

QUESAP

Quality development in IVET for geriatric care - Procedure and experiences -

DEQA-VET Annual Conference 2012

International Forum 13. September 2012, Bonn

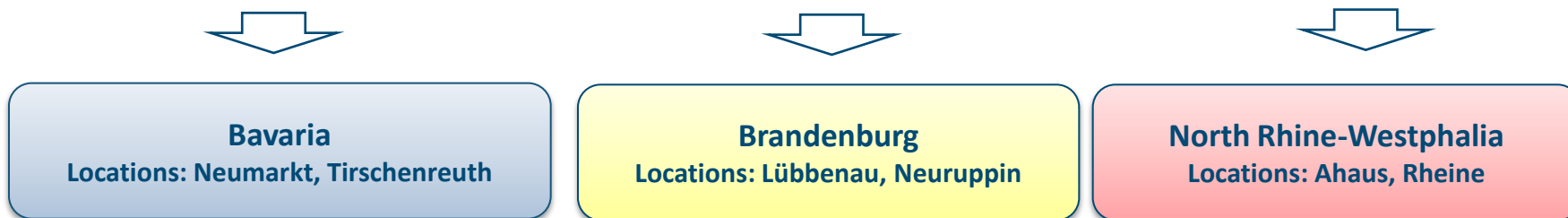
- **Structure and aims of the pilot project**
- **Situation at the beginning of the pilot project**
Survey of the participating geriatric care facilities
- **Implementation of five quality modules to solve the challenges**
 1. Training concept,
 2. Learning venue cooperation
 3. Training plans
 4. Training methods and learning diary
 5. Evaluation of learning success
- **Experiences of the cooperating partners**
Quality improvement in the process of practical training

Pilot Project QUESAP



Aims of the pilot project QUESAP:

- **Improvement of the process quality of practical IVET in geriatric care facilities**
- **Intensification of learning—venue cooperation with respect to content, methodology and organisation (geriatric care schools, care enterprises and other cooperating facilities)**
- **Adaption of education programmes in vocational training (offered by the geriatric care schools) where necessary**



30 partners in the pilot project QUESAP:
24 care facilities (day centres and residential care facilities)
6 geriatric care schools
6 apprentices (as representatives of all apprentices of the involved care facilities)

Necassity for action (care facilities' point-of-view)

Necassity for action in the practical training (selected answers to the question „Where do you see the urgent need for action in your care facility for the improvement of the practical training?“)

Better **coordination** of the **geriatric school curricula** with the **practical training**.

Establishing **basic requirements** for **practical training** .

Create more and **better practical tests** to establish the proper application of the theoretical knowledge in practice.

More **transparency** in the **training process**.

Improvement to **trainee motivation** (individual encouragement of the trainees).

Creation of a **training concept** and/or a **training plan** .

Involvement of the **whole nursing staff** in the training process.

Further education of the **training personnel** by the geriatric school.

Strengthening the **personal initiative**, the **skills for self-organization** and the **personal responsibility** of the trainees.

Quality development in geriatric care training (PDCA-cycle)

ACT

Evaluation of the practical
training with the self
evaluation tool
„QEK Altenpflegeausbildung“

Adaption:
concepts
plans
methods
evaluation instruments

CHECK

4. Competence' oriented
evaluation of the
learning success



PLAN

1. Training concepts
2. Training plans

DO

3. appropriate training
methods and learning
diary

Benefits and Effects (as reported by the care facilities and geriatric schools)

The importance of education as perceived by the whole care facility increased significantly with the introduction of quality modules.

The **development** of a **training concept** was an **important step** for the companies: it provides **reliable structures** for the **practical training**.

The use of **training plans** makes the **training process more focussed, structured** and **transparent**. Even if the training personal is not available everybody in the care facility knows what the trainees have to do.

Differentiated **teaching methods allow the trainees to** practiced decision-making in complex action sequences Competences are strengthened and **sustainable learning effects** can take place.

Continued **assessment** of the learning efforts with clear and transparent assessment criteria **enables a reliable identification** of the **learning success**. Gaps in knowledge can than be avoided.

Discussions about specific **information requirements improved** the **cooperation** between the learning venues. Meetings could be rearranged according to the necessities.

The **QUESAP instruments** have been **successfully used in several qualification courses** for practical trainers.

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