



Advancing Competences in the European Senior Service Sector
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COMPARATIVE ANALYSIS OF WORK COMPETENCES IN THE SENIOR SERVICE SECTOR

1. OBJECTIVE

The main objective of the analysis is obtaining source data for design of the course. The analysis also aimed at unifying work methodology of the ACE partnership members and getting relevant insights into labour related issues in the senior service sector.

PROCEDURES

Analytical work took place in several steps described below.

2. DATA ACQUISITION

In the initial step of the analysis all ACE partnership members gathered job profiles for staff positions of workers providing care services to the elderly people (also referred to as senior service work) in their countries. Sources used for gathering these job profiles included our own knowledge in the field, a catalogue of job profiles (European Senior Service Sector: Catalogue of Job Profiles. Leonardo da Vinci project no. 134320-LLP-2007-DK-LMP, 2010), official on-line data sources and interviews with experts on the social service sector. In total 29 job profiles, shown in Table 1, were selected for our analysis. Level numbers at the bottom of Table 1 cells give EQF level ratings assigned by the national standard-setting bodies.

To provide a sample job description we present Family/Home Assistant in Italy job profile in Table 2 below.

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Table 1: Job profile synopsis

COUNTRY	SOCIAL WORK			HEALTH CARE				HOUSEKEEPING	
Czech Republic	Social worker Level 6	Worker in social services Level 3		Nurse Level 4-6	Occupation therapist/ Ergo-therapist Level 6	Physio-therapist Level 4-6			
Germany	Social Assistant worker for inpatient care Level 1-2	Social Community Assistant Level 4-5		Geriatric Nurse Level 4	Geriatric Nurse Assistant Level 4	Care Assistant Level 4	Nurse for Geriatric psychiatry Level 5	House-keeper Level 4	House-keeper Assistant Level 3-4
Hungary (no EQF rating)	Qualified social carer	Social assistant	Social worker	Nurse	Qualified nurse	Home carer			
Italy	Social work associate professional Level 4-5	Social worker Level 6-7		Family/ Home Assistant Level 2-3	Homebased personal care worker Level 3				
Lithuania	Social worker Level 6-7	Assistant social worker Level 4	Social Nurse Level 4-6	Nurse Level 6-7	Assistant Nurse Level 4	Visiting Care employee Level 4-6			



Table 2: The Family/Home Assistant (Assistente familiare) Job Profile

<p>National job profile</p>	<p>The Family/home Assistant (training required to operate in assistance to family is not mandatory at the moment, but soon it will become mandatory to attend a course of 220h to obtain authorization to work, register to the professional register and to be included in the database of the provincial Family assistants) operates mainly in domestic situations, designed to provide a monitoring presence and first level assistance to vulnerable people, mainly elderly, characterized by partial autonomy and need for support aimed at the maintenance of his/her functions and primary needs of life. In particular he/she carries out his activity addressed to safeguard the life of the patient, meeting the basic needs and promoting the wellness and autonomy, with particular attention to human relationships. Sector: domestic workers</p>
<p>Working field</p>	<p><i>Reference area:</i> He/she carries on his/her activity in the field of social welfare - individually or on behalf of cooperatives – in cohabitation or per hours at person’s home with different levels of psycho-physical self-sufficiency (elderly, sick, disabled, ...) <i>Organizational location:</i> He/she generally works alone or, where required by the user and / or by the family interfacing with professional operators responsible for social and health care. <i>How he/she exercises the job:</i> Method and duration of the activity, as contractually defined starting from the needs of the elderly and / or sick person, are variable and may include coexistence, nights and weekends.</p>
<p>Core tasks</p>	<p>Skills, abilities, knowledge suitable for the performance of activities of care and looking after people with different levels of psycho-physical self-sufficiency (elderly, sick, disabled, ...), also in support to family members, in support of everyday life, contributing to the maintenance or recovery of the autonomy and well-being according to the needs of the user and to the reference context and avoiding, or at least reducing, the risk of isolation. He/she ensures a continuous presence at the domicile of the person cared for by conducting direct assistance to the person, especially at times when support is needed to perform the activities of daily living and taking care of cleaning the house.</p>



	<p>The tasks of the family assistant concern:</p> <ul style="list-style-type: none"> - look after people at different levels of psycho-physical dependency (elderly, sick, disabled ...) - maintain the conditions of hygiene and safety of domestic environments. <p>Core activities characterizing the activity of family assistance</p> <p>Implementing performance of help to the person, of domestic and hygienic-sanitary kind</p> <p>Support for the physical and mental well-being of the patient</p> <p>Execution of operations in the context of life of the patient to support his/her everyday life, the maintenance and recovery of physical and mental autonomy and avoiding, or otherwise reducing the risk of isolation</p> <p>Support to the psychophysical well-being of the patient</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Competences (knowledge, skills, competences)</p>	<p style="text-align: center;">Health care related services</p> <ul style="list-style-type: none"> - Act within the responsibilities of the family assistant - Concepts of first aid; - Recognize the signs and symptoms of the diseases at different stages - Identify the needs and physical, psychological, welfare and healing problems - Operate the correct reporting to health workers in case of emergency - Manage emergency situations pending health interventions - Apply procedures to support the proper use of prescribed drugs - Apply techniques to assist in the nutrition and hydration - Apply techniques for the management of severe behavioural problems - Apply techniques of communication and relationship with the patient's disease or ALS and with the elderly suffering from dementia - Apply techniques of support to personal hygiene - Apply techniques to support the performance of physiological functions - Apply technical support to the movement, mobilization and proper posture in bed - Monitor the patient - Apply techniques to assist the communication - Apply methods for the prevention and treatment of skin lesions - Management and stimulation of residual capacities - Apply simple techniques of stimulation



<p>Person related services</p>	<ul style="list-style-type: none"> - Basic knowledge of the Italian language and technical terms related to their profession - Knowledge of elements of relational psychology with particular reference to the condition of dependency; - Identify the needs and physical, psychological, welfare and curative problems - Understand the requirements of the person and her/his family - Manage the relationship with family members - Apply correct methods of managing daily life - Apply technical support and care to the dressing and care in clothing - Apply technical support in taking in meals/feeding the patient - Apply simple techniques of cognitive stimulation - Use different modes of communication - Manage at work with confidentiality, respect for the rights and needs of people experiencing fragility - Manage own emotions - Managing the stress - Apply technical support to the social integration of the elderly/patient - Know the main cultural and leisure facilities in the area and how to have access to it - Make purchases and handle practices and commissions
<p>Household related services</p>	<ul style="list-style-type: none"> - Organize own work - Apply techniques to improve the living environment - Apply environments cleaning techniques - Apply techniques for sanitation of elderly's lingerie - Care and tidy up the wardrobe - Make the spaces functional in respect of the person - Apply safety procedures at home - Apply techniques for preparing and storing food, in accordance with the eating habits of the person - Knowledge of the basic elements of cooking and dietetics - Preparations and main menu of traditional Italian cuisine



<p>Technical assistant related services</p>	<ul style="list-style-type: none"> - Evaluate useful and necessary aids - Use technological aids for management of the elderly at home and environment control - Tools and techniques for the lift and transfer on the wheelchairs and risks related to the incorrect use of such techniques - Mobilization on the wheelchair and postures in bed - Control of the parameters (temperature, pressure, oximetry) - Apply techniques to assist nutrition and hydration - Apply techniques for the management of severe behavioural problems - Apply techniques of communication and relationship with the Alzheimer and ALS ill patient and with the elderly suffering from dementia - Basic elements of the disease and its evolution - Techniques applied to the specificity of Alzheimer disease
<p>Legal and institutional related services</p>	<ul style="list-style-type: none"> - Knowledge of responsibilities related to the work of assistance - Rights and duties of the patient and family; - Rights and duties of the family assistant; - Knowledge of the Network organization of the main social and health services in the area and how to have access to it - Key bureaucratic, social and health procedures - Relating with local services (family doctor, municipal offices, post offices, emergency services ...) and their functions - Aspects of ethics and legislation related to work with Alzheimer's patients - Aspects of ethics and legislation related to work with people with ALS - Elements of civic education.

Subsequently, all acquired job profile tasks were broken down into individual work competences, which are required for performing work functions associated with the given job profile. The end result of this stage of analysis thus was a rather voluminous database of work competences (knowledge, skills and competences) arranged by their respective job profiles. At this point it was evident that in each ACE member country the aggregate of work competences across the whole senior



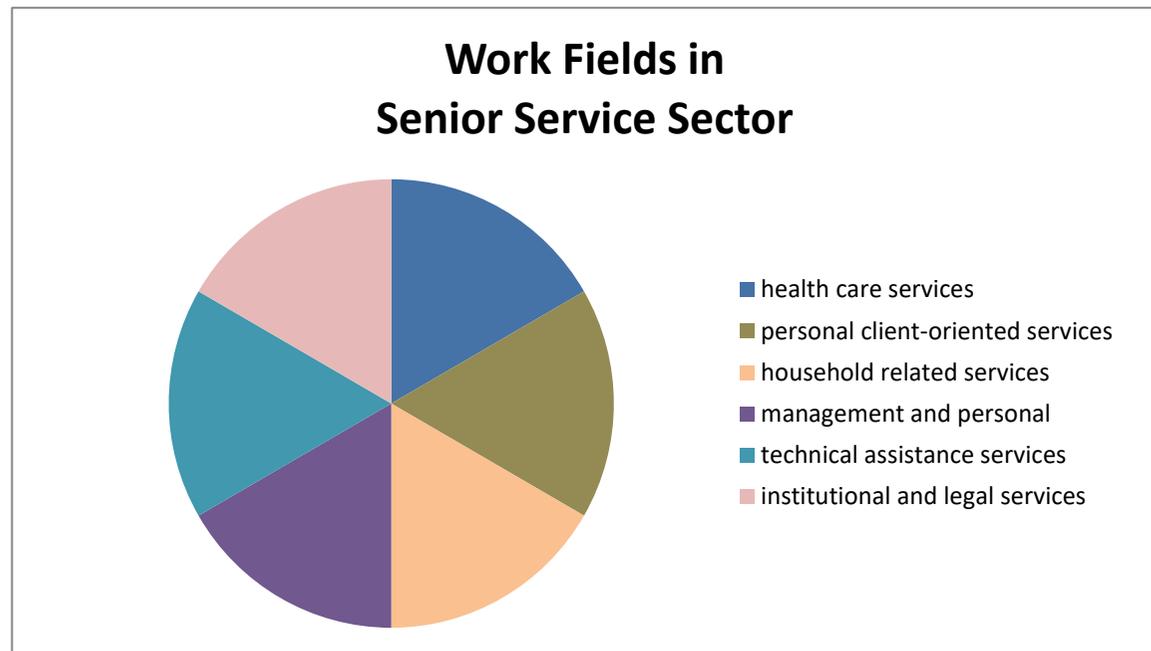
service field is to a great extent identical. What differs, to various degrees between the ACE member countries, are the boundaries of individual job profiles.

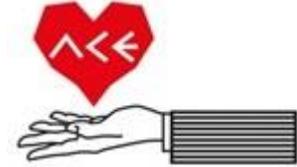
In consideration of the scope of work and available resources we decided to exclude institutional senior services from our work and concentrate on home and community based service settings onwards.

3. DATA RESORTING AND COMPARATIVE ANALYSIS

In the next phase of our analysis we re-arranged the data volume by reversing the order of data sorting. First we identified the unique work competences in the data volume. Then, to each competence, we assigned all job profiles, which utilize given competence. The resulting data structure can be viewed in a data table "Comparative Analysis of Work Competences included in Job Profiles of Senior Service Workers" in Attachment 1. In this data table individual work competences and related sub-competencies are listed on table rows to the very left side. Job profiles are ordered to the right. There are 18 job profiles left in the table after exclusion of work positions tied to institutional senior care services. If any given competence gets utilized in a job profile, it is shown by an "x" mark in the appropriate cell of the matrix.

The resulting set of work competences can be grouped into several distinct categories. A qualitative representation of the division is shown on the graph to the right. This division of services will bear its imprint throughout our course development work.





The above described way of arranging the data volume provides us with a useful view of the roles of individual work competences in the senior service work. We can estimate their order of importance by frequency of their utilization. There are some competences employed in the majority or even all job profiles, while there are some other, which are used rarely. A quantitative estimate of competences' importance is given in the "Coverage" column of the data table on the scale of 0 to 100%, where 0 means no utilization and 100 means full utilization without an exception.

4. SYNTHESIS OF SENIOR SERVICE WORKER JOB PROFILE

In the final step of our analytical work we utilized the results of the previous intermediary steps for a construction of a synthetic job profile of an "ideal" senior service worker (SSW). This job profile includes the competences, which are useful in the senior service fields across the whole partnership. Thus we can be confident about securing job transparency in ACE member countries. There are also job competences (especially soft skills), which are not frequently cited in current job descriptions, but are included in the SSW job profile as well. This is because we also consider expected future developments in the senior service sector and foresee their importance rising in the near future. It turns out that the majority of identified competences are included in the Senior Service Worker job profile. Those few that are dropped out are specialty skills requiring a different professional training (namely nursing and legal) and also first aid, which is usually subject to a special training and therefore not considered for inclusion in the SSW course. In the data table of Attachment 1 selected SSW work competences are marked in dark green colour in the "Senior Service Worker" column. Finally, the Senior Service Worker job profile was expressed in terms of (three) work competence components and is presented in Table 3 below.

5. CONCLUSION

The knowledge, skills and abilities included in the Senior Service Worker job profile are the target training outcomes to be built by the Senior Service Worker Course, which is to be developed in the following steps of ACE project implementation.

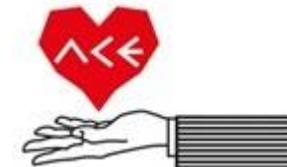
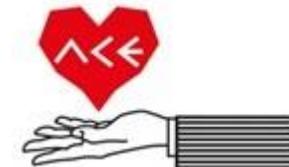
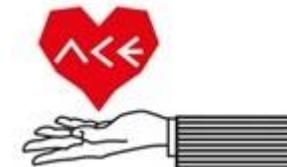


Table 3: Job profile “Senior Service Worker”

EQF level	Health care related services	knowledge	skills	abilities
1				
2				
3				
4				
5		<ul style="list-style-type: none"> • Masters comprehensive knowledge related to concepts of old age and health promotion in community based settings for elderly • Masters comprehensive and factual knowledge related to diseases, health restrictions, functional and mental disabilities • Masters specialised knowledge related to concepts of dementia and methods in dealing with elderly with dementia • Masters comprehensive and factual knowledge about facilities, institutions, service system and offers of health care related services 	<ul style="list-style-type: none"> • Assesses requirements and needs of care services for elderly in consideration of their resources, biographical and cultural references and participation • Promotes the elderly’s life quality in health • Assesses and monitors changes in physical, mental and social well-being and abilities; prevents factors which have diametrical effects • Guides and advices elderly and their families/relatives in promoting health (care and mental problems, different functional abilities, problems of memory loss/dementia suffers) and in applying for 	<ul style="list-style-type: none"> • Works in a part of team in her/his area of responsibility • Sets objectives and goals for her/his own actions • Pursues a person-centred approach in communication with elderly people • Exercises her/his management and supervision in the work field and deals with unpredictable events • Appreciates influences and effects of her/his actions and reflects on the development of her/his own personality • Assesses and develops her/his actions on basis of given feedback and assesses her/his own competence • Exploits, reflects and develops her/his knowledge,

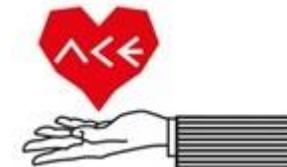


		<p>activities for elderly in community based settings</p> <ul style="list-style-type: none"> • Masters the knowledge related to learning techniques, working methods, the use of ICT and of time management • Appreciates the boundaries of her/his knowledge 	<p>and using health care services</p> <ul style="list-style-type: none"> • Supports elderly to manage their daily activities related to self-care (body care, meal and nutrition, excretions), to mobilisation, preventive and rehabilitative measures, general hygiene, using medical aids and appliances • Copes with the common first aid situations and initiates the necessary steps • Preserves privacy and acts with respect and politeness; acts with permission of the elderly • Abides with the status, regulations and ethical principles of health care related services in her/his actions • Abides quality recommendations in her/his activities in health care services and documents the performed services and activities • Considers the boundaries of her/his knowledge in her/his 	<p>skills and competences of personal services in the work field</p> <ul style="list-style-type: none"> • Acts in times of conflict and crises appropriate and uses all possibilities for self-care • Masters principals of her/his own health and safety and promotes her/his own occupational safety and well-being • Assumes responsibility for review and development of her/his own performance • Complies with the rules of her/his working group and abides with the occupational standards of multidisciplinary cooperation and collaboration • Assumes responsibility for the implementation, application and development of her/his learning process (using learning techniques, working methods, ICT and time management)
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			<p>actions and organises support and cooperation with other professionals in case of need</p> <ul style="list-style-type: none"> Cooperates with other actors and networks in the community, exploits the service system (e.g. nursing services, advisory offices for elderly etc.) and complies with regulations 	
6				
7				

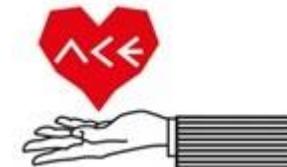
EQF level	Person related services	knowledge	skills	abilities
1				
2				
3				
4				
5		<ul style="list-style-type: none"> Masters comprehensive knowledge related to concepts of counselling, professional communication and conversation, mentoring, guidance and advice in community based settings Masters comprehensive knowledge concerning status and social situation of elderly 	<ul style="list-style-type: none"> Assesses requirements and needs of person related services for elderly in consideration of their resources, biographical and cultural references and participation Promotes the elderly's life quality, particularly social community and participation 	<ul style="list-style-type: none"> Works in a part of team in her/his area of responsibility Sets objectives and goals for her/his own actions in person related services Pursues a person-centred approach in communication with elderly people Appreciates influences and effects of her/his actions and



		<p>in the society</p> <ul style="list-style-type: none"> • Masters comprehensive knowledge related to concepts of diversity and intercultural communication • Masters comprehensive knowledge related to concepts of supervision and collegial consultation • Masters comprehensive knowledge about life history and "Biography Work" and appreciates the importance of the principles for the work in community based settings • Masters specialised knowledge about social problems caused by dementia/memory loss, personal crises and dying • Masters comprehensive and factual knowledge about facilities, institutions, service system and offers of activities for elderly in community based settings • Masters the knowledge related to learning techniques, working methods, the use of ICT and 	<ul style="list-style-type: none"> • Assesses and monitors changes in the elderly's social well-being and abilities and prevents the factors that have diametrical effect • Guides, advices and supports elderly and their families/ relatives in designing their day and self-organised activities and in applying for and using person related services • Supports elderly to manage their personal and social life, provides and organises activities in interpersonal encounters, in culture, handicrafts, physical training, relaxation and recreation, festivities, events, media etc. • Preserves privacy and acts with respect and politeness; acts with permission of the elderly • Promotes meaningful everyday living for elderly with dementia/memory loss • Abides the principles of her/his knowledge in communication and 	<p>reflects on the development of her/his own personality</p> <ul style="list-style-type: none"> • Exercises her/his management and supervision in the work field and deals with unpredictable events • Acts in times of conflict and crises appropriate and uses all possibilities for self-care • Assesses and develops her/his actions on basis of given feedback and assesses her/his own competence • Exploits, reflects and develops her/his knowledge, skills and competences for person related services in the work field • Assumes responsibility for review and development of her/his own performance • Complies with the rules of her/his working group and abides with the occupational standards of multidisciplinary cooperation and collaboration • Assumes responsibility for the implementation, application and development of her/his learning process
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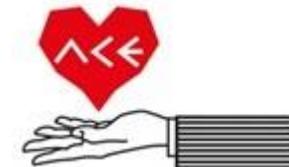


		<p>of time management</p> <ul style="list-style-type: none"> • Appreciates the boundaries of her/his knowledge 	<p>interaction with the elderly and their families/relatives</p> <ul style="list-style-type: none"> • Considers the principles of her/his specialised knowledge in communication with elderly with dementia/memory loss, in personal crises and dying • Considers the circumstances, social networks of elderly in her/his person related actions • Abides with the status, regulations and ethical principles of person related services in her/his actions • Carries out her/his work according to the recommendations of quality management and quality development and documents the performed services and activities • Cooperates with other actors and networks in the community, exploits the service system for person related services and complies with regulations • Considers the boundaries of her/his knowledge in her/his actions and organises support 	<p>(using learning techniques, working methods, ICT and time management)</p>
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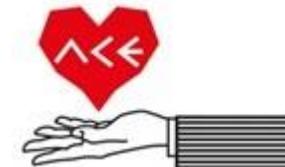


			and cooperation with other professionals in case of need	
6				
7				

EQF level	Household related services	knowledge	skills	abilities
1				
2				
3				
4				
5		<ul style="list-style-type: none"> • Masters comprehensive knowledge in the provision of household related services (preparation and serving meals and drinks, housecleaning, washing laundry, housing design) and mobility in community based settings • Masters specialised knowledge about supply and mobility problems of elderly in community based settings • Masters in-depth knowledge about the importance of life quality in the living environment • Masters principals and 	<ul style="list-style-type: none"> • Assesses requirements and needs of housekeeping, domestic help and mobility services for elderly in consideration of their resources, biographical and cultural references and participation • Promotes the elderly's life quality in living environment • Assesses changes in needs and resources, in requests and wishes of elderly and prevents factors which have diametrical effects and offers appropriate support • Guides and advices elderly and their families/relatives in 	<ul style="list-style-type: none"> • Works in a part of team in her/his area of responsibility • Sets objectives and goals for her/his own actions in household and mobility related services • Pursues a person-centred approach in communication with elderly people • Exercises her/his management and supervision in the work field and deals with unpredictable events • appreciates influences and effects of her/his actions and reflects on the development of her/his own personality • Assesses and develops

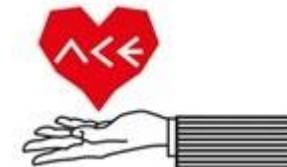


		<p>standards of hygienic, health and safety protection</p> <ul style="list-style-type: none"> • Masters comprehensive and factual knowledge about facilities, institutions, service system and offers in household and mobility services for elderly in community based settings • Masters the knowledge related to learning techniques, working methods, the use of ICT and of time management • Appreciates the boundaries of her/his knowledge and organises support 	<p>their home requirements, supports in everyday tasks and offers need-based housekeeping and mobility services</p> <ul style="list-style-type: none"> • Abides the standards of hygienic, health and safety protection, ethical principles and quality recommendations in her/his work and documents the performed services and activities • Preserves privacy and acts with respect and politeness; acts with permission of the elderly • Considers the boundaries of her/his knowledge in her/his actions and organises support and cooperation with other professionals in case of need • Cooperates with other actors and networks in the community, exploits the service system (housekeeping and mobility services) and complies with regulations 	<p>her/his actions on basis of given feedback and assesses her/his own competence</p> <ul style="list-style-type: none"> • Exploits, reflects and develops her/his knowledge, skills and competences of personal services in the work field • Acts in times of conflict and crises appropriate and uses all possibilities for self-care • Appreciates the importance of standards of hygienic, health and safety protection for herself/himself and assumes responsibility for her/his activities in the work field • Assumes responsibility for review and development of her/his own performance • Complies with the rules of her/his working group and abides with the occupational standards of multidisciplinary cooperation and collaboration • Assumes responsibility for the implementation, application and development of her/his learning process
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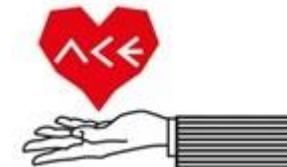


				(using learning techniques, working methods, ICT and time management)
6				
7				

EQF level	Technical assistance related services	knowledge	skills	abilities
1				
2				
3				
4				
5		<ul style="list-style-type: none"> • Masters comprehensive knowledge about the range of different technical assistant related services, assistant systems and products (personal assistant systems like smart rollators, stair lifts, navigation systems/ mobility infrastructure i.e. lifts, escalator/ transportation) • Masters specialised knowledge about cross linking of different technical assistant related services in order to enhance life quality 	<ul style="list-style-type: none"> • Assesses requirements and needs of technical assistant related services or elderly in consideration of their resources, biographical and cultural references and participation • Assesses and describes demands and possible ways of assistance for elderly people in community • Cooperates with experts on ambient assisted living • Involves experts to offer individual solutions in cross linking different ambient 	<ul style="list-style-type: none"> • Appreciates maintaining self-dependence with the help of technical assistant related services in old age as an important request of the elderly • Appreciates mobility in terms of the ability to change body positions and to loco mote as a key element of individual self-dependence • Assesses and develops her/his actions on basis of given feedback and assesses her/his own competence • Acts in times of conflict and



		<p>of the elderly</p> <ul style="list-style-type: none"> • Masters comprehensive and factual knowledge about financing and funding ambient assistant living systems • Appreciates the boundaries of her/his knowledge 	<p>assisted living systems</p> <ul style="list-style-type: none"> • Sets up and administers a networks of experts and supporters in the field • Considers concerns and resistance against technical assistant systems from the elderly, their relatives, volunteers and other professionals • Guides and advices elderly and their families/relatives in applying for and using technical assistant related services • Reflects ethical principles of technical assistant related services for elderly in community based settings • Abides with the status, regulations of technical assistant related services • Accepts refusal and denial of technical assistant related services 	<p>crises appropriate and uses all possibilities for self-care</p> <ul style="list-style-type: none"> • Exploits, reflects and develops her/his knowledge, skills and competences of management related services in the work field • Appreciates influences and effects of her/his actions and reflects on the development of her/his own personality • Assumes responsibility for review and development of her/his own performance • Complies with the rules of her/his working group and abides with the occupational standards of multidisciplinary cooperation and collaboration • Assumes responsibility for the implementation, application and development of her/his learning process (using learning techniques, working methods, ICT and time management)
6				
7				



EQF level	Management related services	knowledge	skills	abilities
1				
2				
3				
4				
5		<ul style="list-style-type: none"> • Masters comprehensive knowledge related to concepts of case and care management • Masters comprehensive and factual knowledge about networking in community based settings • Masters comprehensive and factual knowledge about facilities, institutions, service system and offers of activities for elderly in community based settings • Masters specialised knowledge related to the concept of "social area" • Masters comprehensive and factual knowledge of volunteering in community based settings • Masters the knowledge related to learning 	<ul style="list-style-type: none"> • Assesses requirements and needs of elderly in consideration of their resources and participation • Arranges, supervises and evaluates services for elderly according to their requirements • Organizes and facilitates case conferences with the elderly/the user and all relevant participants • Sets up and administers networks for elderly people in community based settings • Cooperates with other actors and networks in the community, exploits the service system (i.e. nursing services, advisory offices for elderly etc.) • Applies methods of "Social area analysis" (i.e. "Eco- 	<ul style="list-style-type: none"> • Works as part of a team in her/his area of responsibility • Sets objectives and goals for her/his own actions in close cooperation with her clients • appreciates the requirements, needs and demands of elderly people living in community • Pursues a person-centred approach in communication with elderly people • Cooperates in inter-professional teams • Exercises her/his management and supervision in the work field and deals with unpredictable events • Acts in times of conflict and crises appropriate and uses all possibilities for self-care • Appreciates influences and effects of her/his actions and



		<p>techniques, working methods, the use of ICT and of time management</p> <ul style="list-style-type: none"> • Appreciates the boundaries of her/his knowledge 	<p>mapping” and “Map of resources”) in order to explore and support individual social networks</p> <ul style="list-style-type: none"> • Combines individual and public supports in order to support and promote the elderly’s life quality in living at home • Guides and advices elderly and their families/relatives to manage i.e. their daily activities • Recruits, organizes, monitors and cherishes volunteering in community based settings • Abides quality recommendations in her/his activities in the field of management related services 	<p>reflects on the development of her/his own personality</p> <ul style="list-style-type: none"> • Assesses and develops her/his actions on basis of given feedback and assesses her/his own competence • Exploits, reflects and develops her/his knowledge, skills and competences of management related services in the work field • Assumes responsibility for review and development of her/his own performance • Complies with the rules of her/his working group and abides with the occupational standards of multidisciplinary cooperation and collaboration • Assumes responsibility for the implementation, application and development of her/his learning process (using learning techniques, working methods, ICT and time management)
6				
7				