



Supporting the validation of competencies acquired by
Family Caregivers in non-formal and informal learning
through digital badges and micro-credentials

European Framework of Competences in digital validation of competences for Family Caregivers

Work Package 2: Development of the European
Framework of Competences in digital validation
of competences for Family Caregivers



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Table of Contents

1. INTRODUCTION.....	3
2. EUROPEAN TRANSPARENCY TOOLS.....	5
3. THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF).....	7
4. LEARNING OUTCOMES FOR THE EUROPEAN FRAMEWORK OF COMPETENCES IN DIGITAL VALIDATION OF COMPETENCES FOR FAMILY CAREGIVERS.....	9
LEARNING UNIT 1: UNDERSTANDING THE DIGITAL VALIDATION OF COMPETENCES OF FAMILY CAREGIVERS IN THE DIGITAL ERA.....	9
<i>Objective and learning outcomes.....</i>	9
<i>Learning unit description.....</i>	9
<i>Bibliography.....</i>	10
LEARNING UNIT 2: IDENTIFICATION OF FAMILY CAREGIVERS' COMPETENCES.....	11
<i>Objective and learning outcomes.....</i>	11
<i>Learning unit description.....</i>	11
<i>Bibliography.....</i>	12
LEARNING UNIT 3: DIGITAL TOOLS AND TECHNOLOGIES FOR DOCUMENTING, ASSESSING AND CERTIFYING FAMILY CAREGIVERS' COMPETENCES.....	13
<i>Objective and learning outcomes.....</i>	13
<i>Learning unit description.....</i>	13
<i>Bibliography.....</i>	14
LEARNING UNIT 4: DOCUMENTATION, ASSESSMENT AND CERTIFICATION OF COMPETENCES.....	15
<i>Objective and learning outcomes.....</i>	15
<i>Learning unit description.....</i>	15
<i>Bibliography.....</i>	16
LEARNING UNIT 5: QUALITY ASSURANCE IN THE DIGITAL VALIDATION OF COMPETENCES PROCESS.....	17
<i>Objective and learning outcomes.....</i>	17
<i>Bibliography.....</i>	18
LEARNING UNIT 6: PROMOTING DIGITAL COMPETENCES AMONG FAMILY CAREGIVERS.....	19
<i>Objective and learning outcomes.....</i>	19
<i>Learning unit description.....</i>	19
<i>Bibliography.....</i>	20
LEARNING UNIT 7: PROMOTING DIGITAL VALIDATION OF COMPETENCES AMONG STAKEHOLDERS.....	21
<i>Objective and learning outcomes.....</i>	21
<i>Learning unit description.....</i>	21
<i>Bibliography.....</i>	22

1. Introduction

FAMILY CARE's general objective is to support the validation of competences acquired by Family Caregivers in non-formal and informal learning through digital badges and micro-credentials. Adult teachers, counsellors and guidance professionals will be the project users whereas family caregivers will be the project beneficiaries.

To achieve this general objective, 7 entities - Vsl Skudutiskio akademija (Lithuania), Baslangic (Turkey), FASS (Poland), IASIS (Greece), Innoquality Systems (Ireland), Asociación La Bien Pagá (Spain) and Disruptia (Spain) – specialised in Adult Education, digital education and competences validation, construed common strategies to achieve the following specific objectives:

- SO1.Implementation of a Quality Assurance strategy for project monitoring and evaluation
- SO2.Development of the European Framework of Competences that will provide a reference of competences in the digital validation of competences for Family Caregivers
- SO3.Generation of ICT-based educational instruments on digital assessment of prior knowledge and skills of adult learners
- SO4.Testing and evaluation of the tools and methodologies developed by means of pilot activities in five countries and producing the corresponding guidelines and recommendations
- SO5.Boosting project results' impact and sustainability by means of sharing, promotion, exploitation and sustainability strategies

Both the general and the specific objectives will be achieved by commonly producing the following Main Results:

- SO1/MR1.Quality and Evaluation Plan
- SO2/MR2.European Framework of Competences in digital validation of competences for Family Caregivers
- SO3/MR3.Family Care Virtual Campus
- SO3/MR4.Mobile Assessment App on digital validation of competences for Family Caregivers
- SO4/MR5.Pilot actions in Lithuania, Spain, Poland, Turkey and Greece involving Adult teachers, counsellors and guidance professionals and family caregivers
- SO5/MR6.Report of Guidelines and Recommendations
- SO5/MR7.Sharing and Promotion Plan
- SO5/MR8.Exploitation and Sustainability Strategy

The European Framework of Competences (MR2) will provide a reference of competences in digital validation of competences for Family Caregivers, using a common language to describe competences, skills, knowledge and proficiency levels that can be understood across Europe, following European standards and frameworks of reference such as the EQF.

The definition of the European Framework of Competences is the first necessary step to produce innovative educational resources, which is absolutely connected to support the validation of competencies acquired by Family Caregivers in non- formal and informal learning through digital badges and micro-credentials.

To achieve this, partners will develop a set of activities, among which is the development of the analysis of context and professional practice. The aim of the present report is to review and analyse the theoretical frameworks related to the digital validation of competences for Family Caregivers; professional and institutional trends and positions; analysis of trends in teacher training and national and international curricula; collection of perceptions about current curricula, expectations, opinions and suggestions about the current state and desirable ways to improve it; conclusions and recommendations.

Methodology for building the Training Curriculum

For building the Training Curriculum, a Theoretical Framework was created to serve as a basis for the definition of competences and learning units that structure the Learning Outcomes (expressed in terms of Knowledge, Skills and Responsibility and Autonomy) to be achieved by adult educators, community leaders and mediators.

The Theoretical Framework contains:

- A succinct analysis of the European Qualifications Framework, the National Qualifications Frameworks, and implementation of ECVET guidelines in participant countries.
- Analysis on best practices on green skills development
- Agreement on the Curriculum's structure.
- Proposal of Learning Units as a cohesive collection of delimited pieces of education to be included in the Curriculum, aimed at enhancing the transfer and recognition of Learning Outcomes.

2. EUROPEAN TRANSPARENCY TOOLS

It has been widely recognised that education and training are essential to the development and success of today's knowledge society and economy. The EU's strategy emphasises countries working together and learning from each other. "Helping all citizens to be better skilled is crucial for EU growth and jobs, as well as for equity and social inclusion. The economic downturn puts these long-term challenges even more into the spotlight. Public and private budgets are under strong pressure, existing jobs are disappearing, and new ones often require different and higher-level skills. Education and training systems should therefore become much more open and relevant to the needs of citizens, and to those of the labour market and society at large" (ET 2020).

Several European instruments such as the European Qualifications Framework (EQF), Europass, ECVET, the multilingual classification of European Skills/Competences, Qualifications and Occupations (ESCO) and quality assurance frameworks have been developed and implemented to support the mobility of learners and workers. These tools improve transparency, making qualifications comparable across countries (EQF) and learning outcomes recognisable (ECVET), facilitating lifelong learning. These instruments were not developed in isolation from each other, they were developed with the others in mind, where the different tools and services - including transparency and recognition of qualifications, validation of non-formal and informal learning and lifelong guidance - are offered in a coordinated way aiming to contribute to real European mobility where a person's knowledge, skills and competences can be clearly understood and quickly recognised.

The European Credit System for Vocational Education and Training (ECVET - <http://www.ecvet-toolkit.eu>) was developed to enable people to build on what they have learnt in the past when wishing to achieve a qualification. Competent authorities may decide to use ECVET to give people the opportunities to obtain recognition for learning outcomes they achieved abroad, but also for learning outcomes achieved through learning in another institution or system within the same country or those acquired by experience. In the context of economic restructuring, where certain sectors are declining and laying off staff while others have difficulties in recruiting adequately qualified staff, there is a need for a flexible workforce. People are expected to have the aptitude and also the opportunities to continue learning and develop new knowledge, skills and competences. Given the demographic pressure in Europe, there is a strong need for improving employment rates and ensuring that the human and social capital of the people in Europe is used to its best.

Implementation of ECVET in the European qualification system is designed to make the recognition of professional qualifications of employees in the European countries in which the system operates. The application of ECVET results in an increase in social motivation to raise, extend and improve their professional skills throughout their working life in order to become more competitive in the European labour market.

Employees should acquire ECVET credits during their whole working life to become more adaptable in the labour market. This process should function at every stage of professional preparation: formal, non-formal and informal learning. The resulting points help to build a professional portfolio of a worker and an employee, characterising the suitability of his/her qualifications for a specific professional sector.

The core element of ECVET technical specifications is the use of learning outcomes. Learning outcomes describe what a person knows and is able to do and therefore they are neutral to how, in which context and over what duration individuals' have developed their knowledge, skills and competence. They make it possible to recognise learning in view of achieving a qualification independent of where the learning took place and over what duration.

The European Quality Assurance Reference Framework for VET (EQAVET) provides a European-wide system to help stakeholders document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices. It can be applied at both system and VET provider levels and can therefore be used to assess the efficiency of VET provision. It is adaptable to the different national systems, and it can be used in accordance with national legislation and practice.

The Framework complements the work on the quality assurance aspects of the European Qualifications Framework (EQF) and the European Credit System for VET (ECVET). The Framework includes the need for regular monitoring (involving internal and external evaluation mechanisms) and reporting on progress while using common quality criteria and indicative descriptors to underpin the monitoring and reporting arrangements and stresses the importance of common indicators to support the evaluation, monitoring and quality assurance of VET systems and providers.

EQAVET is a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework.

The various instruments confirm the key role that the VET systems can and must play in addressing skills shortages, especially for sectors with growth A or those undergoing major transformation requiring a better skilled workforce. The use of existing European tools for qualifications (EQF), credits (ECVET) and quality assurance (EQAVET) supports and facilitates mobility of a skilled labour force.

Europe will only resume growth through higher productivity and the supply of highly skilled workers, and it is the reform of education and training systems, which is essential to achieving this.

3. THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

The European Qualifications Framework (EQF) is a common reference framework developed by the European Union (EU) and its member states to promote transparency, comparability, and transferability of qualifications across Europe. It provides a common language to describe and compare qualifications from different countries and education systems.

The EQF consists of eight levels that represent increasing levels of knowledge, skills, and competencies. Each level describes what an individual knows, understands, and is able to do, regardless of the type of education or training system in which the qualification was acquired. The levels range from Level 1, which represents basic knowledge and skills, to Level 8, which represents the highest level of advanced knowledge and expertise.

The EQF is based on a set of common descriptors known as learning outcomes, which describe what a learner is expected to know, understand, and be able to do upon completion of a qualification. These learning outcomes are focused on knowledge, skills, and competencies that are relevant to the labour market and further learning opportunities.

The EQF aims to facilitate lifelong learning, promote mobility of learners and workers, and support the recognition and validation of qualifications across Europe. It helps individuals, employers, education and training providers, and public authorities to understand and compare qualifications across different countries and systems, making it easier to assess individuals' qualifications and skills in a transparent and consistent manner.

Benefits of implementing the EQFs:

- The qualifications are more readable and easier to understand in different countries and systems in Europe
- Citizens' mobility between countries is promoted
- Lifelong learning is facilitated
- A comparison of learning outcomes in different European countries can facilitate cooperation between countries and institutions
- The common European reference point link different national qualifications systems and thus facilitates better communication among them
- A network of independent, but interrelated and mutually understandable qualifications is created
- The transfer of qualifications between countries, systems and institutions is made comparable
- Access to lifelong learning and the scope of participation in this process is improved

- The validation of non-formal and informal learning is facilitated
- The transparency of qualifications awarded outside the national systems is encouraged.

More information at the following link:

<https://ec.europa.eu/ploteus/en/content/how-does-egf-work>.

4. Learning Outcomes for the European Framework of Competences in digital validation of competences for Family Caregivers

Learning Unit 1: Understanding the digital validation of competences of Family Caregivers in the digital era

Objective and learning outcomes

To provide an overview of the concept of digital validation of competences and its importance in facilitating the professional development of Family Caregivers, as well as having an introduction to the digital validation process.

LEARNING OUTCOMES					
K n o w l e d g e	Understand the concept of digital validation of competences.	S k i l s	Explain what digital validation of competences is and its importance in facilitating the professional development of family caregivers.	R e s p o n s i b i l i t y & A u t o n o m y	Undertake personal research regarding the stages of a digital validation process.
	Understand the difference between validation and digital validation of competences.		Support the implementation of a digital validation process.		Foster the importance of the digital validation of competences of family caregivers among peers.

Learning unit description

Digital validation of competences refers to the process of verifying and confirming an individual's skills, knowledge, or qualifications using digital technologies and platforms. It involves assessing and documenting an individual's abilities in a specific area and providing evidence of their proficiency in a digital format.

Digital validation of competences plays a crucial role in facilitating the professional development of family caregivers in several ways:

- **Recognition and Credibility:** It allows family caregivers to showcase their skills, knowledge, and achievements in a tangible and verifiable manner. This recognition enhances their credibility among employers, healthcare professionals, and other stakeholders in the caregiving field.
- **Career Advancement:** Family caregivers can demonstrate their expertise and proficiency, which can lead to promotions, increased responsibilities, or access to specialised roles within the caregiving sector.
- **Standardisation and Quality Assurance:** By establishing recognised benchmarks and assessment criteria, digital validation ensures that family caregivers meet a certain level of quality in their work. This standardisation enhances the overall quality of care provided to individuals and helps build trust in the caregiving profession.
- **Job Mobility and Employability:** Digital credentials, certificates, and badges can be easily shared with potential employers or clients, making it easier to demonstrate their qualifications and abilities. This facilitates career transitions, job searches, and contract opportunities for family caregivers.

The digital validation process typically involves:

- The identification of family caregivers' competences
- Identifying and selecting the appropriate digital tools and technologies for documenting, assessing and certifying family caregivers' competences.
- Documentation, assessment and certification of competences
- Quality assurance in the digital validation of competences process

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Learning Unit 2: Identification of Family Caregivers' competences

Objective and learning outcomes

To provide an overview of how assessors can upskill in the identification of Family Caregivers' competences, based on defined standards and a competency matrix.

LEARNING OUTCOMES					
K n o w l e d g e	Outline the theories which explain the phenomena and processes related to the identification of Family Caregivers' competences.	S k i l s	Plan the process of identifying Family Caregivers competences, collect and manage feedback and evidence of professional activities.	R e s p o n s i b i l i t y & A u t o n o m y	Understand the importance of trust and respect for human dignity and equality, deal with conflict, build and maintain fair and respectful relationships.
	Define the indicators to identify competences.		Use appropriate methods and tools for the identification of the level of competence of the Family Caregivers.		Plan personal competences and career management
	Combine new approaches, resources, and tools to achieve valuable effects.		Use continuous reflection and self-assessment methods to identify competences.		Identify individual strengths and weaknesses and comply with confidentiality and data protection requirements.

Learning unit description

CEDEFOP (CEDEFOP, 2015) defines the assessment of competences as "the process of appraising knowledge, knowhow, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes)." Assessment is understood as a process of comparing an individual's competence to those of a competency model. Assessment follows systematic methods of gathering data under standardised conditions in order to reach conclusions regarding knowledge, skills, responsibility and autonomy.

Educators, who are key figures for the success of the identification of Family Caregivers' competences are acknowledged and play an important role. It is important for them to acquire the right knowledge about the Family Caregivers' Competence Framework, how to unlock skills and how to guide reflection on competences. It is also important for them to have knowledge of the process of documenting Family Caregivers' skills and producing related evidence of the assessment process (standards, criteria, tools), and of the European and national instruments for the recognition of non-formal learning experiences. Based on this knowledge, which can be acquired through the training package, educators will be able to provide qualified guidance to Family Caregivers' and identify their competences.

Assessors need to be familiar with the whole process of identifying competencies, as well as with the existing European validation tools for non-formal learning (Europass).

Validation necessarily starts with the identification of knowledge, skills and competences acquired. This stage is crucial as learning outcomes differ from person to person and have been acquired in various contexts: at home, at work or through voluntary activities. For many people, a valuable outcome of this process is the discovery, and better understanding of one's own capabilities. In the identification phase, individuals become aware of the knowledge, skills and competencies acquired through non-formal and informal learning in the voluntary sector.

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Learning Unit 3: Digital tools and technologies for documenting, assessing and certifying Family Caregivers' competences

Objective and learning outcomes

Identify and select the digital tools and technologies for documenting, assessing and certifying Family Caregivers' competences.

LEARNING OUTCOMES					
K n o w l e d g e	List the digital tools and technologies that can be used for competence validation, such as online assessments, e-portfolios, and digital badges.	S k i l s	Apply the digital tools and technologies that can be used for competence validation.	R e s p o n s i b i l i t y & A u t o n o m y	Compare the digital tools that are available for digital competence validation.
	Relate the different systems for the digital validation of competences, such as Open Badge, Credly, Acclaim, etc.		Choose the different systems for the digital validation of competences.		Assess the appropriate tools that prioritise accuracy, user-friendliness, data security, and compatibility.
			Apply the factors for choosing digital tools for digital validation.		

Learning unit description

In the field of caregiving, it is crucial to accurately document, assess, and certify the competences of Family Caregivers. With the advancement of digital tools and technologies, this process can be made more efficient and reliable. In this learning unit, we will discuss the importance of identifying and selecting the appropriate digital tools for these purposes.

When choosing digital tools for documenting, assessing, and certifying Family Caregivers' competences, several factors should be considered:

- **Accuracy and Reliability:** The selected tools should have a proven track record of accurately assessing and documenting competences. Verification mechanisms and quality assurance protocols are essential to ensure the reliability of the information obtained.
- **User-Friendliness:** The tools should be user-friendly and accessible to Family Caregivers with varying levels of technological proficiency. Intuitive interfaces, clear instructions, and responsive user support can contribute to a positive user experience.
- **Data Security:** As sensitive information is involved in documenting and assessing competences, the selected tools must prioritise data security. Encryption, secure servers, and adherence to privacy regulations are crucial to protecting caregivers' confidential data.
- **Compatibility and Integration:** Integration with existing digital platforms or systems used by healthcare providers can enhance the efficiency of documenting and assessing competences. Compatibility with mobile devices can also increase accessibility and convenience.

Digital tools and technologies offer significant advantages in documenting, assessing, and certifying the competences of Family Caregivers. By selecting appropriate tools that prioritise accuracy, user-friendliness, data security, and compatibility, the caregiving industry can streamline processes and ensure high-quality care for individuals in need.

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Learning Unit 4: Documentation, assessment and certification of competences

Objective and learning outcomes

To equip participants with advanced knowledge, skills, autonomy, and responsibility in the digital documentation, assessment, and certification of competences acquired by family caregivers.

LEARNING OUTCOMES					
K n o w l e d g e	Define theories and principles related to the digital validation of competences.	S k i l s	Apply innovative techniques for assessing family caregivers' competences.	R e s p o n s i b i l i t y & A u t o n o m y	Act independently in decision-making for digital competency validation. Lead teams in digital competency validation projects.
	Identify components of the European Framework of Competences.		Develop effective competency assessment methodologies.		Instruct trainees in competency assessment processes.
	Explain the significance of digital documentation of competences.		Utilise novel approaches to competency documentation.		Monitor work processes during competency assessment.
	Critically assess competency standards.		Plan and execute competency validation projects.		

Learning unit description

Learning Unit 4 focuses on the critical aspects of documenting, assessing, and certifying competences acquired by family caregivers. Participants will delve into advanced knowledge and skills essential for navigating the complexities of digital validation of competences in the context of family caregiving. The unit promotes critical thinking and innovative problem-solving approaches to competency

assessment and certification. Additionally, participants will develop the autonomy and responsibility required to effectively lead competency validation projects.

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Learning Unit 5: Quality assurance in the digital validation of competences process

Objective and learning outcomes

To provide an overview of the importance of quality assurance in the digital validation of competences process, to outline the current situation of quality assurance in this area, to examine EU quality assurance standards, principles and tools for the digital validation of competences process and to highlight examples of good practice and recommendations in quality assurance across Europe.

LEARNING OUTCOMES					
K n o w l e d g e	Explain what quality assurance is and why it is important in the digital validation of competences process.	S k i l s	Analyse the current state of quality assurance across Europe in the digital validation of competences process.	R e s p o n s i b i l i t y & A u t o n o m y	Determine the relevance and importance of quality assurance in the digital validation of competences process.
	Summarise EU quality assurance standards, principles and tools for the design and issuance of digital competences .		Highlight examples of good practice across Europe of quality assurance in the digital validation of competences process		Appraise EU quality assurance standards, principles and tools for the design and issuance of digital competences.
	Outline the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)		Apply the EQAVET quality assurance common principles, indicative descriptors, and indicators.		Instruct trainees in EQAVET common principles, indicative descriptors, and indicators.

Learning unit description

In recent years, the use of micro-credentials has emerged as a method for learners and workers to upskill or update their skills in response to Covid-19 and changes to the labour market: automation, green and digital skills. Micro-credentials enable the validation of competences digitally. However, despite the increase in their use, they lack common standards to ensure their transparency, transferability, cross-border

comparability and quality, which leads to a lack of understanding and a devaluation of their worth.

Council Recommendations of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability define a micro-credential as being "underpinned by quality assurance" and emphasises the importance of quality assurance which is in line with the European Quality Assurance Reference Framework (EQAVET). [EUR-Lex - 32022H0627\(02\) - EN - EUR-Lex \(europa.eu\)](#)

This unit will explore the Council Recommendations regarding EU quality assurance standards and principles for the design and issuance of digital competences and the European Quality Assurance Reference Framework for VET (EQAVET). It will also examine the current state of quality assurance and micro-credentials across Europe, highlighting examples of good practice and recommendations. EU tools for quality assurance, such as the European Qualifications Framework (EQF) and the European Validation Checklist (Cedefop) will also be identified.

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Learning Unit 6: Promoting digital competences among family caregivers

Objective and learning outcomes

To provide comprehensive information on the implications of IoT (Internet of Things), Artificial Intelligence (AI), Augmented Reality (AR), Virtual Reality (VR) and wearable technologies in health services to promote family caregivers' digital competences.

LEARNING OUTCOMES					
K n o w l e d g e	Explain the use of IoT, AI, AR, VR and wearable technologies in home care.	S k i l s	Organise the caregiving process utilising digital tools and new technologies that best suit family caregivers' specific needs.	R e s p o n s i b i l i t y & A u t o n o m y	Monitor the effects of the tools and devices used in the caregiving process, the recipient and oneself, in terms of high-quality care, social contact and psychological well-being.
	Classify the new technologies, digital tools, devices, platforms and Apps.		Analyse the digital tools, platforms and Apps along with new technologies to customise them for optimal benefit.		Lead others in the following and application of digital tools, platforms, Apps and new technologies in the health and care sectors.
	Choose the digital tools, platform or App that best suits family caregivers' needs.				

Learning unit description

Although the ageing population is increasing rapidly globally, society is not yet prepared for its impact on the health system. Human resources in health are inadequate, and the economic aspects of managing and treating the health conditions of the elderly are very difficult with traditional methods. Therefore, there is a need to develop alternative methods to manage the health problems of the elderly (Ziefle and Rocker, 2011; Home Health Services Report, 2021). The expansion of the number of chronic patients and the scope of home care services also affects the way home care

services are delivered and increases the role of technology-oriented approaches. To address the problem, it has become imperative to develop innovative support technologies to reduce the health and care costs of elderly people by keeping them at home. For this fact, educational administrators, course designers, teachers, teacher trainers, examining bodies need to follow new technologies to help family caregivers apply them with their care receivers in line with their specific needs. In general terms, briefly here are the new technologies and their applications we will refer to in training material:

- Internet of Things (IoT): IoT technologies contribute to improving the quality of human life by helping in the control and monitoring of the healthy state, diagnosis and treatment of the disease state. IoT technology is used in Alzheimer's, Parkinson's, chronic diseases, anxiety (mood disorders), sleep disorders, obesity, orthopaedics and falls (Eşkin Bacaksız et al. 2020).
- Artificial Intelligence (AI): In home healthcare services, artificial intelligence is widely used in care services and education, from electronic health records, mobile health, telehealth, remote patient monitoring and patient tracking sensors. Today, it is especially used in online service records, medication safety applications, recording and monitoring of patient safety indicators. In addition, with the use of decision-support systems, it prevents errors and provides effective guidance in service processes (Whende, 2020; Önder, 2021).
- Augmented Reality (AR) and Virtual Reality (VR): The possible effects of virtual reality technologies on health services will be more than many technologies already used in health services (Riva, 2000). Virtual reality technologies can be used in many areas such as surgery, diagnosis of diseases or other health problems by healthcare professionals, training of other professional groups in medicine and health services, patient education, rehabilitation of patients and exercise (Önder, 2021; Whende, 2020).
- Wearable Technologies: While most home technologies are for the use of the person living in the home, some are also designed for use by social workers and caregivers. In general, most smart home systems, which are a combination of sensors and tracking systems, also enable the patient to participate in social life.

In practical terms, family caregivers will be supported by educational administrators, course designers, teachers, teacher trainers, examining bodies reflecting on the available digital tools, technological devices, digital platforms and APPs; how to choose and apply them in their providing care process: Caregiving, Coordinating the Care Process, Medication Management, Personal Health Record Tracking, Information & Education, Social and Emotional Support, Exercise and Nutrition, Entertainment, Home and Safety.

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Learning Unit 7: Promoting digital validation of competences among stakeholders

Objective and learning outcomes

Identify and educate stakeholders for the promotion of digital validation of competences of family caregivers.

LEARNING OUTCOMES					
K n o w l e d g e	Define and identify the various stakeholders involved in digital validation of competences for family caregivers.	S k i l s	Create and share information to stakeholders about the benefits of digital validation of competences.	R e s p o n s i b i l i t y & A u t o n o m y	Engage in independent activity promoting the digital validation of competences among stakeholders.
	Outline forms and methods of promoting the digital validation of competences.		Build effective promotion of digital validation of competences.		Lead a team promoting the digital validation of competencies among stakeholders.
	Compare the differences between the forms of promoting the digital validation of competences.				

Learning unit description

Promoting digital validation of competences among stakeholders can be described as a process that implies the following steps:

- Identify Stakeholders: Understand the various stakeholders involved, including family caregivers themselves, healthcare providers, policymakers, advocacy groups, and technology developers.
- Educate Stakeholders: Provide information to stakeholders about the importance and benefits of digital validation of competences for family

caregivers. Highlight how it can improve caregiver well-being, enhance patient care, and streamline healthcare processes.

- Address Privacy and Security Concerns: Address concerns regarding privacy and security of data collected through digital validation tools. Implement robust security measures and adhere to relevant regulations (such as GDPR) to protect sensitive information.
- Provide Training and Support: Offer training sessions and support resources to help family caregivers understand how to use digital validation tools effectively. Provide ongoing assistance and troubleshooting to address any challenges they may encounter.
- Demonstrate Value: Showcase success stories and case studies demonstrating the value of digital validation for family caregivers. Highlight concrete benefits such as improved caregiving outcomes, better coordination of care, and reduced administrative burden.
- Advocate for Policy Changes: Advocate for policy changes at the local, national, or international level to support the integration of digital validation into caregiving practices. This may involve lobbying policymakers, collaborating with advocacy groups, or participating in relevant policy forums.
- Facilitate Collaboration: Foster collaboration among stakeholders to ensure that digital validation initiatives are aligned with broader caregiving goals and priorities. Encourage open communication and information sharing to drive innovation and improvement in this area.
- Raise Awareness: Raise awareness of the importance of digital validation of competences for family caregivers through various channels, including social media, conferences, workshops, and community events.

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