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## The context and motivations

The training activity supports the development of Outcome No. 2, a Toolkit containing resources for trainers and practitioners for the development of Human-Digit-Care competencies in a work-based learning context.

The recent Green Paper on Ageing (COM 2021\_50) reiterated the need for health care and other services for the elderly EU (p. 18). In perspective, resources are scarce, the available workforce is dwindling. Fortunately, many of the technological innovations underpinning Telemedicine (hereafter E-Health), whose deployment has been accelerated by COVID19 , are facilitating the massive 'digital transition' in this sector making it more sustainable for the future. The need for 'spaced' care and assistance has given a strong impetus to the emergence of Housing Care. These are Long-Term Care (LTC) for the elderly in autonomous living contexts and/or in sustainable residential forms (co-housing), alternatives to traditional residences for the elderly which, while remaining, tend to include the use of technology. Today, Housing Care makes possible healthy ageing based on humanised 'person centred' care also with the support of technology. This can lead to a change in care needs, with an improvement in the quality of life for the elderly person and mitigation of the pressure on spending.

Elderly Personal Care Workers (hereafter Care Workers) active in elderly care, the project's TARGET GROUP (TG), constitute the majority of the long term care workforce (70%) and have very low entry requirements. There are limited requirements for ICT skills and use of technological applications (EU, Core Competences of Healthcare Ass., 2016, p. 63). Half of them work at home (OECD, Who cares?,2020, p. 18,). In many EU countries, they are only required to have a minimum level of education. (OECD, idem, p. 14). Between 2018 and 2030, in the Elder Care sector, a strong shift in demand is expected from low to medium-skilled workers (Cedefop, Skills Panorama, 2019). Most technologies are user-friendly, after COVID19 more sophisticated Ambient Assisted Living (AAL) devices such as surveillance robots, remote healthcare systems, smart home technologies, E-Health devices (EITHealth, Health Skills,2020) are emerging that do not replace care workers, who play an irreplaceable role in human interaction, but significantly improve care and treatment.

The problem addressed by the Housing Care project is that, in light of the "digitisation" of elder healthcare, employed Care Workers have an inadequate skill set. The risk is their transition to unemployment, with negative impacts in the Elder Care system. A survey carried out by the partners showed that:

- There are many Care Workers who have never used AAL or E-Health technologies;

- Care Workers because of their work have difficulty in keeping up to date in these specific skill areas;

- The technologies are many and diverse and evolving very fast, the VET providers partners have difficulty in producing an organic training offer on them and not dynamically adapted to the changes.

The general objective therefore is to contribute to reduce the risk of TG unemployment and to make the European Elder Care system sustainable.

Some specific objectives of the project are:

- Developed adequate levels of knowledge and skills in the humanised (person centred) use of AAL or E-Health technologies by Care Workers;

- Adapted the competence structure of care workers to the evolving needs of their work.

As already mentioned, there is a difficulty on the part of the care workers to participate in training activities implemented in a traditional way due to their work commitment. The MOOC constituted a learning context that mainly fostered “knowledge”; however, it is necessary that care workers develop skills for the use, in a humanised way, of technologies for the assistance and care of the elderly.

Work Based Learning is the most effective way of developing skills by applying the knowledge acquired through MOOCs to the work context. In order to achieve these objectives, a Toolkit was created containing resources for the implementation of work-based learning pathways by care workers. It is necessary to standardise the level of competences of training designers and trainers/tutors so that they can better design and support WBL pathways.

## Work Based learning and tutoring skill needs

The implementation of the WBL pathways by Elder Care Workers will be possible after the following skill gaps have been filled:

1. CONSTRUCTIVELY ALIGNED TRAINING DESIGN IN A WBL CONTEXT

Training designers have to acquire/share the competences to design Work Based Learning Units starting from the Learning Outcomes and aligning to them:

* the learning activities;
* the expected competences;
* the assessment tools.

They should also develop:

* the ability to co-design taking into account the context of the host organization (home, residence for the elderly) in which the work based learning may take place;
* the ability to personalize the WBL pathways on the basis of the personal and professional characteristics of the care workers.

1. WBL TUTORING IN A CVET CONTEXT

Trainers, in order to support elder care workers in a tutoring logic, will have to develop skills:

* in teaching on the field, in a work-based context;
* in stimulating and inspiring learning,
* in guiding the elder care workers in the processes of self-assessment and self-awareness of the achieved learning, using different types of assessment tools.

1. QUALITY CYCLE IN LINE WITH WBL EQAVET+ PRINCIPLES

Another element that makes the WBL indispensable is the need to design the training pathway according to the four steps of the Quality Cycle, adhering to the descriptors to the indicators in order to guarantee high quality standards of the EQA-WBL. The WBL pathway will be aligned to the messages in the EQAVET+ Building Blocks.

1. COMPETENCES CERTIFICATION IN LINE WITH THE ECVET FRAMEWORK

Finally, it will be necessary to homogenise the competences of the training designers and trainers in relation to the ECVET processes. It is aimed at simplifying the validation and recognition of the competences and knowledge related to the care workers' work. ECVET is in fact based on the description of competences in units of learning outcomes, on transfer, recognition and accumulation processes and on a set of used documents (e.g. Learning Agreement).

If the partners' trainers and training designers don’t develop/share the necessary competences, it will be unlikely to test and evaluate the effectiveness of the care workers' work-based learning pathways in the CVET context.

## Target group

The target group of the training activities are the training designer and the trainer belonging the partners organizations that will become WBL tutors. They are the staff members of the partners who designed the MOOC and created the related training content.

## Training objectives and the competence areas

The LTTA is aimed at promoting the development of competences in the design of training activities in WBL logic and in the support of learning activities as Tutor in the Continuous VET context.

The specialised training contents will enable the staff of the Partners involved to:

* Develop knowledge on technologies connected with the elder care work;
* Develop Human Care Mindset knowledge;
* Develop skills useful for the creation of the two Practical Guides on the use of on Technologies connected with the elder care work and the application of Social-Emotional skills to be included in the toolkit.
* Increase competences needed to design WBL learning units;
* to increase the competences needed to support elder care workers in WBL pathways;
* increase competences needed to design self-learning, assessment tools;
* develop competences on the WBL EQAVET+ and ECVET frameworks;
* establish ways of involving care workers for the pilot test.

The partners’ **staff member** that participate the training activities will enrich the following competence areas:

* basic use of technologies for elderly;
* how to create practical guides for care workers as learning tools;
* how to design WBL pathways;
* how to create assessment tools;
* how to support the care workers along the pathways.

## Curriculum design

### 5.1 Learning outcomes

At the end of the training, the participants will be able to:

1. to create practical guides on the use of technologies for elderly and on the adoption of the human touch;
2. how to design WBL pathways for elder care workers;
3. how to create WBL assessment tools for elder care workers;
4. how to support the care workers along the WBL pathways.

### 5.2 Learning activities framework and the training units

In the LTTA two learning ways are expected:

* face-to-face during which the necessary knowledge will be transferred and the main skills will be developed;
* project work through which the toolkit will be developed.

The training units in the face-to-face pathway are 3. These are followed by the project work units.

The learning units are:

| **1** | **Training Unit 1 – Work Based Learning, i processi, progettazione e principi EQAVET+** |
| --- | --- |
| **1.1** | **Topics** |
| 1. WBL co-design, 2. Learning outcomes 3. WBL learning unit design 4. Co-designing work-based learning activities 5. Individualising work-based learning paths 6. Checking adequacy in terms of WBL quality | |
| **1.2** | **Connected Learning Outcomes** |
| At the end of the training, the participants should be able to design WBL pathways for elder care workers | |
| **1.3** | **Learning experiences-activities** |
| * Conceived WBL toolkit presentation * Learning outcomes definition and related practical activity in group work * Learning Unit template presentation * Practical exercise group work aimed at design a WBL learning unit * WBL Co-planning and related roleplay activity * WBL individualization and roleplay activity * WBL pathway processes design in group work | |

| **2** | **Training Unit 2 – WBL monitoring, formative assessment and tutoring** |
| --- | --- |
| **2.1** | **Topics** |
| 1. tutoring support, 2. dialogue and guidance in learning, 3. formative assessment, 4. reflective self-assessment, 5. tools for abstracting the knowledge and skills developed 6. skills certification and ECVET framework | |
| **2.2** | **Connected Learning Outcomes** |
| At the end of the training, the participants should be able to support the care workers along the pathways | |
| **2.3** | **Learning experiences-activities** |
| * tutoring support * how to organize and lead a meeting with the care workers presentation and role play * how to monitor the Work Based Learning progress and how to support the care workers presentation and role play * formative assessment presentation and exercise * how to foster meta-cognition of the care workers through the log-book presentation * the ECVET framework presentation | |

| **4** | **Training Unit 3 – Project work** |
| --- | --- |
| **4.1** | **Rationale** |
| Giorni 4 e 5 PROJECT WORK Definizione struttura Guide e ripartizione compiti Condivisione - struttura base delle due unità di apprendimento WBL - standard costruzione delle unità apprendimento; - strumenti da progettare; Divisione del lavoro tra i partner Definizione modalità validazione degli strumenti e dei contenuti formativi sviluppati; Definizione modalità di coinvolgimento delle care workers per il test pilota Valutazione apprendimenti Al termine del percorso formativo, esperti di IML e AGEING LAB garantiranno ai partecipanti un servizio di coaching della durata di 3 mesi teso a supportarli nello sviluppo del Toolkit (PR2). | |
| **4.2** | **Topics** |
| 1. practical guides 2. learning unit 3. tools 4. task distribution 5. care workers involvement | |
| **4.3** | **Connected Learning Outcomes** |
| At the end of the training, the participants should be able to:   * create practical guides for care workers as learning tools; * create assessment tools | |
| **4.4** | **Learning experiences-activities** |
| Activities implemented in work group:   * presentation of the Practical guides proposal and finalization of the contents * presentation of the Self-assessment tool and sharing of all contents * presentation of the Formative Assessment tool and sharing of all contents * presentation of the Monitoring tools and sharing of all contents * co-creation of a WBL pathway management tool for the tutors   Distribution of the tasks to complete all the tools  Sharing of the way to involve the care workers  Co-identification of the timeline fort he pilot test of the WBL pathways in each country | |

### 5.4 Adopted training methods

The methodology entails both the use of traditional pedagogical techniques and the use of approaches for experiential learning based on case studies and workshop exercises. Training will be practical-oriented. Part of the learning will be facilitated through interaction and dialogue among participants. Particular attention will be paid to the assessment and certification of learning in accordance with EQF principles and ECVET processes.

### 5.5 Learning assessment

The learning assessment will be based on the observation of products that the learners have to create during the LTTA. The final assessment will be reliable, it will be referred mainly to real and appropriate products, which are considered as necessary and sufficient evidence of the target competences. The competences will be appropriately certified taking into account the planned learning outcomes and evaluation results.

### 5.6 Certificate

The participants will receive a certificate of attendance. They will also receive a Europass Mobility certificate, which describes the whole educational process, the objectives and the learning outcomes of the trainings.

The recognition and validation of the learning outcomes achieved by the participants in the learning activities is ensured by a special procedure that involves the use of a range of tools:

- A Memorandum of Understanding between partners. The Memorandum will define the general cooperation framework and agreements on the acquisition and evaluation of knowledge and skills.  
- In a second step, the partner responsible for each international learning activity and other partners will jointly define the learning outcomes (LOs): identification of the LOs units to be acquired during the international learning activity and the modalities by which the LOs are transferred and recognized, including assessment criteria and methods to verify whether the participant has actually achieved the defined LOs. This synergy between sending and hosting partners in terms of assessment procedures and criteria allows a clear understanding of the expected performance level. This synergy will concern the following: content and assessment indicators clearly linked to the LOs; assessment criteria and methods aligned with the LOs and duration of the learning activity; the way in which the participant ́s results are recorded on his/her own Europass Mobility certificate; modalities and responsibilities for evaluation and recognition.

* On the basis of what was mentioned above, the Learning Agreement is then signed by the participant, the sending and the hosting organisations. It will specify which LOs are expected and how they will be assessed.
* This whole preparation phase will be important to guarantee a clear and transparent learning process. For the realization of the international learning activity, the following activities will be carried out:
  + Sending a copy of the Learning Agreement to all participants
  + The participants will take part in the international learning activity as defined in the Learning Agreement
  + Partner responsible for the international learning activity will identify an internal resource that will be responsible for supervising the entire learning path. He/she will take care of all the documentation for the Europass Mobility after the participants have demonstrated the achievement of the Los based on the assessment process defined in the L.A. and in the MoU.

At the end of the international learning activity, the sending partners will validate and recognize the acquired learning outcomes in the Europass Mobility