

**‘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.

**'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).

**'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.

❖ **N.B.:**

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This definition in the EQF recommendation does not differentiate between professional and personal competences. Within our project, however, for this guideline the above mentioned definition will be split into two parts for defining the following terms, as it is essential for the description of learning outcomes as intended by the project participants:

**'Professional 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.

**'Personal Competence'** is described in terms of responsibility and autonomy [in the context of the European Qualifications Framework]. It comprises personal, social and/or methodological abilities.

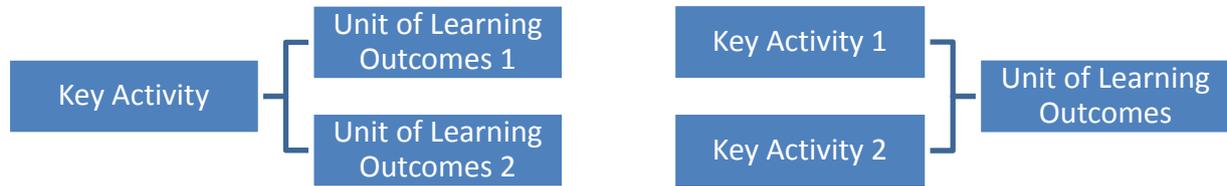
For further explanation of the project's and this document's approach, it is also essential to define and differentiate the following two terms:

**'Key activity'** is defined as an integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile. The key activities of one profession must together cover all activities for the performance of a profession, regardless of its application context.

A **'Unit of Learning outcomes'** is, according to the Recommendation of the European Parliament and of the Council on the establishment of ECVET, "a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated".

Units of Learning Outcomes can be derived from key activities (described according ECVET principles and technical specifications in terms of knowledge skills and competences). They thus may be identical to the key activities of a profession, but can also be adapted according to the needs of a training operator or the relevant target groups. Two key activities can for example form together one unit of learning outcomes. Training operators usually have several opportunities of implementation and recognition of key activities.

### Examples for the connection between Key Activities and Units of Learning Outcomes



This document presents the process of describing key activities with their associated professional competences. It does not go beyond this point, i.e. it does not contain information on how to design units of learning outcomes on the basis of key activities in order to meet specific needs of a training operator or target group.

# Analysing Professional Standards with the Aim of Defining Learning Outcomes

## Objective

The existing professional standards and definitions are to be transferred into a set of key activities, each of which consists of several professional competences. Professional competences will be described as a coherent set of knowledge, skills and personal competences, and they will thus define the requirements necessary to perform all tasks of a specific profession. The resulting learning outcome description will be an efficient means of providing transparency of qualifications and professions, and will thus be the common norm, the mediator:

- between employment and training references,
- between the different partners of a mobility or a permeability,
- between training and evaluation standards.

## Starting from the right source

To select the right source as a starting point for the description of learning outcomes is essential to assure a high acceptance of learning outcome description among stakeholders. Carefully consider the following points when selecting the source for your learning outcome description:

1. Always start from official professional standards<sup>1</sup> (given that they exist). Those official standards are often designed by social partners and have legal effects on the labour market.
2. If they do not exist, use other professional definitions<sup>2</sup> as the main source of reference, e.g. the world of work and the professional profiles demanded and defined by it.
3. If there are several competing professional definitions, choose the one that is most firmly established: the most shared the definition with the best effects on labour market etc. Do not choose the one that would be more convenient for training.

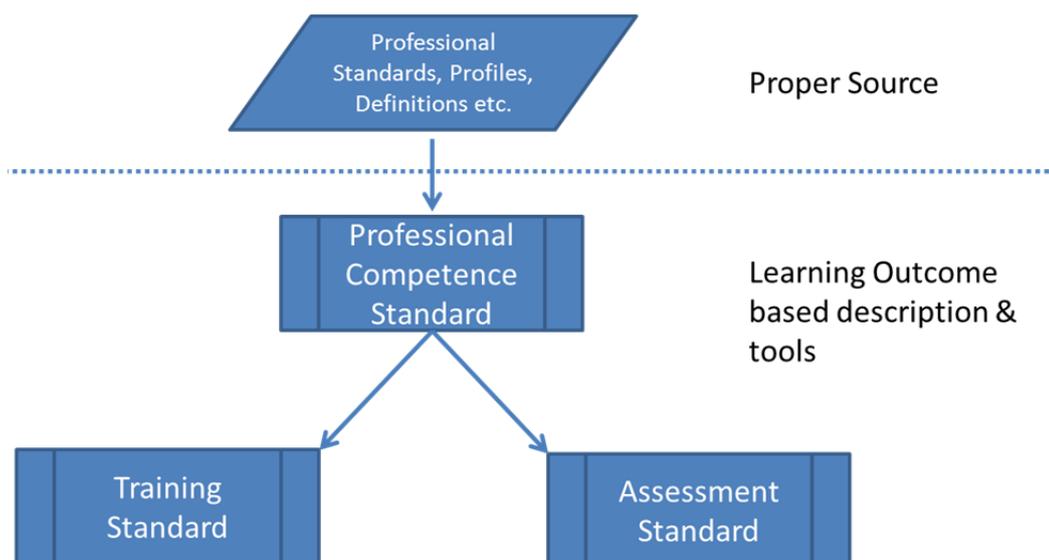
If possible, gather a group of stakeholders or professional specialists to help you in this process.

On this basis, a series of competence standards can be developed, which allows structuring trainings, starting from a competence standard.

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<sup>1</sup> Official professional standards refer to official documents describing professions and having the most legal strength. They are issued by official and recognized competent bodies. Careful: You can also have standards without any legal recognition, e.g. used in a particular partnership. Those are not official standards.

<sup>2</sup> A professional definition explains the content, the context or the activities of a profession, but, apart from a standard is not firmly structured by learning outcomes, e.g. job offers, definition of functions, etc.



❖ **N.B.:**

Pay attention to the restrictions given for state-regulated professions.

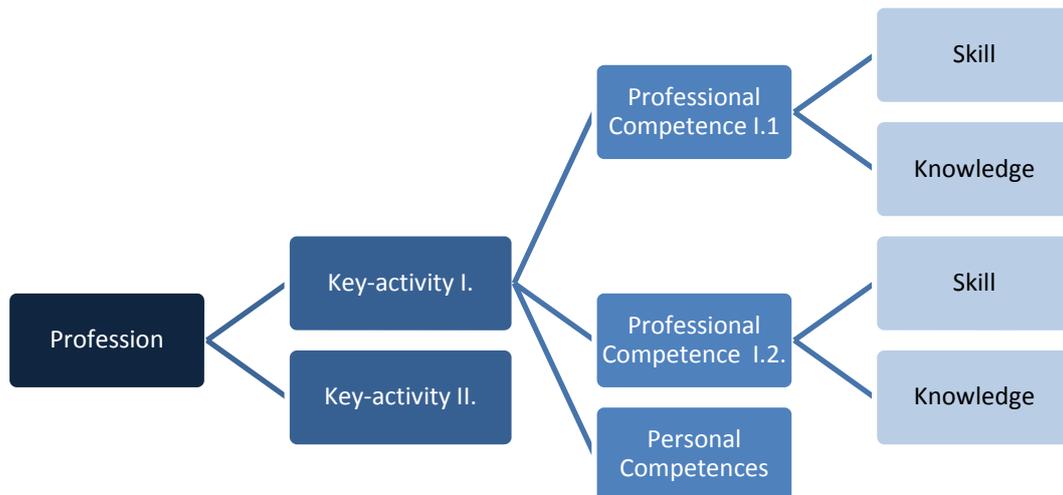
When describing such regulated professions (i.e. accessible only through a specific degree), continuously monitor the possibility of validation and recognition by policy makers.

It will nevertheless be possible for a training operator to add any specific key activity, linked to a professional reality distinct from the profession primarily targeted (e.g. the use of a language, additional skills that are assets on the labour market without being necessary, etc.).

### Describing learning outcomes starting from a profession and its key activities

Each profession is structured as follows:

- Each profession is split up in several key activities,
- Each key activity is split up in several professional competences and the description of the personal competences according to the European Qualifications Framework (or, if applicable the National Qualification Framework) is added.
- Each professional competence can be described as a coherent set of knowledge and skills.



### Step 1: The profession

- Identify the exact name of the profession;
- Look for and identify relevant sources and stakeholders.
- If it has not been done yet, position the profession as well as each key activity on the National Qualification Framework, or (failing) on the European Qualifications Framework.<sup>3</sup>

### Step 2: Key-Activities

Key activities will together cover the professional field, and thus define it:

- They should be as independent of each other as possible.
- Together, they must cover all activities for the performance of a profession, regardless of its application context.
- Some key activities can be called "transversal" when they cover the transversal realities for the practice of a profession.
- One profession should consist of 5 - 10 key activities depending on its structure or complexity.
- They should be formulated in the most simple and clear way as possible: usually an action verb and the object to which the action relates.
- For your guidance, here is a list of general action verbs: administrate - coordinate - create - design - develop - ensure - follow - handle - help - implement - make - manage - organize - participate - provide - regulate - run - start - use

### Example for the job of Helping-nurse:

Based on the Belgian source (professional definition by the authority in a work-group that reunite the different stakeholders), we will define six specific key activities

<sup>3</sup> In some countries, it will also be recommended to position professional competences. But it is not an actual obligation, and is not mandatory for mobility or permeability.

- Key Activity 1: To listen, communicate and accompany the persons, psychologically and physically.
- Key Activity 2: To advice, educate
- Key Activity 3: To take part to the quality and continuity of health care (within the frame of the nursing care actions that can be delegated to the helping-nurse)
- Key Activity 4: Aid to Daily Life
- Key Activity 5: Respect the deontology rules, professional identity
- Key Activity 6: To integrate himself into professional life.

Note that this description is helpful for mobility or permeability, but that you also need to fulfil the validation and recognition of LO to get the diploma, which is mandatory to access the profession.

Maybe you would identify specific key-activities, which you will seek in addition to the key activities necessary for the exercise of a profession. Those specific key-activities are not strictly required for the exercise of the profession. (For example, use of foreign languages for a chartered accountant.) These key-activities should still remain linked to a professional occupation.

### Step 3: Professional Competences

“[Professional] 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.(...) competence is described in terms of responsibility and autonomy.”<sup>4</sup>

- Professional competences are necessary for a person to perform the key activities of a profession.
- Professional competences are observable behaviours.
- 2 to 10 professional competences form one key activity.

#### ❖ N.B.:

If two key-activities require the same competences or too similar competences, try to combine these key activities.

### Step 4: Resources

Professional competences are described as a coherent set of knowledge, skills and personal competences. Together, they are applied to perform a professional task.

<sup>4</sup> Cf. RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111/01)

- **Skills** refer to actions which may be practical (e.g. use, cut, move, etc.) as well as cognitive processes<sup>5</sup> (e.g. process, calculate, etc.).
- **Knowledge** “is described as theoretical and/or factual”<sup>6</sup>. It “is the body of facts, principles, theories and practice that is related to a field of work or study”<sup>7</sup> as the result of learning and understanding.
- Personal **competences** are organizational, social/ relational and psycho-emotional skills related to a profession. They refer to certain key competencies<sup>8</sup>, included as part of a professional occupation: learning to learn, social and civic competences, sense of initiative and entrepreneurship, and (to some extent) cultural awareness and expression.<sup>9</sup> They are more diffuse and permanent than skills. They are often addressing to vigilance for safety, attention to the presentation. They thus represent transversal aspects of technical skills and soft skills, but only depending on the competences and professional activity to which they are attached.

### 1<sup>st</sup> Example

The skills linked to “personal hygiene” will be seen differently according to what is taken into account:

- via “To take part to the quality and continuity of health care” (competence “respect base principles of professional hygiene”): this is a full technical skill, not a personal one, referring to specific tasks. It’s not the same to wash your hands in the private domestic life, and when you have to replace a bandage. Also, as a part of an actual training course, it will be trained and evaluated in the course of health care
  - or via a transversal activity of the type “integrate into working life” (“to have a correct context-specific professional presentation”): this will be trained in the context of the accompanying of the internship, or that of its preparation.
- So we know to what the hygiene is associated. This has implications for teaching (associated with the practice), and in terms of assessment (criteria for the assessment standard).

In all cases, it is the profession that indicates the nature of those competences.

### 2<sup>nd</sup> Example

In the Key-Activity “Respect the deontology rules, professional identity”, the competence “To respect the patient in his identity, religious philosophical and cultural choices” asks for the personal skill “taking into account the habits of the persons linked to their culture, age, religion etc.”

The personal skill is here an aspect very linked to the “Cultural awareness and expression” key activity<sup>10</sup>.

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<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> Cf RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on Key competences for lifelong learning (2006/962/EC)

<sup>9</sup> Personal competences are hard to assess and the ability to pass an assessment related to them is often related to the context the assessment.

<sup>10</sup> Op. Cit.

❖ **N.B.:**

**To describe skills and knowledge**

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- use clear, observable action verbs with a defined object.
- aim at formulating the qualification at the (minimum) level necessary to accomplish the task.

For your guidance, here are examples for assessable active verbs:

**Knowledge:** arrange, classify, define, describe, duplicate, explain, express, give example(s), identify, indicate, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, rewrite, select, state, summarize, translate

**Skills:** analyse, appraise, argue, arrange, assess, calculate, combine, compare, conclude, decide, demonstrate, determine, develop, discuss, discriminate, experiment, expand, extend, evaluate, generalize, generate, illustrate, interpret, judge, locate, modify, organize, predict, recommend, relate, review, summarize, test, transfer, validate

## Examples

### Example n°1: Complete description of a profession in key-activities (Belgium)

#### Key Activities and Professional Competences

Qualification: **Nursing Assistant (Belgium)**

EQF Level: **4<sup>11</sup>**

Key activities and professional skills
<p><b>Key activity 1: Listening to, communicating with and supporting people, both psychologically and physically</b></p> <p>Establishing a supportive human relationship            Being prepared to listen to care recipients            Stimulating their mental and physical abilities; encouraging them to move around in accordance with medical advice and/or their individual abilities            Identifying behavioural problems in care recipients and/or those close to them, as well as signs of abuse; escalating these observations and providing follow-up actions            Participating in end-of-life care</p>
<p><b>Key activity 2: Advice and education</b></p> <p>Providing information about problems arising in daily life            Teaching someone to wash, to brush their teeth, general hygiene, etc.            Informing and advising patients/residents and their families in accordance with a care plan            Health education work</p>
<p><b>Key activity 3: Providing quality and continuity of care within the framework of nursing activities that can be delegated to the nursing assistant</b></p> <p>Performing delegated nursing tasks such as oral care, ostomy care, taking pulse and temperature, helping with non-sterile samples, transporting patients, hygiene care, distributing medication to be taken orally, putting on support stockings            Monitoring the correct execution of the care plan: catheter, hydration and feeding by mouth, placing the patient in a functional position            Conveying information by means of verbal and written reports            Preventing bedsores, infections and injuries</p>
<p><b>Key activity 4: Assistance with the activities of daily life (ADLs)</b></p> <p>Learning professional hygiene rules            Noting and reporting physical, psychological or social changes in the patient/resident within the context of activities of daily living (ADLs)            Providing care and support in terms of hygiene and comfort            Transporting and handling the patient/resident in accordance with safety and ergonomics rules and care plans            Providing meals</p>

<sup>11</sup> In Belgium, the Qualification Framework hasn't been effectively transposed. It is not the competence of this project's leaders to decide the EQF level. Meanwhile, taking into account the competences, the European definition and the evolution in Belgium and in the member states, the written level is the most likely.

**Key activities and professional skills**

**Key activity 5: Immersing themselves into work life**

Respecting the identity and the religious, philosophical and cultural choices of the patient/resident  
Organising their work in accordance with the planned schedule while adapting to unforeseen circumstances  
Applying moral and ethical principles and respecting legislation and regulations  
Dealing with stress, unforeseen events and difficult and recurrent emotional situations  
Working as part of a team  
Ensuring appropriate professional communication

**Legal sources:**

- *Inter-network training guide, nursing assistant section of Education for Social Advancement, upper secondary level, code 821000520D1*
- *Royal Decree of 12 January 2006 setting out the nursing activities that can be performed by nursing assistants and the conditions in which the nursing assistants can perform them*

**Course duration:**

*1,533 hours and 20 minutes (1,840 periods)*

Example n°2: Excerpt from Nurse Assistant Learning Outcome Description (Belgium)

<b>Key activity 1:</b> Listening to, communicating with and supporting people, both psychologically and physically	
<b>Qualification:</b> Nursing assistant	<b>Level - EQF : 4</b>
<b>Assessment Instruments:</b> Oral examination, practical examination, written work and examination	
<b>Professional competence</b> Establishing a supportive human relationship	
<b>Skill</b> <ul style="list-style-type: none"> <li>The use of verbal and non-verbal tools (including touch) to provide assistance to the patient/resident and those close to them at difficult times (bereavement, grief, suffering, etc.)</li> <li>Communicating with care recipients to understand their needs and help maintain or improve their quality of life</li> </ul>	<b>Knowledge-</b> <ul style="list-style-type: none"> <li>The use and importance of non-verbal language</li> <li>Specify the basic rules of active listening and non-violent communication</li> </ul>
<b>Professional competence</b> Being prepared to listen to care recipients	
<b>Skill</b> <ul style="list-style-type: none"> <li>Ask questions to ensure that the patient/resident understands the message or to clarify the meaning of the speaker</li> <li>Practise appropriate communication techniques such as active listening and assertiveness</li> <li>Identify the different elements of communication as well as factors that help or hinder communication</li> <li>Ensure the needs of the patients/residents are met by involving them</li> <li>Work on their self-awareness, self-image and self-confidence</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>The use and importance of non-verbal language</li> <li>Specify the basic rules of active listening and non-violent communication</li> </ul>
<b>Professional competence</b> Stimulating their mental and physical abilities; encouraging them to move around in accordance with medical advice and/or their individual abilities	
<b>Skill</b> <ul style="list-style-type: none"> <li>Encourage participation in activities of daily life (ADLs) in order to retain independence through physical and mental stimulation</li> <li>Encourage participation in social activities in order to retain independence outside the family</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Identify areas of daily activity that enable an assessment to be made of the degree of independence of the care recipient</li> </ul>

<sup>12</sup> The Belgian authority for standards (SFMQ) decided that there should be no verbs for knowledge. Since the decision among the project partners was to keep them these learning outcome description include verbs.

<b>Professional competence</b> Identifying behavioural problems in care recipients and/or those close to them as well as signs of abuse; escalating these observations and providing follow-up actions	
<b>Skill</b> <ul style="list-style-type: none"> <li>Identify any unusual health or behavioural issues affecting those receiving assistance</li> <li>Pass on concise and accurate reports verbally or in writing</li> <li>Gather information</li> <li>Observe the situation</li> <li>Refrain from judging the person receiving assistance</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Characterise the behaviour related to the principal observable pathologies present or encountered as well as the appropriate response</li> </ul>
<b>Professional competence</b> Participating in end-of-life care	
<b>Skill</b> <ul style="list-style-type: none"> <li>Take a stance on the issue of death and bereavement</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Explain the grieving process</li> <li>Learn about the palliative approach</li> </ul>
<b>Personal competences:</b> <ul style="list-style-type: none"> <li>Work under the delegation and direct supervision of nursing staff</li> <li>Work as part of a multidisciplinary team</li> <li>The ability to adapt to emergency situations</li> </ul>	

## Example n°3: Complete description of a profession in key-activities (Germany)

### Overview on Units of Learning Outcomes

#### Key Activities and Professional Competences

Qualification: **State-assessed Social Care Assistant**

GQF Level: 3

Key Activities and Professional Competences
<p><b>Arrange and deliberate on your own work, and arrange in accordance with tasks and client requirements</b></p> <p>Developing a professional identity and socio-pedagogical attitude            Purposefully organising own work schedule            On the basis of perception and observation, comprehending the life situation of the various clients            Plan, carry out and deliberate on client-oriented nursing care, education, and personal development processes</p>
<p><b>Assisting socio-pedagogical and socio-nursing care specialists</b></p> <p>Considering Legal Framework of Professional Activities            Acting according to Facility-specific parameters            Contributing to team work and in the network of specialists in social-care work</p>
<p><b>Assisting the cultural-creative process</b></p> <p>Working with creative Forms of Expression            Working with musical Forms of Expression            Working with playful Forms of Expression            Working with physical and rhythmic Forms of Expression            Working with Forms of Expression in Media</p>
<p><b>Assist clients with the arrangement of their living environment and dealing with daily life</b></p> <p>Develop relationships with the clients on the basis of the knowledge of psychological, pedagogical, and communication skills            Assist clients in dealing with daily life            Assist, advise, and guide clients particular life situations and crisis            Set up functional living spaces that is development-promoting, and aesthetic            Assist Clients with Housekeeping and Nutritional Intake</p>
<p><b>Implementing Client Care personally and situation-related</b></p> <p>Assisting Clients with Personal Hygiene            To Arrange Nursing Care in Accordance with Hygiene Requirements            To Assist Clients with their Mobility, with Disruptions in Moving, as well as with Rest and Sleep            Assist Clients with Eating and Aid with Disruptions in the Digestive System            Assist clients in the maintenance of the heart-circulatory functions and respiration. Carrying out countermeasures in case of disruptions of the heart-circulatory system and respiration            Assist the Sensory Perception of Patients            Assist Clients suffering Neurological and Psychiatric Illnesses            Administering Professional First Aid in Emergency Situations</p>

#### Legal Framework:

- Curriculum valid for the federal state of Saxony: *Sächsisches Staatsministerium für Kultus (Hrsg.): Lehrpläne für die Berufsfachschule: Berufsfachschule für Sozialwesen, Staatlich geprüfte Sozialassistentin, Staatlich geprüfter Sozialassistent, Klassenstufen 1 und 2 sowie 1 bis 3, August 2005*

Example n°4: Excerpt from Social Care Assistant Learning Outcome Description (Germany)

<b>Key Activity</b> Arrange and deliberate on your own work, and arrange in accordance with tasks and client requirements	
<b>Qualification</b> Social Care Assistant	<b>GQF Level:</b> 3
<b>Assessment Instruments:</b> Oral examination (Expert discussion), practical examination at workplace, written examination	
<b>Professional Competence</b> Develop a professional identity and socio-pedagogical attitude	
<b>Skills</b> <ul style="list-style-type: none"> <li>Conscientiously practice the professional role of Social Assistant in the Social Care and Pedagogical fields</li> <li>Cultivate a represent a pedagogical attitude</li> <li>Develop and represent professional ethics</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Describe the professional image of the Social Assistant in contrast to other professions in the Social Care and Pedagogical fields</li> <li>Define own professional role in accordance with the requirements of the Social Care and Pedagogical fields, and describe personal motivation and personal qualifications for the job as Social Assistant</li> <li>Understand the humanistic and ethical values as the guidelines to personal behaviour</li> <li>Understand the dimensions of pedagogical activities</li> </ul>
<b>Professional Competence</b> Purposefully organise own work schedule	
<b>Skills</b> <ul style="list-style-type: none"> <li>Use the instruments of time management for the effective execution of professional duties</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Describe the instruments for organise personal work schedule and work environment</li> </ul>
<b>Professional Competence</b> On the basis of perception and observation, comprehending the life situation of the various clients	
<b>Skills</b> <ul style="list-style-type: none"> <li>Observe patients in their behaviour with detail to attention and with awareness of the their situation</li> <li>Observe patients objectively and purposefully</li> <li>Be actively aware/conscious of own effectiveness and activity</li> <li>Perform goal-oriented supervision in its various forms and methods under the direction of specialists</li> <li>Assess and document supervision</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand supervision/monitoring and monitoring procedures as a basis for professional activity</li> <li>Describe mistakes in observation and its phenomena</li> <li>Describe monitoring and assessment methods</li> </ul>

<p><b>Professional Competence</b></p> <p>Plan, carry out and deliberate on client-oriented nursing care, education, and personal development processes</p>	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Understand the life situation of the clients under the guidance and instructions of specialists and drawing conclusions for one's own professional actions</li> <li>• Support the creation of development-promoting environment</li> <li>• Plan and create an educational and supervisory processes together with experts and patients, in a by-need and resource-oriented manner</li> <li>• Understand learning as a life-long process and to purposely promote it</li> <li>• Work with individuals and small groups</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know the fundamentals of education, personal development, and supervision: <ul style="list-style-type: none"> <li>• Importance of learning, education, and supervision for socialisation</li> <li>• Learning, education, and supervision on behalf of the community</li> <li>• Educational goals of child day care</li> <li>• Pedagogical concepts and approaches</li> <li>• Educational plans</li> </ul> </li> <li>• Explain the various aspects of the development of people in the course of their life: <ul style="list-style-type: none"> <li>• Development processes and particularities of various age groups</li> <li>• Analyses of different life situations</li> <li>• Possible developmental disorders, e.g. in the fields of speech, cognition, motor function, social behaviour</li> <li>• Demonstrate possibilities of development promotion in accordance with the individuality of the person concerned</li> </ul> </li> <li>• Reflect on the concept of life-long learning and personal learning biography</li> <li>• Describe learning strategies and work techniques</li> <li>• Describe the basics of creation of a develop-promoting environment, e.g. space and time, promotion of self-assertion, aiding the self-learning (auto-didactic) process</li> <li>• Explain selected didactic-methodical principles, e.g. clarity, activity, real-life orientation, normalisation</li> <li>• Demonstrate the possibilities of work with individuals and with groups</li> <li>• Reflect on the forms of human coexistence (esp. the importance of families)</li> </ul>
<p><b>Personal Competences</b></p> <ul style="list-style-type: none"> <li>• Work within a group and occasionally offer support.</li> <li>• Help shape the learning or work environment, present processes and results to the appropriate recipients of such information.</li> <li>• Learn or work autonomously and responsibly including within contexts which are less familiar.</li> <li>• Appraise own actions and the actions of others.</li> <li>• Request learning guidance and select various learning aids.</li> </ul>	

## Example n°5: Units of learning outcomes (Italy)

### Overview on Units of Learning Outcomes

#### Key Activities and Professional Competences

Qualification: **Health care assistant**

EQF Level: **3**

Key Activities and Professional Competences
<p><b>Direct assistance of the service user</b></p> <p>Detect and meet patients/service users' basic needs</p> <p>Help the service patients/service users in their movements, in the correct use of devices, aids and tools and in cleaning, washing and toilet.</p>
<p><b>Support with hygiene and health care</b></p> <p>Assist in personal hygiene and care</p> <p>Support with washing and sanitizing the service users' environment</p> <p>Assist in distributing and administering meals</p>
<p><b>Support psycho-physical wellbeing of the person</b></p> <p>Help with getting dressed and taking care of the patient/service user's clothes</p> <p>Monitor the correct assumption of the prescribed medicines</p> <p>Detect needs and psycho-physical conditions</p>
<p><b>Support and care of non-self-sufficient service users</b></p> <p>Support and teach the patient/service user the correct postures</p> <p>Assist the patient/service user with bathing, washing and toilet;</p>
<p><b>Favour social relations with the service users and their context</b></p> <p>Favour the patient/service user's participation in social events (residential or in the area)</p> <p>Communicate with the service user and their families and other professional and non professional Figures involved</p> <p>Communicate with the staff in charge of medical care</p>
<p><b>Interact with other services in the territory</b></p> <p>Cooperate in order to create a network with the services operating in the territory</p> <p>Support the management of informal relationships within the network and in the area</p> <p>Support and take care of bureaucratic procedures and access to the services</p>
<p><b>Act and position oneself in the organizational structure/service and the welfare network</b></p> <p>Act their role within different work contexts</p> <p>Be able to correctly position oneself within the assistance staff</p>

Legal Framework:

DDG n. 15243 "Regional regulations for family assistance training"

Example n°6: Key activity (Italy)

<b>Key Activity</b> Direct assistance of the service user	
<b>Qualification</b> Health care assistant	<b>EQF Level:</b> 3
<b>Assessment Instruments:</b> Written tasks, assessment product, practical exercises	
<b>Professional Competence</b> Detect and meet patients/service users' basic needs	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Involve the patient/service user, his/her family and other professional and non professional figures as resources in the assistance development;</li> <li>• Detect the relational attitude of the patient/service user;</li> <li>• Observe the person and their environment;</li> <li>• Detect the main signals/symptoms of distress ;</li> <li>• Report information and data to competent staff</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe basics of personal support and care;</li> <li>• Describe basics of psycho-relational and support/care intervention in relation to the service user's specific needs</li> </ul>
<b>Professional Competence</b> Help the service patients/service users in their movements, in the correct use of devices, aids and tools and in cleaning, washing and toilet.	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Support the patients movements and correct posture</li> <li>• Monitor the patient/service user's correct temperature regulation and posture, in order to correctly breath and prevent blood circulation problems;</li> <li>• Provide the patient/service user with total or partial hygiene</li> <li>• Assist a dependent patient/service user with their elimination needs</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Describe basics of rehabilitation and mechanical movements</li> <li>• Give examples of aids, tools and prosthetis</li> <li>• Describe basics of support and care (movement, hygiene...)</li> </ul>
<b>Personal Competences</b> Organize one's own job autonomously, respecting the service user's capabilities, needs and daily necessities	

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