Working document
for Grandis Curriculum Development

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Context

Intellectual Outcome: O2 Curriculum for Networked Elderly Caregiver

Description of O2

The conceptualization of the planned curriculum is based on the results of our preliminary needs-analysis. We investigated the final results (curricula, training contents) of several EU projects aimed on developing e-skills of formal and informal caregivers, and found high quality research papers and studies, but pure text-based digital contents implemented in learning management systems, without any evidence of online collaboration or any learning activities. We found competence frameworks, list of modules, learning guides, but no innovative methodology, pedagogical strategy to support effective teaching/learning activities.

The learning design in Grandis will start with composing the standard elements of curriculum, but it will consider particularly the methods of teaching and also will put the focus on the learning attitudes, on the motivation of the target group, as well as on adult participants who will learn beside their daily work.

Numerous open source learning contents are available on the Internet relevant to our field, which provide information on tele-care systems and eHealth technologies (smart devices, social alarms, wristbands, special tele-diagnostic tools installed in the home). The question is not “what to teach?”, but rather “how to teach?”.

The curriculum will apply the learning theory of the information society, called "networked learning" or "connectivism":

„The information society is the society of self-exciting knowledge gaining where the main source of economic value is knowledge. The information revolution challenges schools, changes education and organizational-institutional frames of education. The nature of knowledge becomes multi-medial, interdisciplinary and practical. At the same time, the paradigms of obtaining knowledge are changing also: lifelong learning becoming the dominant pattern, the conceptual difference between child and adult diminishes and formal scholar institutions have turned into open virtual environments. Printed material looses its place in communication mediums and virtual learning will become familiar …”

(Nyíri K. (2009): Virtuális pedagógia – a 21. század tanulási környezete (Virtual pedagogy - learning environment of the 21st century) OKI - ÚPSZ http://www.ofi.hu/tudastar/iskola-informatika/nyiri-kristof-virtualis).

We list only a few examples here about the dependencies among the curriculum and the pedagogical model of the methodology. We plan to deliver the training mainly online - as the social care students and social care workers or informal carers do not have much time to sit in classroom lessons. We are

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talking about "blended" training form, in which we plan only about 6-8 face-to-face lessons. The main principles of the curriculum design:

- the role of the tutor has to be strongly defined;
- it should not be based only on the classical Bloom taxonomy (e.g. the participant will be able to understand, to describe, to apply etc.), but the taxonomy of networked learning (e.g. the participant will be able to search, select, collaborate, analyze, create, discuss, etc.);
- it should include QM rules for e-learning (for example: the question put by the participants has to be answered by the tutor online in the next four/few hours);
- it has to define the rules and tools of the online communication and collaboration.

In the curriculum design we have to put the focus on the most important advantage of the networked learning methodology. What does it mean? They learn on the same way, how they will teach the elderly people after finishing the course! They will be asked to communicate with each-other online to discuss important questions, to share information and knowledge between themselves. The same activities they do during the training, what they must do with the elderly people after the course. One of the most important tasks of the networked caregivers is to teach the care recipients by using the online tools and channels (forums, blogs, video conferences).

The curriculum describes the method of "learning by doing". The Hungarian Grandis partners tried out the methods in 2009 with great success (http://tenegen.eu) and it has been used in further training programmes for different target groups over time.
The result of the O2 related activities will be the learning outcome oriented, competence based and modular "Networked Elderly Caregiver Curriculum" including a detailed description of the training methodology based on networked learning concept.

The leader of the activities will be P6-ICS, for the national versions will be responsible the partners as follows: HU - P2-SZÁMALK, IE - P6-ICS, UK - P5-AU, FR - P7-Guimel.

The main activities in implementing O2 are:

- O2-A1 Common terminology and unified curriculum design template
- O2-A2 NEC Core Curriculum and localized versions of the partner countries

Estimated Start Date:	01-12-2016
Estimated End Date:	31-07-2017
Media(s)	Text
Languages	English, French, Hungarian
Activity Leading Organisation	P6-ICS
Collaborating partners: all partners take part Core partners: All partners	

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O2-A1 Common terminology and unified curriculum design template

The different languages and differences in the terminology (in using such terms as competence, skills, learning objective, learning outcome and even skills!) pose challenges even if we will use the existing EU-level standards, like European Qualification Framework (EQF), or e-Competence Framework (e-Cf).
In order to overcome the methodological difficulties, the partners have to agree in using common terminology which could be used for defining the descriptors of an unified curriculum design template. We are aware of the fact, that the standard will not fit all special feature of the VET systems of each country, however the differences can be taken into account at the further steps of the development.
The national curricula will not be simple translations but a localized version fitting to the country-specific standards (to National Qualification Frameworks - NQFs).
(The Hungarian NQF - for example - does not use exactly the same descriptors as EQF).
Methodology: highly qualified educational experts will take part in this work from the partner institutes, with wide experiences in developments of curricula, qualifications and training programmes for initial and continuing vocational education (IVET, CVET), for different target groups, for different educational levels and for different forms of course delivery for many years. It will work on online collaboration platforms in the form of an intensive collaboration.
Indicators: NEC Curriculum template in 3 languages, electronic documents, min 30 pages.

O2-A2 NEC Core Curriculum and localized versions of the partner countries

The partnership will elaborate the core curriculum aligned with the selected EU-level standard/s (EQF, ECVET, e-Cf, EQAVET). Based on the core the partners will develop the country-specific versions.
Methodology: intensive online collaboration led by P6-ICS, document sharing, web research, partner meeting in UK. Multiplier event: consultation with stakeholders in Hungary.
Further activities: translation, evaluation
Resources
The most important input for the work is O1 - Training Needs for 21st Century Social Caregivers and the pedagogical model of networked learning.
Existing curricula, learning contents for developing ICT competences of social caregivers:

- AAL Role Profiles (http://www.engagent.eu/, http://www.e-jobs-observatory.eu/)
- The AGID (Ageing and Intellectual disability) project is about developing web based training for frontline staff and professionals on the topic of ageing and intellectual disability.
- http://www.agid-project.eu/index.php/en/project/aims-and-objectives
- http://carerplus.eu/ CARER+ project co-funded by the Competitiveness and Innovation framework Programme - ICT Policy Support Programme.
- Networked learning learning theory of 21st century in practice: Tenegen - Connect the Teachers to teach and reach the Net Generation (http://tenegen.eu)

EU standards:
Official EU documents on EQF, ECVET, EQAVET.
National standards: NQFs of partner countries, official curricula for health and social sectors
Related CEDEFOP studies:
Curriculum reform in Europe - The impact of learning outcomes, Luxembourg: Publications Office of the European Union, 2012
Indicators: NEC Core Curriculum (EN) and localized versions of the partner countries (HU, FR, IE). Electronic documents: docx, pdf, size at least 4x15 = 60 pages

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MULTIPLIER EVENTS related to O2

O2-E3- Dissemination event for stakeholders on "Networked Elderly Caregiver" curriculum

Country Of Venue	France
Event Description	This will be the first dissemination event of the project in France, where the curriculum can be presented for wider audience of the stakeholders.
Estimated Start Date (dd-mm-yyyy)	15-05-2017
Estimated End Date (dd-mm-yyyy)	15-05-2017
Activity Leading Organisation	P7-GUIMEL
Number of Participants	25

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Resources

1. Ferrari, A, edited by: Punie, Y., N. Brečko, B. (2013): DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe, European Commission Joint Research Centre Institute for Prospective Technological Studies
   Link: https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework (Last access: 18.May 2017.)
2. Digital Competence Framework developed in CARER+ project (http://carerplus.eu/)
   Link: https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework (Accessed: 18.May 2017.)
3. E-Competence Framework
   The European e-Competence Framework (e-CF) provides a reference of 40 competences as applied at the Information and Communication Technology (ICT) workplace, using a common language for competences, skills, knowledge and proficiency levels that can be understood across Europe.
   Link: http://www.ecompetences.eu/

CARER+ project description

CARER+ is there to care for care-workers. It will create a unique a list of ICT knowledge and skill-based competences for domiciliary care workers with related certification process for digital competences of care-workers. Based on this framework and non-formal hard and soft skills, a special learning environment and resources will be put in place and disseminated. To make sure, the CARER+ framework works in real-life conditions, the project will pilot its framework and methodology in 5 countries with 500 care-workers. Following the lessons learned during the pilot phase, a complete set of guidelines will be developed to ensure transferability for all areas of the field. News and updates on project events and activities will be continuously shared on the web, on social online platforms and at events.

The project is partially funded under the ICT Policy Support Programme (ICT PSP) as part of the Competitiveness and Innovation Framework Programme by the European Community.

The objectives:

- Equip EU care workers with the required set of digital competences to support older people (+65) in their use of ICTs and AAL (Ambient Assisted Living) technologies that will enhance their professional status and impact positively on the quality of life, autonomy and safety of those in their care;
- Equip care workers with a set of digital competences that will allow them to be more active in society, enhancing and diversifying their opportunities for EU mobility, employability (access to better jobs) and personal and professional development (access to VET).
- The professionalisation of domiciliary care workers and caregivers cannot be attained without the involvement of local, regional and national actors working in the sector of Family-Employment. For this reason, the Carer+ project also seeks to raise awareness and promote consensus building on professionalisation of domiciliary care workers and caregivers across Europe.

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Carer+ Digital Competences

he CARER+ Digital Competence Framework (DCF) is designed around three Competence Domains:

- Domain A: General digital competence (DIGCOMP adapted)
  - Competences relevant for the development of general ICT literacy.
- Domain B: Enabling digital competence in social care work
  - Competences to make the application of digital technology possible, sustainable and accepted by both care workers and care recipients.
- Domain C: Care-specific digital competence
  - Competences focused on care sector-specific application of digital competence, and on enhancing the employability of carers through organisational digital competence and skill management.

The DCF structural elements are organised according to five dimensions:

- 3 Competence Domains
- 11 Competence Areas
- 41 Competences
- 2 Application Levels

The following diagram represents the structure of the CARER+ DCF, illustrating the dimensions of Domains (central circle) and Competence Areas (square objects), and indicating the numbers of single Competences in each Domain (numeric circles):

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Domain A: General Digital Competences

- Information
- Communication
- Content creation
- Safety

1. Information

1.1 Browsing, searching, & filtering information	Accessing and searching for online information; finding relevant information; selecting resources effectively; creating personal information strategies.
1.2 Expressing information needs	Understanding when information is needed and what type of information will fill a knowledge gap; articulating information needs in efficient way.
1.3 Evaluating information	Making sure that the information fulfils the needs; gathering, processing, understanding and critically evaluating information.
1.4 Storing and retrieving	Manipulating and storing information and content for easier retrieval; organising information and data.

Competence domain	**A**	**General digital competence**
Competence area	**1**	**Information**
Competence title	1.1	Browsing, searching, & filtering information
Competence description		Accessing and searching for online information; finding relevant information; selecting resources effectively; creating personal information strategies.

Application level	**User**	**Guide/mentor**

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	He/She is able to:	
Knowledge examples	- understand how information is generated, managed and made available - understand which search engines or databases best answer to his/her own information needs - understand how information can be found in different devices/media	- understand how care recipients' face-to-face modes of inquiry differ from digital ones - distinguish search engines and strategies most appropriate for care recipients
Skills examples	- adjust searches according to results - use filters and agents - use search words that limit the number of hits	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- demonstrate proactive attitude towards looking for information - be motivated to seek information for different aspects of life	- encourage care recipients' curiosity and willingness to look for information

Competence domain	**A**	**General digital competence**
Competence area	**1**	**Information**
Competence title	1.2	Expressing information needs
Competence description		Understanding when information is needed and what type of information will fill a knowledge gap; articulating information needs in efficient way.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- evaluate own information needs -understand how information is made available online	- evaluate care recipients' information needs

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	- understand the difference between data and information -understand how data is structured in a digital environment	-define specifics of care recipients' information needs
Skills examples	- adjust searches according to specific needs -identify information gaps -follow information flows across different sources, devices or media	- mediate the User skills to care recipients -support care recipients in adopting the User skills
Attitudes examples	- realise that information is needed to solve problems in different contexts -be reflective about own information needs	- be reflective about care recipients' information needs

Competence domain	**A**	**General digital competence**
Competence area	**1**	**Information**
Competence title	1.3	Evaluating information
Competence description		Making sure that the information fulfils the needs; gathering, processing, understanding and critically evaluating information.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand that information sources need to be cross-checked - analyse retrieved information - evaluate media content	- describe how non-critical adoption of information found online can imperil care recipients - give examples of reliable information sources relevant for care recipients

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Skills examples	- judge the validity of content found on the internet or the media - interpret information - transform information into knowledge - assess the usefulness, timeliness, accuracy and integrity of information - compare, contrast and integrate information from different sources	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- be critical about information found - be aware that search engine mechanisms and algorithms are not necessarily neutral in displaying information	- protect care recipients from perils related to unreliable or biased information

Competence domain	**A**	**General digital competence**
Competence area	**1**	**Information**
Competence title	1.4	Storing and retrieving
Competence description		Manipulating and storing information and content for easier retrieval; organising information and data.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand the purpose of information storing and back-up - describe different storage options, devices, services, and media	- identify care recipients' preferred storage options - evaluate care recipients' technical possibilities for storage and retrieval of information and content

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	- realise benefits and shortcomings of online and local storage	
Skills examples	- structure and classify information and content - organise information and content - select appropriate ways of storing information according to context - download/upload information and content - use information management services, software, applications - retrieve and access previously stored information and content	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- acknowledge the importance of an intutive and pragmatic storage system/method - realise the consequences of storing information and content as private/public	- promote the advantages of digital memory storage and its benefits to care recipients - observe care recipients' privacy and safety when assisting in storing and retrieving their information and content

2 Communication

2.1 Interacting through technologies	Interacting through digital devices and applications; understanding how digital communication is distributed, displayed and managed; understanding appropriate ways of communicating through digital means; referring to different communication formats; adapting communication modes and strategies to specific audiences.
2.2 Sharing information and content	Communicating with others the location and content of information found; sharing knowledge, content and resources; acting as an intermediary; spreading news, content and resources; applying citation practices and integrating new information into existing bodies of knowledge.

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2.3 Engaging in online citizenship	Participating in society through online engagement; seeking opportunities for self-development and empowerment in using technologies and digital environments; being aware of the potential of technologies for citizen participation.
2.4 Collaborating through digital technologies	Using technologies and media for team work, collaborative processes and co-construction of digital content and resources.
2.5 Netiquette	Knowing behavioral norms in online/virtual interactions; understanding cultural diversity aspects; protecting self and others from possible online dangers; developing active strategies to identify bad behaviour.
2.6 Managing digital identity	Creating, adapting and managing one or multiple digital identities; protecting one's online reputation; dealing with the data that one produces through several accounts and applications.

Competence domain	**A**	**General digital competence**
Competence area	**2**	**Communication**
Competence title	2.1	Interacting through technologies
Competence description		Interacting through digital devices and applications; understanding how digital communication is distributed, displayed and managed; understanding appropriate ways of communicating through digital means; referring to different communication formats; adapting communication modes and strategies to specific audiences.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- describe different digital communication means (e.g. email, chat and video-conference, mobile messaging)	- understand how communication generally benefits the lives of care recipients (e.g. diminishing solitude, re-establishing relationships, etc)

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	- define the benefits and limitations of different means of digital communication - select appropriate means of digital communication according to context	- propose strategies to introduce digital communication to care recipients
Skills examples	- send email, SMS, chat message - find and contact people online - edit information in order to communicate it through several means - tailor communication according to audience - filter and organise incoming communication (e.g. organise emails in folders, follow blogs and websites)	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- be confident and comfortable in communicating and expressing him/herself through digital means - observe the risks linked with online communication with unknown people	- balance non-digital and digital communication in care recipients' lives - encourage care recipients' interaction with family, friends and peers through digital technology

Competence domain	**A**	**General digital competence**
Competence area	**2**	**Communication**
Competence title	2.2	Sharing information and content
Competence description		Communicating with others the location and content of information found; sharing knowledge, content and resources; acting as an intermediary; spreading news, content and resources; applying citation practices and integrating new information into existing bodies of knowledge.

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Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- decide which content/knowledge/resources can be shared - judge the value of resources shared - distinguish types of audiences to share resources with	- understand positive effects of exchange of content/knowledge/resources by care recipients - give examples of types of content care recipients can share - give examples of audiences for care recipients' sharing
Skills examples	- share content found online (e.g. share video in social networking site) - use online environments to promote results of own activity - check property rights of content shared	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- be proactive in sharing content/knowledge/resources - observe benefits, risks and limits of sharing - observe copyright issues	- observe care recipients' privacy and safety when assisting in sharing their information and content - ensure that care recipients keep overview of their sharing activities

Competence domain	**A**	**General digital competence**
Competence area	**2**	**Communication**
Competence title	2.3	Engaging in online citizenship
Competence description		Participating in society through online engagement; seeking opportunities for self-development and empowerment in using technologies and digital environments; being aware of the potential of technologies for citizen participation.

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Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand the participatory and engagement possibilities brought by digital technology - understand that technology can be used for engagement in civic and democratic actions - give examples of different forms of public/civic participation through digital means	- evaluate care recipients' level of engagement in various networks, local communities, civic life and interest circles - explain how engagement and participation can benefit care recipients' lives - give examples of social media and online participation opportunities for care recipients
Skills examples	- find online networks, communities and social media corresponding to own interests and needs - access relevant networks and communities actively	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- value the benefits of online participation and networking - maintain watchful attitude towards different social media functionalities	- encourage care recipients to become active and participate in public/local/interest-related affairs - promote diversity of interests and opportunities to engage in communities with others

Competence domain	**A**	**General digital competence**
Competence area	**2**	**Communication**
Competence title	2.4	Collaborating through digital channels
Competence description		Using technologies and media for team work, collaborative processes and co-construction of digital content and resources.

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Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand how collaborative processes facilitate content creation - distinguish when content creation can benefit from collaborative processes and when not - understand different roles needed in diverse forms of online collaboration	- describe how care workers can benefit from digital collaboration with each other - describe what advantages digital collaboration among care workers can bring to care recipients - give examples of concrete digital collaboration activities in care
Skills examples	- use collaborative features of software packages and web-based collaborative services (e.g. Word document track changes, comments, tags, wikis) - give and receive feedback - work at a distance with others	- mediate the User skills to care recipients and fellow care workers - support care recipients and fellow care workers in adopting the User skills
Attitudes examples	- demonstrate willingness to collaborate with others - function as part of a team - seek new forms of collaboration not necessarily based on previous face-to-face engagement	

Competence domain	**A**	**General digital competence**
Competence area	**2**	**Communication**
Competence title	2.5	Netiquette

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Competence description		Knowing behavioural norms in online/virtual interactions; understanding cultural diversity aspects; protecting self and others from possible online dangers; developing active strategies to identify bad behaviour.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- describe examples of correct and wrong conduct in digital interactions - understand consequences of own behaviour in digital environments - understand ethical issues in digital media such as improper websites and cyberbullying	- identify ethical issues and threats specifically concerning care recipients in digital interactions (e.g. cyberbullying, online fraud, misconduct, hoax, misuse of personal data, disturbing or improper content)
Skills examples	- protect him/herself and others from online threats - ban/report abuse and threats - develop strategies for handling cyberbullying and inappropriate conduct	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- consider ethical principles of use and publication of information - demonstrate flexibility and sensitiveness for different communication cultures	- prioritise protection of care recipients over functional demands of technologies, applications and online environments

Competence domain	**A**	**General digital competence**

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Competence area	2	**Communication**
Competence title	2.6	Managing digital identity
Competence description		Creating, adapting and managing one or multiple digital identities; protecting one's online reputation; dealing with the data that one produces through several accounts and applications.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- define the benefits of having one or more digital identities - understand the interlinks between the online and offline world - understand that several actors can positively or negatively contribute to constructing his/her digital identity	- explain to care recipients the concept of digital identity - familiarise care recipients with elementary principles for creating and managing digital identities - describe specifics of care recipients' dealing with digital identities, footprint, disclosure of information
Skills examples	- construct profiles that benefit his/her needs - track own digital footprint - protect him/herself and others from online threats to their e-reputation	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- realise the benefits and risks related to online identity exposure - be willing to disclose certain type of information about self - consider multiple ways of expressing his/her own personality through digital means	- protect care recipients from risks related to their online exposure - encourage care recipients' active and safe building of their digital identities

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3 Content creation

3.1 Developing content	Creating content in different formats; editing and improving content that one has created or that others have created.
3.2 Integrating and re-elaborating	Modifying, refining, and combining existing resources to create new, original and relevant content and knowledge.
3.3 Copyright and licenses	Understanding how copyright and licenses apply to information and content.
3.4 Producing multimedia and creative outputs	Improving and innovating with ICT; actively participating in collaborative digital and multimedia production; expressing self creatively through digital media and technologies; creating knowledge with the support of technologies.
3.5 Programming	Programming applications, software, devices; understanding the principles of programming; understanding what is behind programmes.

ompetence domain	**A**	**General digital competence**
Competence area	**3**	**Content creation**
Competence title	3.1	Developing content
Competence description		Creating content in different formats; editing and improving content that one has created or that others have created.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand how different content is created - distinguish which software/application fits best the content he/she wants to create	- define the types of content care recipients can create - identify easy-to-use content development

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		packages for care recipients to create and edit texts, tables, images
Skills examples	- use basic packages to create content in different forms (text, spreadsheets, audio, numeric, images) - edit content created by him/herself or by others - create knowledge representations using digital media	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- be innovative towards commonly used forms of content creation - explore new ways and formats	- support creativity of care recipients - encourage care recipients' transition from non-digital to digital creation fo content - observe user friendliness and intuitiveness of content development tools used by care recipients

Competence domain	**A**	**General digital competence**
Competence area	**3**	**Content creation**
Competence title	3.2	Integrating and re-elaborating
Competence description		Modifying, refining, and combining existing resources to create new, original and relevant content and knowledge.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand that resources can be built from diverse and non-sequential information sources	- identify in care recipients' digital activity the possibilities for creative modification and combining of sources

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	- distinguish different databases and resources that can be remixed and re-used	- give examples of open-source repositories and databases with content relevant for care recipients
Skills examples	- use edit functions to modify content in basic ways - remix different existing content into something new - exploit digital repositories (e.g. Open Educational Resources) - use appropriate licenses for authoring and sharing content	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- be critical in the selection of content and resources to be re-elaborated - assess and appreciate the work of others	- support creativity of care recipients - cultivate care recipients' independence and proactivity in their work with content

Competence domain	**A**	**General digital competence**
Competence area	**3**	**Content creation**
Competence title	3.3	Copyright and licenses
Competence description		Understanding how copyright and licenses apply to information and content.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- consider license-related regulation principles of use and publication fo information - understand copyright and license rules - distinguish different ways of licensing intellectual property	- distinguish copyright and license matters particularly relevant to care recipients

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	- understand differences between copyright, creative commons, copyleft and public domain licenses	
Skills examples	- license own original production - find information on copyright and license rules	- mediate the User skills to care recipients -support care recipients in adopting the User skills
Attitudes examples	- behave independently and assume responsibility for own behaviour and choices	- promote to care recipients the importance of lawful use of online resources - protect care recipients from unintended copyright violation

Competence domain	**A**	**General digital competence**
Competence area	**3**	**Content creation**
Competence title	3.4	Producing multimedia and creative outputs
Competence description		Improving and innovating with ICT; actively participating in collaborative digital and multimedia production; expressing self creatively through digital media and technologies; creating knowledge with the support of technologies.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand how meaning is produced through multimedia (text, images, audio, video) - give examples of various ouputs produced	- identify the benefits of audio-visual means of expression for the lives of care recipients - explain how using multimedia can enhance care recipients' contacts with family, peers, communities and carers

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	by digital media - explore the possibility of hyper-texts	- explain how creative work with media can help maintain and strengthen care recipients' cognitive powers
Skills examples	- use a variety of media to express him/herself creatively (text, images, audio, video) - use common software packages to work with images, audio, video, graphics - edit content in order to enhance the final product	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- realise the potential of technologies and media for self-expression and knowledge creation - recognise the added value of new media for creative and cognitive processes - engage with creative content	- guide care recipients through different ways of creating and usng multimedia to preserve creativity and cognitive powers - promote exploitation of audio-visual culture for socialising purposes

Competence domain	**A**	**General digital competence**
Competence area	**3**	**Content creation**
Competence title	3.5	Programming
Competence description		Programming applications, software, devices; understanding the principles of programming; understanding what is behind programmes.

Application level	**User**	**Guide/mentor**
	He/She is able to:	

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Knowledge examples	- explain how digital systems and processes work - understand the basics of software meta-operation	- assess the extent to which care recipients can benefit from carers' programming skills
Skills examples	- create models, simulations and visualisations of the world using digital information and means - code and program digital applications and devices	- set-up and program care recipients' smart devices (e.g. vital sign monitors, alarms, reminders, multifunctional smart objects) - adjust software and application settings to the needs of care recipients
Attitudes examples	- be curious about the processes enabling the use of ICTs - explore the possibilities of programming and creation of outputs	- observe that care recipients are not discouraged by the complexity of technological meta-information - support care recipients who are curious about technological meta-information and programming

4 Safety

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4.1 Protecting devices	Protecting own devices and understanding related risks and threats; applying safety and security measures.
4.2 Protecting data and digital identity	Understanding common terms of service; actively protecting own data; respecting other people's privacy; protecting self from online fraud, threats and cyberbullying.
4.3 Protecting health	Avoiding health-risks related with the use of technology in terms of threats to physical and psychological well-being.
4.4 Protecting the environment	Being aware of the impact of ICT on the environment; observing principles of efficiency and effectiveness.

Competence domain	A	General digital competence
Competence area	4	Safety
Competence title	4.1	Protecting devices
Competence description		Protecting own devices and understanding related risks and threats; applying safety and security measures.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- become aware of risks associated with using digital devices - distinguish between basic principles of handling digital devices - give examples of measures to protect devices from damage and wear-out	- assess care recipients' general ability to use digital devices safely - identify various scenarios of damaging devices and describe appropriate preventive measures

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Skills examples	- initiate, set-up and control safe operation of various digital devices (mobile/smart phones, tablets, laptops, table computers, digital cameras, audio devices, specialised health and care aids) - use safety accessories to protect devices from physical damage and wear-out -examine malfunctioning devices and decide where professional service is needed	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- read and observe user manuals and operation instructions for devices - use devices sustainably and economically	- promote to care recipients the importance of referring to user manuals and operation instructions for devices - prioritise the safety of care recipients over the protection of devices and equipment

Competence domain	**A**	**General digital competence**
Competence area	**4**	**Safety**
Competence title	4.2	Protecting data and digital identity
Competence description		Understanding common terms of service; actively protecting own data; respecting other people's privacy; protecting self from online fraud, threats and cyberbullying.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand the terms of use of online services (e.g. collection of personal data by providers)	- explain why care recipients can be particularly vulnerable to online misconduct, fraud and other threats

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	- give examples fo up-to-date strategies to protect own systems and data - realise the visibility of own digital footprint - understand the risks of identity theft and other credentials' theft	- give examples of assistance and protective measures to be offered to care recipients in relation to data protection - understand carers' responsibilities and considerations when handling care recipients' private or otherwise sensitive information
Skills examples	- install and use various anti-virus systems and applications - take steps to mitigate risks of fraud by using strong passwords - monitor own digital footprint - modify or delete information about self or others he/she is responsible for	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- follow the principles of online privacy and safety - act critically when disclosing information about him/herself of others online	- combine data protection with respect to care recipients' privacy - ensure that care recipients keep track of all security measures they take (e.g. passwords and PIN codes applied, user accounts created)

ompetence domain	**A**	**General digital competence**
Competence area	**4**	**Safety**
Competence title	4.3	Protecting health

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Competence description		Avoiding health-risks related with the use of technology in terms of threats to physical and psychological well-being.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand various effects of using technology on users' health - distinguish real risks from common myths as regards health threats caused by technology - be aware of basic principles for the protection of physical and mental health related to digital technology use	- understand general and specific health risks imposed on care recipients using ICTs - adjust the type and extent of digital engagement to care recipients' particular capacities and health condition - identify potential threats to care recipients physical and mental health related to using ICTs
Skills examples	- protect own physical health when using ICTs by taking appropriate preventive measures (e.g. correct physical posture by computer, correct light conditions and optimal distance from the device) - protect own mental health when using ICTs by taking appropriate preventive measures (e.g. avoiding harmful content, balancing activities)	- mediate the User skills to care recipients - support care recipients in adopting the User skills
Attitudes examples	- demonstrate balanced and healthy attitude towards using technology	- challenge care recipients' unsubstantiated preconceptions about health risks posed by technology

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		- support preventing real health risks

Competence domain	**A**	**General digital competence**
Competence area	**4**	**Safety**
Competence title	4.4	Protecting the environment
Competence description		Being aware of the impact of ICT on the environment; observing principles of efficiency and effectiveness.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- determine appropriate and safe digital means - compare efficiency and cost-effectiveness of various ICTs - understand the environmental impact of ICTs and other electronic devices	- take into account economic possibilities of care recipients or their families as regards use of ICTs - explain to care recipients the principles of cost-efficiency and time-efficiency related to digital technologies - advise care recipients on environmental aspects of ICTs
Skills examples	- use digital equipment cost-efficiently and time-efficiently - make good purchasing decisions (e.g. about buying devices or internet services) - recycle ICTs and their parts where possible	- mediate the User skills to care recipients - support care recipients in adopting the User skills

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Attitudes examples	- recognise environmental and economical issues related to the use of digital technology

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Domain B: Enabling Digital Competence

The 4 Competence Areas and 13 Competences therein address one of our principal research findings, namely that a digitally competent care worker or caregiver will be expected not only to apply general digital literacy but also to make the concept of digital competence meaningful and accepted in the context of his/her work. In the perspective of the two Application Levels this means enabling digital competence both in the carers' own work practices and in the care recipients' perception and adoption of digital technologies. The Domain B, therefore, contains soft skills, interpersonal abilities and transversal competences linked with digital knowledge, skills and attitudes.

5 Acceptance

5.1 Role of digital competence in care work	Understanding the role of digital competence in care work; understanding how different kinds of digital technology can support care workers in their profession as well as care recipients in their daily lives; realising the benefits and challenges of implementing ICT in social care.
5.2 Inception and promotion	Bringing digital competence and technology into own work practices; clarifying the advantages of digital technology to care recipients; introducing various types and possibilities of digital activity to care recipients; inspiring interest in ICT.
5.3 Encouragement and confidence building	Overcoming psychological obstacles to the implementation of digital technology in care work such as the fear and mistrust of technology, low self-esteem and lack of interest; encouraging care recipients to gradually discover ICT-based activities; building confidence.
5.4 Sustainability	Ensuring user-friendliness and adequacy of digital technology used by the care recipient; avoiding over-complexity; observing sustainable user development; preventing discouragement and loss of interest.

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Competence domain	**B**	**Enabling digital competence in social care work**
Competence area	**5**	**Acceptance**
Competence title	5.1	Role of digital competence in care work
Competence description		Understanding the role of digital competence in care work; understanding how different kinds of digital technology can support care workers in their profession as well as care recipients in their daily lives; realizing the benefits and challenges of implementing ICT in social care

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- give examples of everyday uses of digital technology - describe a digitally competent person - explain how digital technology can benefit the work of carers - describe different ways of applying digital technology in own practice	- explain how digital technology can benefit care recipients - give examples of digital technology already used by care recipients - describe common challenges preventing care recipients from using digital technology and improving their digital competence
Skills examples	- assess own level of general digital competence - search for national and international examples of practices and projects in digitally supported care work - select good practices applicable in own work	- estimate care recipients' current attitude towards digital technology - evaluate care recipients' willingness to accept digital technology and improve their digital competence - assess care recipients' current level of general digital competence
Attitudes examples	- adopt positive attitude towards digital technology	- maintain positive as well as realistic approach to the role of digital competence in care recipients' lives

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	- demonstrate willingness to gain and/or improve own digital competence	

Competence domain	**B**	**Enabling digital competence in social care work**
Competence area	**5**	**Acceptance**
Competence title	5.1	Role of digital competence in care work
Competence description		Understanding the role of digital competence in care work; understanding how different kinds of digital technology can support care workers in their profession as well as care recipients in their daily lives; realizing the benefits and challenges of implementing ICT in social care

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- give examples of everyday uses of digital technology - describe a digitally competent person - explain how digital technology can benefit the work of carers - describe different ways of applying digital technology in own practice	- explain how digital technology can benefit care recipients - give examples of digital technology already used by care recipients - describe common challenges preventing care recipients from using digital technology and improving their digital competence
Skills examples	- assess own level of general digital competence - search for national and international examples of practices and projects in digitally supported care work	- estimate care recipients' current attitude towards digital technology - evaluate care recipients' willingness to accept digital technology and improve their digital competence

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	- select good practices applicable in own work	- assess care recipients' current level of general digital competence
Attitudes examples	- adopt positive attitude towards digital technology - demonstrate willingness to gain and/or improve own digital competence	- maintain positive as well as realistic approach to the role of digital competence in care recipients' lives

Competence domain	**B**	**Enabling digital competence in social care work**
Competence area	**5**	**Acceptance**
Competence title	5.3	Encouragement and confidence building
Competence description		Overcoming psychological obstacles to the implementation of digital technology in care work such as the fear and mistrust of technology, low self-esteem and lack of interest; encouraging care recipients to gradually discover ICT-based activities; building confidence.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand social, economical and psychological factors that have impact on the use of ICT by carers - reflect on own subjective and objective barriers to adopting ICT	- understand social, economical and psychological factors that have impact on the use of ICT by care recipients - define strategies to address common prejudices towards ICT
Skills examples	- search and find reliable information to address own as well as care recipients' questions about the safe and easy use of	- address care recipients' mistrust in digital technology by communicating

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	ICT - communicate information on digital technology clearly, objectively and confidently	a realistic conception of risks and how they can be addressed. - address care recipients' fear of digital complexity by introducing easyto-use and ambient solutions - enhance care recipients' self-esteem and motivation through tailored and target-oriented learning strategy - expose and challenge common myths and misconceptions about ICT
Attitudes examples	- demonstrate willingness to overcome own reservations towards ICT - cultivate understanding for the concerns and worries of others	- address care recipients' concerns seriously and objectively - act as an informed and trustworthy advisor

Competence domain	**B**	**Enabling digital competence in social care work**
Competence area	**5**	**Acceptance**
Competence title	5.4	Sustainability
Competence description		Ensuring user-friendliness and adequacy of digital technology used by the care recipient; avoiding over complexity and high costs; observing sustainable user development; preventing discouragement and loss of interest.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand the possibilities and limits of digital technology	- understand the limitations of individual care recipients' capacity to use

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	- understand the priority of user experience - provide overview of basic ICT user strategies and goals	ICT - anticipate the adequacy of different digital solutions for different users
Skills examples	- evaluate relevance and suitability of different kinds digital technology in different contexts - select digital devices and applications with regard to own needs and work tasks - test-use and evaluate the relevance of different digital technologies	- observe balance between care recipient's digital and non-digital activities - determine the level of user-friendliness of different technologies - ensure cost-effectiveness and economy of the digital solutions used - support continuous interest and self-development of care recipients - adapt technologies to care recipient's circumstances
Attitudes examples	- combine optimistic and critical attitude towards digital technologies	- prioritise care recipient's needs over technological requirements - cultivate care recipient's curiosity and optimism as well as critical assessment of digital possibilities

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6 Adaptation

6.1 Identification of digital needs	Identifying own as well as care recipients' needs that can be addressed by digital technology; inspecting own as well as care recipients' daily practices, routines, interests and wishes and determining where digital technology can provide more effectiveness, efficiency and comfort.
6.2 Identification of digital responses to needs	Identifying, based on own and care recipients' needs, appropriate digital solutions, strategies and activities; matching areas of need with available solutions; evaluating solutions and selecting ones best fitting particular situation's/person's context.
6.3 Tolerance and patience	Communicating digital technology to care recipients in appropriate manner; adjusting the pace of learning to individual capacities and objective setbacks; dealing with failure and finding alternative solutions; promoting cooperative optimism; maintaining realism in expectations.
6.4 Variability, creativity and resourcefulness	Supporting variability in digital technologies used and activities carried out; helping care recipients discover the creativity and multi-dimensionality of digital environments; preventing stereotypisation and boredom; providing orientation and guidance; helping with systematisation.

Competence domain	**B**	**Enabling digital competence in social care work**
Competence area	**6**	**Adaptation**
Competence title	6.1	Identification of digital needs
Competence description		Identifying own as well as care recipients' needs that can be addressed by digital technology; inspecting own as well as care recipients' daily practices, routines, interests and wishes and determining where digital technology can provide more effectiveness, efficiency and comfort.

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Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand that digital technologies are tools to address specific needs - distinguish between personal and work-related needs	- explain how to analyse care recipients' common and individual needs, daly practices, routines, interests and wishes - give examples of typical care recipients' needs that can be addressed by digital technology
Skills examples	- inspect own personal needs, routines, interests and wishes - inspect own care-work practices - identify in own personal as well as work-related practices the needs that can be addressed by digital technology - consult peers and professional sources to find out about different ways of care-work-related application of ICTs	- communicate with care recipients about their needs and interests - observe care recipients' routines, habits, feelings and wishes - synthesise observation-based information on care recipients'daily lives into formulation of needs - decide which needs can be addressed by digital technology
Attitudes examples	- apply digital solutions where they are effective and efficient	- apply individual, case-by-case focus when observing digital needs of care recipients while allowing room for generalisation - observe care recipients' comfort and well-being when identifying digital needs

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Competence domain	**B**	**Enabling digital competence in social care work**
Competence area	**6**	**Adaptation**
Competence title	6.2	Identification of digital responses to needs
Competence description		Identifying, based on own and care recipients's needs, appropriate digital solutions, strategies and activities; matching areas of need with available solutions; evaluating solutions and selecting ones best fitting particular situation's/person's context.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand how identified needs can be linked to digital responses - have overview of a variety of ICTs and digital solutions	- understand that care recipients might not be able to match their needs with digital technology
Skills examples	- transform identified digital needs into search words and browsing strategies - match categories of needs with corresponding areas of ICTs and online services - test various ICTs and services against his/her personal and work-related requirements - decide which ICTs and services best address his/her needs	- help care recipients realise the connections between daily activities and digital technology - demonstrate to care recipients examples of digital alternatives to traditional activities (e.g. writing a letter vs. writing an email; using paper notes vs. using an online planner; making phone calls vs. making skype calls) - assist care recipients in testing, adopting and/or replacing different digital responses to their needs

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Attitudes examples	- apply digital solutions where they are effective and efficient - broaden and deepen constantly own insight in digital technology to discover ever more adequate responses to needs	- introduce ICTs to care recipients based on real needs - realise that different individuals with the same needs may prefer different digital solutions

Competence domain	**B**	**Enabling digital competence in social care work**
Competence area	**6**	**Adaptation**
Competence title	6.3	Tolerance and patience
Competence description		Communicating digital technology to care recipients in appropriate manner; adjusting the pace of learning to individual capacities and objective setbacks; dealing with failure and finding alternative solutions; promoting cooperative optimism; maintaining realism in expectations.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand that people learn new things at different speed and through different techniques - identify own learning preferences, habits and practices as well as those of others	- explain why tolerance and patience are generally useful when dealing with care recipients' adoption of digital competence - give examples of areas where care recipients may encounter learning difficulties
Skills examples	- adjust own way towards digital competence accordingly - set him/herself and others realistic targets	- adjust teaching and learning techniques to care recipients' individual capacities and objective setbacks

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	and learning objectives - transform own mistakes into useful lessons for him/herself as well as for others	- introduce new information to care recipients only after ensuring that previous information has been sufficiently processed - deal constructively with care recipients' failure and mistakes
Attitudes examples	- maintain optimism and constructiveness in learning - be open to changing priorities and adapting goals	- ensure unceasing support and reassurance to care recipients is given

Competence domain	**B**	**Enabling digital competence in social care work**
Competence area	**6**	**Adaptation**
Competence title	6.4	Variability, creativity and resourcefulness
Competence description		Supporting variability in digital technologies used and activities carried out; helping care recipients discover the creativity and diversity of digital environments; preventing stereotypisation and boredom; providing orientation and guidance; helping with systematisation.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- recognise the diversity of digital technologies available	- explain to care recipients the richness of digital possibilities

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	- distinguish different digital user strategies	- identify tendencies to stereotypisation and loss of interest in care recipients' digital activity
Skills examples	- find alternative digital solutions for identified needs - change digital strategies where appropriate - combine different devices and application according to work-task requirements - test new formats and platforms	- introduce to care recipients a variety of available digital tools, applications and methods to carry out common activities - engage care recipients in new digital activities and services - update regularly the portfolios of digital services used by individual care recipients - assist care recipients in systematising their digital portfolios, accounts and identities
Attitudes examples	- maintain variability of own digital activity while preserving systematic approach	- observe the risks of digital addiction - encourage resourcefulness and innovation

7 Progression

7.1 Learning together	Strengthening the social bond between care worker and care recipient through the process of discovering digital technology together; balancing the role of guide with that of peer learner; identifying areas of common interest; promoting reciprocity, openness and cooperation; preserving mutual trust.
7.2 Evaluation of progress	Setting learning targets; observing own and care recipients' advancements in digital competence; verifying acquisition of specific knowledge and skills; mapping the progress on competence frameworks and individual plans.
7.3 Feedback and modification	Reflecting with care recipients regularly the advantages and challenges brought in their lives by digital technology; addressing obstacles; giving constructive and sensitive feedback; acknowledging achievements; modifying care recipients' digital user strategies and learning plans where appropriate.

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Competence domain	**B**	**Enabling digital competence in social care work**
Competence area	**7**	**Progression**
Competence title	7.1	Learning together
Competence description		Strengthening the social bond between care worker and care recipient through the process of discovering digital technology together; balancing the role of guide with that of peer learner; identifying areas of common interest; promoting reciprocity, openness and cooperation; preserving mutual trust.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- explain how his/her own digital learning can benefit from working with care recipients - give examples of areas of digital activity that can be explored together with others - define the concepts of reciprocity / cooperation / respect	- understand the social bond between carer and care recipient - explain how the social bond can be strengthened by learning together - give examples of socialising activities related to discovering digital technology
Skills examples	- search advice when learning about digital technology - consult others to solve digital problems and address needs - join peer learning platforms and communities - establish peer learning platforms and communities	- set up learning plans to involve care recipients in mutual digital learning - balance own role of guide with that of peer learner - exploit areas of common interests with and/or between care recipients - organise group learning sessions bringing care recipients together

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Attitudes examples	- recognise the value of second opinion - promote reciprocity and openness in digital learning	- approach care recipients as a peer learners rather than pupils - acknowledge care recipients' input in digital learning strategies

Competence domain	**B**	**Enabling digital competence in social care work**
Competence area	**7**	**Progression**
Competence title	7.2	Evaluation of progress
Competence description		Setting learning targets; observing own and care recipients' advancements in digital competence; verifying acquisition of specific knowledge and skills; mapping the progress on competence frameworks and individual plans.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- have overview of elementary components of digital competence - explore various digital competence frameworks	- understand individual progress pace of care recipients - adapt various digital competence framworks
Skills examples	- set own digital learning targets - define timelines for own digital learning - check regularly own progress in digital competence against set criteria - build on own advancements to identify new learning goals	- consult various digital competence frameworks to map care recipients' digital progress - help care recipients set individual digital learning targets - check with care recipients their progress against set targets

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		- emphsise care recipients' advancements to motivate further progress
Attitudes examples	- acknowledge the function of external digital competence systems while observing individual contexts and needs	- avoid the risks of rigid and/or linear evaluation of progress - maintain objectivity and systematic approach to evaluation of progress

Competence domain	**B**	**Enabling digital competence in social care work**
Competence area	**7**	**Progression**
Competence title	7.3	Feedback and modification
Competence description		Reflecting with care recipients regularly on the advantages and challenges brought in their lives by digital technology; addressing obstacles; giving constructive and sensitive feedback; acknowledging achievements; modifying care recipients' digital user strategies and learning plans where appropriate.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand principles of self-reflection - give examples of own strengths and weaknesses as regards digital competence	- realise benefits as well as challenges brought to care recipients' lives by digital technology - understand principles of constructive feedback and motivation - give examples of positive and negative feedback
Skills examples	- reflect on own digital competence in terms of modification and adjustment	- listen actively to care recipients' explicit as well as implicit notions about the role of ICTs in their lives

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	- modify own digital user and learning strategies	- reflect with care recipients on specific obstacles and modification needs as regards their digital activities - give constructive and sensitive feedback - propose alternative learning paths and/or areas of activity - acknowledge care recipients' achievements - modify care recipients' digital user and learning strategies
Attitudes examples	- maintain integrity and authenticity in reflecting own self	- maintain integrity and authenticity in reflecting others

8. Support

8.1 Guidance and mentoring	Guiding care recipients through all stages of acquisition of digital competence according to individual needs and capabilities; mentoring and consulting; building on achievements and addressing challenges; responding to both explicit and tacit needs of assistance; promoting care recipients' autonomy and active approach.
8.2 Technical, instrumental and organizational assistance	Performing basic technical operations; setting-up and launching standard equipment and applications; solving non-complex technical problems; trouble shooting; arranging for expert assistance in more complex problems; assisting care recipients in dealing with service providers and other external stakeholders.

Competence domain	**B**	**Enabling digital competence in social care work**

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Competence area	8	Support
Competence title	8.1	Guidance and mentoring
Competence description		Guiding care recipients through all stages of acquisition of digital competence according to individual needs and capabilities; mentoring and consulting; building on achievements and addressing challenges; responding to both explicit and tacit needs of assistance; promoting care recipients' autonomy and active approach.

Application level	User	Guide/mentor
	He/She is able to:	
Knowledge examples		- define main characteristics and responsibilities of a guide/mentor working with care recipients
Skills examples		- address care recipients' explicit questions, problems, requests regarding digital technology - identify non-verbalised problems and needs for assistance regarding digital technology - provide advice on digital technology where possible - consult online sources, experts and service providers where needed
Attitudes examples	- adopt positive attitude towards digital technology - demonstrate willingness to gain and/or improve own digital competence	- maintain positive as well as realistic approach to the role of digital competence in care recipients' lives

Competence domain	B	Enabling digital competence in social care work

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Competence area	**8**	**Support**
Competence title	8.2	Technical, instrumental and organisational assistance
Competence description		Performing basic technical operations; setting-up and launching standard equipment and applications; solving non-complex technical problems; trouble shooting; arranging for expert assistance in more complex problems; assisting care recipients in dealing with service providers and other external stakeholders.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- have basic overview of technical aspects of ICTs' operation - give examples of most common technical problems and malfunctions of ICTs	- keep overview of hardware/software used by care recipients - keep overview of digital services provided by external parties to care recipients
Skills examples	- operate on user level a variety of digital hardware (e.g. initiate new devices, plant and charge batteries, connect devices with each other, switch-off safely) - operate on user level a variety of software and applications (e.g. download and install, launch and close, set-up user settings, update, uninstall) - analyse causes of minor technical/instrumental problems - trouble-shoot minor technical/instrumental problems	- mediate the User skills to care recipients where possible/appropriate - exercise own User skills on care recipients' ICTs where possible and safe - search expert assistance where needed - mediate care recipients' contacts with external parties (e.g. internet connection providers, mobile network operators, service companies)
Attitudes examples	- approach technical/instrumental tasks safely but confidently	- challenge unsubstantiated fear of technology and technical tasks

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		- remain realistic about own and care recipients' technical/instrumental competence

Domain C : Care-specific digital competence

9 Independent living and social participation for care recipients

9.1 Application of digital technologies in on-site care work	Helping care recipients understand, install and use digital technologies at their homes; applying the principles of Ambient Assisted Living (AAL) in on-site care work; selecting, combining and adjusting digital technologies, devices and software solutions to specific contexts and individual needs.
9.2 Remote monitoring and assistance to care recipients	Supporting care recipients' independent living through the application of digital technologies used in the absence of care workers, or used by care workers for remote supervision; enabling remote consultation and off-site assistance to care recipients; providing care recipients with the means to monitor, record and report health- and care-related issues; ensuring care recipients' safety and well-being from distance.
9.3 Enabling communication and networking	Mediating to care recipients a variety of means of digital communication; establishing conditions for care recipients to enhance, build and maintain social relations through digital technologies; supporting care recipients' active participation in online social networks; observing elementary safety and privacy of care recipients' online participation.
9.4 Counselling for care recipients and families	Being able to function as a first point of inquiry for care recipients and their families in matters of digital competence; providing orientation and advice to care recipients regarding their specific digital needs; earning care recipients' trust as a competent user as well as a guide through digital technologies; promoting different user strategies with a special focus on social care-related digital solutions; mediating professional/technical assistance where necessary.

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Competence domain	C	**Care-specific digital competence**
Competence area	9	**Independent living and social participation for care recipients**
Competence title	9.1	Application of digital technologies in on-site care work
Competence description		Helping care recipients understand, install and use digital technologies at their homes; applying the principles of Ambient Assisted Living (AAL) in on-site care work; selecting, combining and adjusting digital technologies, devices and software solutions to specific contexts and individual needs.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- have overview of digital technologies that can be used in on-site care work - distinguish between general digital tools and the technologies designed specifically for supporting social care - understand the principles of Ambient Assisted Living (AAL) - distinguish a variety of eHealth technologies, tools and applications	- explain how digital technologies in general can be used by care recipients at their homes - explain the roles and functions of care worker supporting care recipients in using assistive digital technologies at their homes (selection, installation, usage, maintenance, adaptation of digital tools)
Skills examples	- analyse a variety of home care scenarios and propose adequate digital technologies	- plan with care recipients specific configurations of digital solutions supporting their independent living - optimize with care recipients their usage of supportive

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	- install and use digital technologies for different purposes, such as scheduling, impairment correction, personal safety	digital technologies - mediate for care recipients the services of technicians and professionals where needed
Attitudes examples	- observe the accuracy, efficiency, effectiveness and adequacy of digital solutions used to support care recipients at their homes - hold care recipients' individual needs and idiosyncrasies as guiding principles in applying on-site digital solutions	- work towards increasing the independence of care recipients supported by care-related digital technologies - observe the balance between care recipients' usage of digital/technological aids and other ways to increase personal independence

Competence domain	**C**	**Care-specific digital competence**
Competence area	**9**	**Independent living and social participation for care recipients**
Competence title	9.2	Remote monitoring and assistance to care recipients
Competence description		Supporting care recipients' independent living through the application of digital technologies used in the absence of care workers, or used by care workers for remote supervision; enabling remote consultation and off-site assistance to care recipients; providing care recipients with the means to monitor, record and report health- and care-related issues; ensuring care recipients' safety and well-being from distance.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- explain how digital technologies can be used for remote interaction between care worker and care	- understand the value of indepence of care recipients based on their ability to solve

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	recipient - distinguish between passive monitoring (such as off-line self-diagnosis technologies) and active remote assistance (remote emergency intervention, online consulting)	common problems without the direct presence of a care worker - give examples of typical situations where remote assistance by care worker can be applied - understand the advantages and risks of remote monitoring of care recipients
Skills examples	- introduce the purpose and functioning of digital self-diagnosis and self-treatment systems to care recipients - set-up and operate digital remote monitoring technologies such as emergency/alarm buttons, movement monitors, vital-sign monitors - operate digital tools for providing remote consultation and assistance to care recipients	- assist care recipients in understanding data provided by self-diagnosis and self treatment systems - receive, evaluate and respond to requests for remote assistance - react properly to alarms and emergency calls set off by care recipients - create overviews of remote monitoring outcomes to share with care recipients
Attitudes examples	- observe the necessary level of privacy and dignity of care recipients when using remote monitoring and assistance	- promote adequate and effective use of both self-monitoring and remote monitoring digital technologies by care recipients

Competence domain	**C**	**Care-specific digital competence**
Competence area	**9**	**Independent living and social participation for care recipients**
Competence title	9.3	Enabling communication and networking
Competence description		Mediating to care recipients a variety of means of digital communication; establishing conditions for care recipients to enhance, build and maintain social relations through digital technologies; supporting care recipients' active

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		participation in online social networks; observing elementary safety and privacy of care recipients' online participation.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- define various ways of online communication and social interaction - understand the advantages and disadvantages of different digital communication media in relation to social care (email, text-chat, video-call, social networking, etc.)	- understand the specifics of care recipients' needs, opportunities and threats in regard to digital communication and online social participation - explain to care recipients the difference between communication strategies suitable for interacting with close social circles and strategies applied in broader online environments
Skills examples	- set up, install and run digital communication and networking devices and/or applications - engage in online communication and networking with care recipients - use communication tools and online networks for different purposes such as leisure, information, learning, socialising, shopping and services, hobby	- evaluate care recipients' communication styles and preferences - propose adequate mix of communication tools - assist care recipients in finding digital ways of intensifying and/or maintaining their family and social interactions, citizenship, interests - build online networks, groups and socialising platforms of/for care recipients
Attitudes examples	- adhere to the principles of netiquette in online communication and social interaction - observe a healthy balance between digital and non-digital participation	- support care recipients creative attitude to online social interaction while observing the rules of safety and privacy - protect care recipients from a variety of forms of online abuse

Competence domain	**C**	**Care-specific digital competence**

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Competence area	**9**	**Independent living and social participation for care recipients**
Competence title	9.4	Counselling for care recipients and families
Competence description		Being able to function as a first point of inquiry for care recipients and their families in matters of digital competence; providing orientation and advice to care recipients with regard to their specific digital needs; earning care recipients' trust as a competent user as well as a guide through digital technologies; promoting different user strategies with a special focus on social care-related digital solutions; mediating professional/technical assistance where necessary.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples		- organise own knowledge, skills and attitudes related to digital competence into a transferrable form - give examples of right and wrong approaches to counselling and advising care recipients - have overview of frequent user problems with digital devices and applications
Skills examples		- introduce to care recipients basic strategies for analyzing the nature of a problem and finding appropriate help - advise care recipients how to perform elementary troubleshooting and recovery operations
Attitudes examples		- empower care recipients by supporting their creativity, independence and can-do attitude in gaining and improving digital competence - take into account obstacles and limits met by individual care recipients in gaining and improving digital competence

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10 Personal development and social integration of carers

10.1 Learning through ICTs	Improving own professional competences in care work by engaging in various kinds of e-learning activities; keeping up with developments in digital technology in general as well as its implementation in care sector; self-assessing learning results via evaluation exercises and by using competence frameworks; mediating digital learning opportunities to care recipients.
10.2 Peer support and exchange of good practices	Engaging in peer communities of care workers and caregivers; participating actively in the exchange of good practices; publishing and consulting online examples, from own work and from the work of others; identifying local as well as remote care work groups and associations and contributing to their activities; coordinating with peer care workers the services provided to common or related care recipients.
10.3 Competence management, certification and acquiring qualifications in care work	Identifying specific areas of digital competence to establish the ones in which one is particularly interested; pursuing improvement in such areas; working towards specialisation and acquisition of expert knowledge and skills; understanding the purpose of certification; validating one's learning outcomes through certificates, diplomas and other means of formal recognition.

C	**Care-specific digital competence**
10	**Personal development and social integration of carers**
10.1	Learning through ICTs
	Improving own professional competences in care work by engaging in various kinds of e-learning activities; keeping up with developments in digital technology in general as well as its implementation in care sector; self-assessing learning results via evaluation exercises and by using competence frameworks; mediating digital learning opportunities to care recipients.

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Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand that learning can take place through digital means and resources - have overview of various types of virtual learning environment, modules, opensource learning resources and pathways, e-learning communities and forums - give examples of sources of information on digital technology in care work	- give examples of special learning needs of care recipients - distinguish areas of e-learning relevant for care recipients in general and for individual care recipients in particular
Skills examples	- plan own e-learning according to identified needs and areas of interest (e.g. by consulting digital competence frameworks) - take e-learning courses, modules and classes systematically - join and participate actively in e-learning communities and forums - access open source learning resources and pathways - assess own learning results through evaluation exercises and self-assessment	- plan care recipients' e-learning according to identified needs and areas of interest (e.g. by consulting digital competence frameworks) - mediate relevant e-learning courses, communities and resources to care recipients - assist care recipients in self-assessment exercises - use e-learning resources as support to face-to-face training sessions with care recipients
Attitudes examples	- approach e-learning as both personal interest and a means to social and professional mobility	- support care recipients' active ageing and independence through learning new information and skills

ompetence domain	**C**	**Care-specific digital competence**
Competence area	**10**	**Personal development and social integration of carers**

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Competence title	10.2	Peer support and exchange of good practices
Competence description		Engaging in peer communities of care workers and caregivers; participating actively in the exchange of good practices; publishing and consulting online examples, from own work and from the work of others; identifying local as well as remote care work groups and associations and contributing to their activities; coordinating with peer care workers the services provided to common or related care recipients.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- distinguish various ways how digital technology allows for collaboration, exchange of information and peer cooperation	- understand how digitally supported collaboration between peer care workers can streamline care services and benefit care recipients
Skills examples	- search existing communities of care workers and caregivers as well as networks of organisations and associations - publish online own knowledge, experience and work outcomes - consult with online peer communities about various issues related to care work - establish new digital peer networks and engage peers and organisations - adapt best practices shared by peers to his/her own cotexts of work - utilise knowledge on care networks and organisations for job-search purposes	- reply to information requests of peers by providing own knowledge, experience and feedback - share with peers the care-related information about common or related care recipients while observing privacy and safety issues - coordinate work tasks with other carers via online planning and collaboration systems/networks/databases

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Attitudes examples	- recognise the value of peer exchange and cooperation - be willing to share own knowledge and good practices with peers	- maintain own professional integrity and ethical behaviour when sharing information on care recipients with peers

Competence domain	**C**	**Care-specific digital competence**
Competence area	**10**	**Personal development and social integration of carers**
Competence title	10.3	Competence management, certification and acquiring qualifications in social care
Competence description		Identifying specific areas of digital competence to establish the ones in which one is particularly interested; pursuing improvement in such areas; working towards specialisation and acquisition of expert knowledge and skills; understanding the purpose of certification; validating one's learning outcomes through certificates, diplomas and other means of formal recognition.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- understand how specialisation and expertise can enhance his/her employability - identify areas of digital competence that he/she is particularly interested in - understand the particulars of training programmes and certification schemes at the interface of care work and digital competence	

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Skills examples	- collect information on special areas of digital competence systematically - consult qualification and assessment standards - consult care work associations to analyse current skills needs in the sector - validate own learning outcomes through certificates, diplomas and other means of formal recognition	
Attitudes examples	- exploit his/her interests and talents in order to pursue specialisation and expertise - acknowledge the value of formal recognition and certification of skills and competences	

11 Care coordination

11.1 Digital administration of care work	Using digital devices and applications to independently plan, monitor and report care activities; tracking through ICT's the places visited and recording the activities carried out; ensuring flexible reactions and real-time response to care recipients' needs as well as to instructions from care service organisations.
11.2 Organising and supervising care work	Using care organisations' systems for managing care workers; participating in coordination and monitoring of work of others through digital technologies; undertaking supervision and leading roles in care organisations through digital means.

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Competence domain	**C**	**Care-specific digital competence**
Competence area	**11**	**Care coordination**
Competence title	11.1	Digital administration of care work
Competence description		Using digital devices and applications to independently plan, monitor and report care activities; tracking through ICT's the places visited and recording the activities carried out; ensuring flexible reactions and real-time response to care recipients' needs as well as to instructions from care service organisations.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples	- distinguish various digital devices and applications that can support digital administration of care work - explain the advantages of digital support to planning, monitoring and reporting care-related activities	- give examples of how care recipients can participate in care workers' digital administration of care work (planning, scheduling, reporting)
Skills examples	- use basic office applications to create or fill administrative forms and reports - operate basic office equipment (e.g. printers, scanners, card readers) - use care organisations' administrative systems and databases to plan, monitor and report own work	- introduce to care recipients various digital tools for confirming and recording care visits and activities realised (e.g. electronic signature, assignment of specific bar and QR codes, chip cards) - feed the outputs of care recipients' health

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	- digitalise hardcopy care documentation (e.g. by scanning and storing receipts, medical reports, images) - submit digital reports and work-hour sheets - synchronise his/her monitoring /tracking devices with care organisations' systems	diagnostics recorded during care visits into online systems operationally
Attitudes examples	- recognise the benefits of rigorous planning, monitoring and reporting of own work - comply with care organisations' digital administration practices	- balance digitally supported recording activities during care visits with personal attitude, communication and socialising with care recipients

Competence domain	**C**	**Care-specific digital competence**
Competence area	**11**	**Care coordination**
Competence title	11.2	Organising and supervising care work
Competence description		Using care organisations' systems for managing care workers; participating in coordination and monitoring of work of others through digital technologies; undertaking supervision and leading roles in care organisations through digital means.

Application level	**User**	**Guide/mentor**
	He/She is able to:	
Knowledge examples		- have overview of various digital business packages and applications - understand care organisations' management processes and procedures - select appropriate and/or most efficient systems for organising care work
Skills examples		- plan care workers' schedules and tasks through digital systems and databases

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		- monitor care work performed by others through tracking and reporting tools - administer digital profiles of carer workers and other staff - process digital administrative input submitted by care workers (e.g. reports, work-hours sheets, client requests) - create periodic statistics and overviews of care workers' activities - communicate online with related services and bodies such as municipalities, social offices, medical facilities, other care organisations - provide online guidance and supervision to care workers
Attitudes examples		- promote effectiveness and efficiency of care organisations' processes - balance digital management with personal and case-specific attitude to care workers

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