



Practical methodology for acquiring
Key Competences of ERF through CVET

*Validation and development
of Key Competences
in CVET adapted
to the field of
Personal Assistant*

[APRIL 2015]



PROJECT NEWSLETTER n.2

If you are a **PERSONAL ASSISTANT** or a personal assistant trainer then this project is for you. Through PR-ERF a holistic methodology will be elaborated to help you to develop yourself in the European Reference Framework competences, taking into account the specifics of your own profession

PR-ERF on progress: development of a complete curricula and training material for eight ERF competences

The focus of the curriculum is firmly centred on the challenges and demands that face today's personal assistants in a healthcare sector in their working environment. PR-ERF curriculum has a target group of VET students attending the program "personal assistant in a healthcare sector, doctor assistant, dentist assistant" and the like. PR-ERF curriculum is a practical combination of two very important tools namely: EQF and ERF.

Starting with ERF, PR-ERF adapts ERF to the needs of a specific sector, namely the sector of personal assistants. It aims to develop a practical solution for the personal assistants in a healthcare sector in order to develop their key competences taking into account the work areas they are active in. PR-ERF is not a total solution as it considers existing curricula for the sector.

The innovation of the PR-ERF approach is the adaptation of the **Gaps Approach**. The PR-ERF has taken into consideration:

- Existing curricula for personal assistants in a healthcare sector as well as,
- the opinions of experts of what are the key competences a personal assistant in a healthcare sector should have.

Based on the comparison of these two several gaps were identified. PR-ERF aims to fill in these gaps through the development of innovative training sessions. In other words PR-ERF aims to have the role of a therapy of the gaps not filled by existing curricula.

PR-ERF is also aligned with EQF as it develops curricula at 4-5 EQF level.

Look inside for a full view of areas of development proposed in PR-ERF CURRICULA.

AREAS OF DEVELOPMENT. TRAINING CURRICULUM FOR PERSONAL ASSISTANT IN HEALTH CARE SECTOR

KC 1

Communication in the mother tongue

Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure. The main areas of development of the curriculum are:

- **Development of sound knowledge of basic vocabulary terminology and vocabulary and functional grammar and ability to write reports using those.**
- **Ability to understand others as well as make others understand: active listening, understanding the paralinguistic features, the art of convincing others.**
- **Communicating bad news.**
- **Use written communication skills to produce a variety of business documents.**

Communication in foreign languages

This key competence addresses the development of students' knowledge and skills of the English language required at the workplace in the multilingual and multicultural society. The main focus is to develop a positive attitude towards languages for learning through life. The main areas of the curricula are:

- **Written communication for better client service.**
- **Verbal communication for better client service.**
- **Terminology and vocabulary.**

KC 2

KC 3

Mathematical literacy and basic competences in science and technology

This key competence develops logical thinking as well as the basic skills for data handling and finance, which is required for successful work performance. The participants also acquire necessary skills for self-study and self-development in his area. The main areas of the curricula are:

- **Number sense.**
- **Data handling.**
- **Finance.**

Digital Competence

The Digital Competence involves the confident and critical use of Information Society Technology (IST). It addresses someone's ability to critically evaluate information and social awareness to use the most common technologies to safely find and/or publish digital resources, commonly via the internet. The main areas of development of the curriculum are:

- **Office Technology.**
- **The Microsoft Office.**
- **Email & Communication Networks.**

Kc 4



Learning to learn

This KC addresses the development of one's own reflection capabilities and the development of the student's capacity to make professional choices in work as well as in their career path. Most of the curriculum is offered in the form of practical group exercises to create more opportunities to reflect and learn.

- **Ability to learn.**
- **Dealing with professional dilemmas.**
- **Learning to manage one's own career.**

Social and civic competences

The purpose of this training area is that learners internalize those resources that provide a domain of interpersonal skills in order to be used automatically in various work situations. In the scope of civic competences the sense of belonging, social participation and civic awareness are putting in relation with involvement from the company management in a socially responsible way.



- **Social and civic competences dealing with customers.**
- **Business communication.**
- **Social and emotional competences in the workplace.**
Towards innovation and spirit of improvement.
- **Enterprise and society**
- **Institutions and institutional powers.**
- **Equal opportunities.**



Sense of initiative and entrepreneurship

This Key Competence refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives at the workplace, everyday life and in a knowledge-based society. The main areas of development of the curriculum are:

- **Communication at workplace.**
- **Confidence, self-belief and goal setting.**
- **Organizing meetings, presentations, networking.**

Cultural awareness and expression

This KC develops aesthetic sense and a practical knowledge of visual language and graphic expression applied to corporate identity. It is also focused on creative intelligence unfolded through the use of own culture tools as a driver of innovation in companies.

- **Art and symbolic capacity of human beings. Talking with images.**
- **Corporate image and corporate identity.**
- **Creativity and economic, cultural and social development.**



Next stages of the project:



PR-ERF project aims to develop a complete methodology that will support both trainers and trainees in the learning process to acquire successfully the knowledge, skills and attitudes define in the 8 ERF competences.

After completing the design of curricula, the following stages of the project are going to be accomplished:

- Development of a pool of methodological tools for the 8 curricula.
- Elaboration of an assessment tool for validation of students' level and gaps. This makes KCs acquired in CVET programmes transferable and recognizable in all EU countries.
- Development of E-learning platform.
- The curricula and pedagogical material will be tested by trainers:
 - One transnational train the trainer workshop will be held in Greece, next June.
 - Pilot activities will be carry on by partners in project countries: Sweden, Cyprus, Greece, Spain and Netherlands.
- Elaboration of Training for trainers' material.

For further information about project development:

www.prerf.eu

Project coordinator:



Address:
Bergsbrunnagatan 1, 753 23
Uppsala, Sweden
Tel. +46 18680000
www.folkuniversitetet.se
info.uppsala@folkuniversitetet.se

Project partners:



www.mmclearningsolutions.com
eu@mmclearningsolutions.com



www.dimitra.gr
contact@dimitra.gr



www.documenta.es
info@documenta.es

REVALENTO

www.revalento.nl
info@revalento.nl



This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.