



EQM-PD
European Quality Management for
Professionals working with Persons with
Disability

PROGRAM

www.eqm-pd.com

Content of the Curriculum

Dr. Manfred Pretis

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Directory

1. Goal of the curriculum	3
1.1 Background	4
1.2 Why the 5 above mentioned assistance areas?	4
1.3 General Learning target	6
1.4 K-S-C approach	6
2. Target group of the curriculum	7
3. Extent of the curriculum	8
4. Prerequisites of the training	10
5. The specific quality of EQM-PD	11
6. Basic principles	12
7. Description of the modules	13
7.0 Preliminary remark	13
7.1: Module 1: Kick off/Dissemination	13
7.2: Module 2: Participation	14
7.3: Module 3: Communication	14
7.4: Module 4: Work	15
7.5: Module 5: Leisure time	15
7.6. Module 6: Further Education	16
7.7. Module 7: Living	16
7.8. Module 8: Counselling	17
7.9 Module 9: Instrument	18
7.10 Module 10: Evaluation	18
8. The concrete procedure	19
8.1 Kick off/Dissemination	19
8.2 Theoretical self organised learning units	19
8.3 Face to face units	19
8.4 Practical transfer	20
8.5 Evaluation	20
9. References	20

1. Goal of the curriculum

The curriculum EQM-PD provides a specific qualification for professionals (= **front-line-professionals**) working directly with people with disability¹ (**PwD**). It is the goal of EQM-PD to give profound information about concrete processes which increase the quality of life² for people with disability.

EQM-PD focuses on activities and processes by the professionals in order to assist persons with disability in defined domains of assistance. These assistance areas are

- assistance at **work for PwD**
- assistance concerning **leisure-time activities of PwD**
- assistance concerning **further education for PwD**
- assistance concerning **living-conditions of PwD**
- assistance concerning **counselling for PwD**

Within the last decade one can observe an increasing interest in aspects of quality of life for persons with disability (e.g. European Year of Persons with Disability). Empowerment and increased participation gave persons with disability the necessary power, to be seen as consumers of social services, much more than persons who depend on different kind of support.

¹ The target group of EQM-PD are persons with mild intellectual disability, even though some parts (module work) – due to the organisation of the project - refer on persons with physical disability.

² The curriculum is complemented by basic teaching and learning materials. Underlined terms refer to further materials, which you might find in the “learners support material” or the material for the participating trainers.

1.1 Background

Within this context it is obvious, that the issue of the quality of services for persons with disability became more and more relevant. Current attempts to approach to the topic of quality within the field of social service provision – up till now - focused on the topic of

- Service-providers (management)
- Models based on economic parameters
- Professionals without including the customers (PwD)

EQM-PD takes into account, that the key player in the field of quality is the person with disability. Therefore, quality is based on the **expression and/or search for the needs of the person with disability**. This refers on the one hand to the curriculum for the front-line-professionals (= learners), which aims to increase the sensitivity towards their own assistance process. On the other hand it takes into account, that people with disability are able to assess³ the quality of the service provided **by themselves**.

1.2 Why the 5 above mentioned assistance areas?

If we understand service provision for people with disability as a contribution towards participation, we have to focus on those areas, where people with disability still are in danger to be excluded from participation:

³ The instrument to assess the quality of assistance-related activities therefore is an integrative part of the curriculum. It is also a goal of the curriculum, to provide information to the professionals, how to use and how to assist in using the instrument.

This includes the aspects of

- how to contribute to **one's own self esteem** and to the society by means of (paid) **work**
- how to use and enjoy the time apart from work (= **leisure time**)
- how to be able to develop one's perspectives, interests and skills (= **further education**)
- how to arrange one's own the **living condition** in terms of autonomy and self determination
- how to get **help** and support, if it is needed.

The curriculum addresses to front-line professionals who are working in direct contact with people with disability. Depending on national approaches, this could be

- Pedagogues and associated professionals
- Social workers and associated professionals
- Therapists, nurses and associated professionals
- Craft-workers and associated professionals

The curriculum provides competence, information and skills to those professionals, who – within their daily work – are confronted with the wishes and expectations of people with disability.

The learners will increase their competence within the curriculum by **3 steps**:

- Reflection on own quality criteria (personal, institutional)
- Information about state-of-the-art approaches
- Concrete assessment and modification of their own activities by means of self-evaluation based on the assessment instrument.

1.3 General Learning target

Learners who successfully passed the curriculum will increase knowledge, skills and wider personal competences:

- Ability to reflect own preconception about disability
- State-of-the-art knowledge about assistance for PwD
- Ability to focus on observable concrete assistance activities which increase the quality of life for people with disability in concrete situations
- Ability to focus on the needs of the customers (PwD) within identified situations
- Ability to plan a change process
- Ability to evaluate own assistance

1.4 K-S-C approach

To allow comparability of the curriculum within the European context a system within the **European Qualification Framework (EQF)**⁴ is applied, which follows broader tendencies within the European Union (see also certificate).

This concept focuses on “**Learning outcomes**”: Learning outcome is seen as a manifestation, of what a learner is expected to know, understand and/or be able to demonstrate after completion of any learning process or at the end of a period of learning”.

⁴ European Commission (2005): Towards a European Qualifications Framework for Lifelong Learning. Brussels: European Commission (SEC 2005; 957)

This includes (**K-S-C-model**)

- a. **Knowledge** (to know about and to know how), in terms of cognitive competence involving the use of theory and concepts, as well as informal tacit knowledge gained by experience
- b. **Skills** (to be able to actually do) in terms of functional competence, those things that people should be able to do, when they are functioning in a given area of work, learning or social activity and
- c. **Wider personal competencies** (knowing how to conduct oneself in a specific situation and ethical competence involving certain personal and professional values).

This approach is based on the ECTS-systems, even though for some professionals the future ECVET-systems also might be applicable.

2. Target group of the curriculum

- Professionals who are working in direct (front-line) contact with people with disability.
- Professionals (except concerning the module “work”) who work with persons with mild intellectual disability⁵
- Professionals who provide assistance in the following areas: “work”, “leisure-time”, “further education”, “living” and/or “counselling”
- Professionals who are able to cope with questionnaires and/or online-assessment tools

⁵ The EQM-PD expert group found a consensus to use the term „person with mild intellectual disability“ based in ICD-10 terminology: Weltgesundheitsorganisation (Hrsg.). (1991). Internationale Klassifikation psychischer Störungen. ICD-10. Bern: Huber.

3. Extent of the curriculum

The curriculum EQM-PD includes 12 ECTS-points⁶. This represents an work-load of 300 hours. The EQM-PD approach facilitates own activity by the learners, feed-back-mechanisms in terms of face-to-face-units and practical transfer.

The curriculum consists of 10 modules. It is noteworthy that following modules are regarded as **obligatory**

- 1) Kick off/Dissemination
- 2) Participation
- 3) Communication
- 9) Instrument
- 10) Evaluation

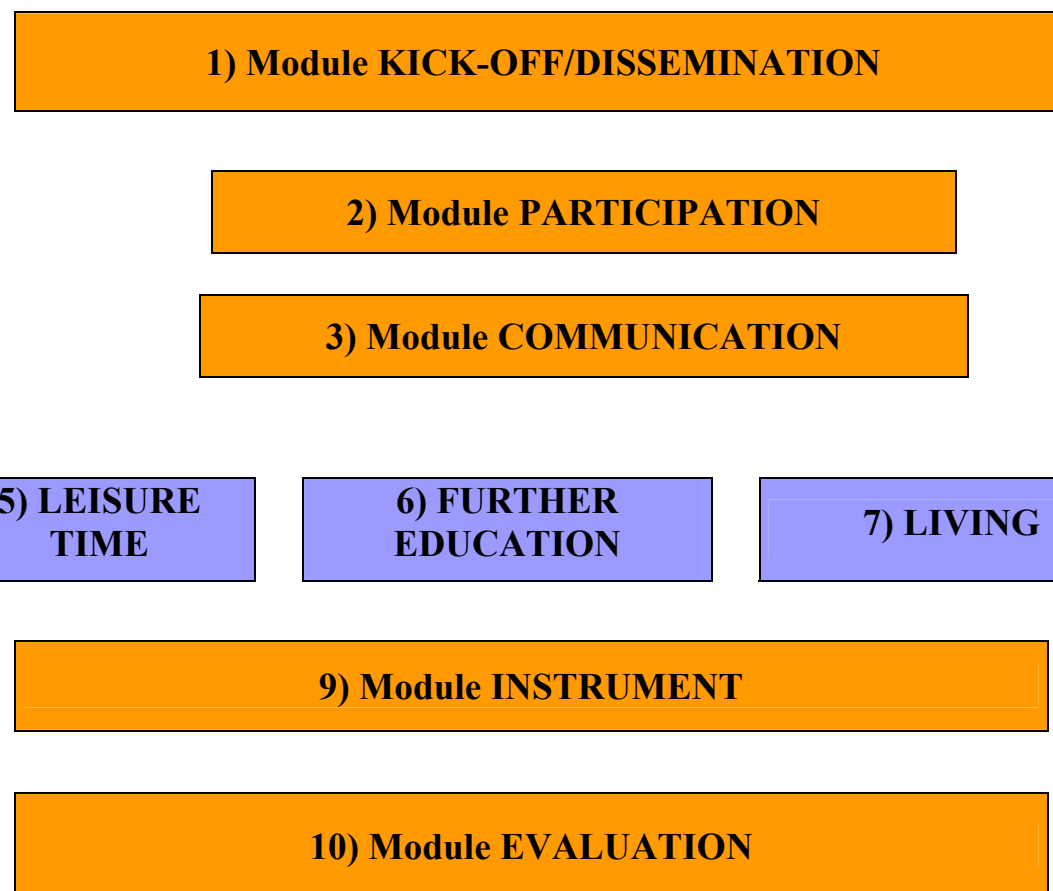
The following modules can be regarded as **facultative**. This means, that the learner – based on his or her professional background might choose his or her relevant module. It is noteworthy that in this case ECTS-points and passed units have to be clearly identified within the certificate.

It is also noteworthy, that – in terms of a logic structure – at **least one of the facultative** modules have to be passed.

- 4) Work
- 5) Leisure-time
- 6) Further Education
- 7) Living
- 8) Counselling

⁶ [www.http://europa.eu.int/comm/education/socrates/ects.html](http://europa.eu.int/comm/education/socrates/ects.html)

Graph 1: Structure of the curriculum

**Specific Modules :**

..... = obligatory modules
..... = facultative modules

Tab. 1: Workload of the Modules: All modules

Module	ETCS	Workload (hours) ⁷
1. Kick off/Dissemination		8
2. Participation		24
3. Communication		24
4. Work	Specific modules: Learners – due to their professional background may choose 1-5 specific modules (see table 2)	36
5. Leisure Time		36
6. Further Education		36
7. Living		36
8. Counselling		36
9. Instrument		60
10. Evaluation		4
Sum (maximum : all modules)	12	300

Tab. 2: Workload of the Modules: Selected specific modules

1 specific module		112
2 specific modules		159
3 specific modules		206
4 specific modules		253
5 specific modules		300

4. Prerequisites of the training

Even though the landscape of professional training in Europe is heterogeneous (e.g. in Austria 698 different courses are offered) most of the training facilities

- are often based on mere learning catalogues and
- can be regarded “more or less” integrative⁸
- can be assessed as primarily medicine-focused

⁷ For further information: [www.http://europa.eu.int/comm/education/Tuning.html](http://europa.eu.int/comm/education/Tuning.html)

⁸ Schmid, T.; Prochazkova, L. (2004): (mehr oder weniger) integrative Ausbildungen in Österreich – Ist-Analyse. Bericht des Modul 1 der Equal Entwicklungspartnerschaft QSI. Wien: Eigenverlag.

EM-PD – within this context can be regarded as a possibility for **further education** for learners with a basic educational background in the field.

EQM-PD therefore can be regarded as a complementary strategy to define quality standards for professionals, working in the social field:

EQM-PD is based on basic education of professionals in the field of disability. EQM-PD cannot replace basic training issues and/or legal regulations. EQM-PD focuses on the quality of the concrete work in concrete relevant areas of persons with disability and therefore can be regarded as a complementary system to ensure the quality of the concrete assistance process.

5. The specific quality of EQM-PD

EQM-PD can be defined the following qualities:

- + Multidisciplinary development of the modules by customers (PwD), professionals and researchers and administrative-financial bodies in the field, ensuring **maximum participation** of all involved entities.
- + EQM-PD closes the gap between basic education of the learners (pedagogues, psychologists, social workers, nurses....) in the field of people with disability and challenges of life-long-learning and quality assurance.
- + EQM-PD describes as list of quality criteria, which can be assessed by both, persons with disability and front-line professionals
- + **Therefore EQM-PD by means of its “Assessment Instrument” can be regarded as a tool for the permanent adaptation of quality, including possibilities of certification.**
- + Empowerment of the learners in terms of self-organised learning units
- + Availability of working material – for the trainers and the learners
- + Concrete practical transfer by using the Assessment Instrument
- + Application of current European approaches (EQF, K-S-C-model)

6. Basic principles

Creating EQM-PD we followed some basic principles concerning assistance for people with disability.

Philosophy

Disability is regarded as the social impact of an impairment or handicap. We might talk about disability if the participation in terms of ICF within relevant areas of human life is restricted or at danger to be restricted.

Every human being can be regarded as a unique bio-psycho-social entity with his or her individual biography and individual conditions of life. Every human being, as he or she is born has succeeded to enter the world with his or her competences to act like a human being.

Transparency

Transparency can be regarded as a main principle in the field of social work. Transparency means, that it is my responsibility as a care-giver, assistant etc. to inform the client about my goals, theories and means of work. This has to be done in a language, which is understandable for the person with disability. Whenever the principle of transparency is ignored or violated, fantasies and energy will be bound to find “the truth” or the secret.

Integration

Integration takes place, when all persons have equal and self-determined access to all areas of life. It is the goal of integration to enable full participation of persons with disability. Integration therefore requires means and framework conditions (e.g. in terms of laws). Integration can not be shared or divided. Integration includes the right of a person, to be “different”.

Gender Mainstreaming

Gender Mainstreaming aims to perceive consciously social difference and/or discrimination by gender. Within all processes of planning, performing or evaluating a project this gender aspect has to be taken into account. All steps within the project should be conceptualised in a way, to promote the idea of equal opportunities both for men and women.

7. Description of the modules

7.0 Preliminary remark

The curriculum in terms of ICT-supported learning processes consists of 10 modules and 2 types of learning processes (face-to-face learning processes with trainers and self-organised units). These 2 different forms are indicated by colours:

Units together with a trainer
Self organised units

7.1: Module 1: Kick off/Dissemination

Learning Target:

Knowing the learners, general Knowledge about the curriculum, dissemination of relevant materials information about time-structure and organisation of the curriculum. Information about dissemination strategies.

Learning Contents:

Getting to know each other
Expectations towards the curriculum
Presentation of the curriculum
Definition of the time structure and organization of the curriculum
Making available necessary materials
General Information about the Personal Project Plan
Still remaining open questions

Learning Setting:

Face to face units	Self organised learning	Practical transfer	Evaluation (face to face)	Sum
8				8

7.2: Module 2: Participation**Learning Target:**

Knowledge about current theoretical approaches concerning participation.

Learners are brought closer to the core process of involvement and practical aspects regarding involvement of PwD

Learning Contents:

Different theoretical approaches to

Participation for persons with disability

What is involvement?

Particular challenges

What is best practice?

How to create a user involvement action plan

General Information about the Personal Project Plan

The aspect of Gender Mainstreaming for working with persons with disability

Learning Setting:

Face to face units	Self organised learning	Practical transfer	Evaluation (face to face)	Sum
4	20			24

7.3: Module 3: Communication**Learning Target:**

Knowledge about current models of communication with PwD.

Learners are brought closer to existing concepts of disability and the impact of these concepts on communication

Learning Contents:

Theoretical background to Communication and Participation for persons with disability (medical model, sociological model...). Different relevant theoretical approaches to Communication for persons with disability

Learning Setting:

Face to face units	Self organised learning	Practical transfer	Evaluation (face to face)	Sum
4	20			24

7.4: Module 4: Work**Learning Target:**

Knowledge about current theoretical approaches (barrier-free working place, needs-orientation, workplace-assessment)

Learning Contents:

Assessment of the working place

To meet the needs of the disabled employee

Best practice examples

Learning Setting:

Face to face units	Self organised learning	Practical transfer	Evaluation (face to face)	Sum
16	20			36

7.5: Module 5: Leisure time**Learning Target:**

Knowledge about current theoretical approaches of leisure time assistance. The learners are able to deal with theoretical knowledge concerning quality and the relevant domain.

Learning Contents:

Theoretical background

Benefits of leisure activities

Learning disabilities effect on recreation participation

Different types of assistance for leisure time

Best practice examples

Process of assistance in leisure time

Learning Setting:

Face to face units	Self organised learning	Practical transfer	Evaluation (face to face)	Sum
16	20			36

7.6. Module 6: Further Education

Learning Target:

The learners should know about current theoretical approaches and models on behalf of assistance during (formal) learning situations for PwD.

Contents:

European models and standards of learning for people with mental disabilities

Different types of assisted education

Education options

Best practice examples

Core process Assistance: behaviour and experience

Learning Setting:

Face to face units	Self organised learning	Practical transfer	Evaluation (face to face)	Sum
16	20			36

7.7. Module 7: Living

Learning Target:

Knowledge about current theoretical approaches of living assistance. The learners are able to deal with theoretical knowledge concerning quality and the relevant domain.

Learning Contents:

European models and standards of Sheltered house for people with mental disabilities
 Internet links with useful information for professionals working with people with mental disabilities relevant to the module

Bibliography and summaries of Books and Articles containing useful information for professionals working with people with mental disabilities relevant to the module.

Different types of assisted living

Practical aspects regarding assistance for living

Best practice examples:

Core process Assistance: behaviour and experience

Learning Setting:

Face to face units	Self organised learning	Practical transfer	Evaluation (face to face)	Sum
16	20			36

7.8. Module 8: Counselling

Learning Target:

Knowledge about current theoretical approaches of counselling and guidance for PwD. The learners are able to deal with theoretical knowledge concerning quality criteria of counselling processes.

Learning Contents:

Counselling for persons with intellectual disabilities

The role of counselling within the rehabilitation process

Goals of the counselling processes

Internet links with useful information for professionals working with people with mental disabilities relevant to the module

The importance of the personality of the counsellor

Quality standards for professionals and the aspect of Gender Mainstreaming

Learning Setting:

Face to face units	Self organised learning	Practical transfer	Evaluation (face to face)	Sum
16	20			36

7.9 Module 9: Instrument

Learning Target:

Knowledge about the structure and application of the Assessment Instrument within the different assistance areas.

Learning Contents:

Structure and importance of the Assessment instrument

Service domain

Personal domain

Using the instrument

Interpreting the data

Practical transfer

Learning Setting:

Face to face units	Self organised learning	Practical transfer	Evaluation (face to face)	Sum
5		11 (work) 11 (Leisure time) 11 (Further Education) 11 Living 11 Counselling		60

7.10 Module 10: Evaluation

Learning Target:

Reflection of the process and contents of the passed curriculum. Evaluation of the change management process with in the practical transfer

Learning Contents:

Individual and group evaluation process

Evaluation within the group

Learning Setting:

Face to face units	Self organised learning	Practical transfer	Evaluation (face to face)	Sum
			4	4

8. The concrete procedure

8.1 Kick off/Dissemination

The Kick off/dissemination unit is organised by the training institution. Within this context all relevant information, training-material is disseminated and responsible contact persons (especially using ICT) are nominated.

The learner should be enabled to use the provided material and to enter the process of (guided) self-organised learning units.

The training institution should nominate a personal training assistant for the learner to guide him/her through the self-organised learning process.

Dates and organisation of the face-to-face units should be organised.

8.2 Theoretical self organised learning units

The self organised units are based on provided literature and internet links. This self organised theoretical part is finished by a discourse with the head of the training institution (at the moment of evaluation) about the contents of the literature-research. The goal of this self-directed units are

- to increase knowledge about state of the art approaches
- to identify comparable approaches based on ICT
- to reflect on different approaches

During the self organised learning units the learner can contact his/her training guide.

8.3 Face to face units

The face to face units are organised by the training institution (see train the trainer support). The face to face units mostly are organised within weekend-seminars. There is the recommendation to participate at least 75% of the face-to-face units. The goal of the face-to-face-units are

to obtain input and feedback about concrete questions

- to learn to use the assessment instrument
- to exchange experience within the peer-group

8.4 Practical transfer

The goal of the practical transfer is the possibility to put into practice and evaluate and/or modify own hypotheses and/or concrete activities. These practical transfer activities are mentored by the head of the curriculum by means of information and communication technology (ICT). The practical transfer includes

- the self-assessment of own activities
- possible assistance for persons with disability to use the questionnaire including a reflection process with the person with disability
- defining goals to adapt the own behaviour in terms of increased quality
- implementation of behavioural changes
- self evaluation and/or evaluation together with the person with disability
- mentoring processes by means of ICT

8.5 Evaluation

After having passed all or selected parts of the curriculum, the head of the training institution is entitled to provide certificates concerning the successful participation. The certificate covers the title “European Quality Manager for Persons with Disability”

9. References

- European Commission (2005): Towards a European Qualifications Framework for Lifelong Learning. Brussels: European Commission (SEC 2005; 957)
- Schmid, T.; Prochazkova, L. (2004): (mehr oder weniger) integrative Ausbildungen in Österreich – Ist-Analyse. Bericht des Modul 1 der Equal Entwicklungspartnerschaft QSI. Wien: Eigenverlag.
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