

EUROPEAN TRAINING PROGRAMME FOR MANAGERS in LONG-TERM CARE – EAN CERTIFICATE 2021+



EUROPEAN
AGEING
NETWORK

European Ageing Network

The European Ageing Network (EAN) groups more than 10,000 care providers across the European continent. Members represent all types of organisations and individuals active for older persons and persons with disabilities and all types of ownership including for profit, not-for-profit and governmental organisations. It is their vision and mission to improve the quality of life for older persons and for people with disabilities and support them in making each day a better day for by providing high quality housing, services and care.

The European Ageing Network (EAN) is present in 25 European countries and its members are servicing over 1 million clients in Europe. Longevity is one of the biggest achievements of modern societies. Europeans are living longer than ever before and this pattern is expected to continue due to unprecedented medical advances and improved standards of living.

As professionals we seek to improve the quality of care and supervision. Common training standards, reciprocal visits and observation, congresses and symposia all foster professionalism among care home directors and a greater understanding of the various forms of care and assistance. Creating humane living and working conditions in our homes is the vision we are all striving for in the EAN.

25
EUROPEAN
COUNTRIES

10.000
CARE
PROVIDERS

1 MILLION
SERVED
SENIORS



- | | | |
|----------------|-------------|--------------------|
| Austria | Hungary | Romania |
| Belgium | Italy | Russian Federation |
| Croatia | Latvia | Slovenia |
| Czech Republic | Lithuania | Slovakia |
| Estonia | Luxembourg | Spain |
| Finland | Netherlands | Sweden |
| France | Norway | Switzerland |
| Germany | Poland | |
| Great Britain | Portugal | |

The history of the EDE Home Manager Certificate

The first training course for home directors was launched in Austria in 1986 at the Cardinal König Academy in Vienna. This and the following courses, which later also took place in other training institutes, were each held over a period of two years and organized in a block system in order to make this training possible alongside active professional practice. The objective of the training was to prepare the managers of the facilities, who were mainly from the administrative sector, in the best possible way for their new tasks and to provide them with the necessary knowledge within the framework of a further training program. The idea of a uniform European training certificate was brought to the attention of the then European umbrella organization E.D.E.

by the Austrian regional associations, which were already working closely together at the time, and was adopted there with great interest. Thus the first EDE certificates were presented to the graduates already in 1989. Due to the initiative of the Austrian Federal Association and the EDE, it was achieved that in some countries this EDE certificate became the prerequisite for obtaining a management position in a nursing facility.

Over the years, the contents of the courses were revised several times until the certificate was finally completely redesigned in terms of both content and structure within the framework of the Erasmus+ project and launched in 2021.



EAN certificate across Europe

The EAN has the role of facilitator, supervisor and quality guarantor. The quality of education can also be guaranteed by national associations, universities and educational centres in each country. These institutions have to obtain EAN accreditation.

Availability of the original EDE certificate and new EAN certificate 2021+ in European countries

Country	EDE certificate since	EAN certificate 2021+
Austria	1989	September 2021
Germany	1989	September 2021
Italy	1989	September 2021
Slovenia	1999	September 2021
Czech Republic	x	November 2021
Romania	x	January 2022
France	x	In progress
Spain	x	In progress

3 certificate levels

The **BASIC CERTIFICATE** can be awarded to a student who completes training at a VET provider accredited by the EAN with a duration of 200 teaching units (1 unit = 45 minutes)

- **Mandatory form of education:**
 - face-to-face training
- **Optional form of education:**
 - e-learning
 - virtual learning
 - peer group
 - conference, event, workshop
- **MINIMUM: 176 teaching units**
- **MAXIMUM: 200 teaching units**

The **ADVANCED CERTIFICATE** can be awarded to a student who completes training at a VET provider accredited by the EAN with a duration of 520 teaching units

- **Mandatory form of education:**
 - face-to-face training
 - peer group
 - conference, event, workshop
 - assignment, seminar paper

- **Optional form of education:**
 - e-learning
 - virtual learning
 - study trip and internship
 - learning project
 - consultation
- **MINIMUM: 440 teaching units**
- **MAXIMUM: 520 teaching units**

The **PROFESSIONAL CERTIFICATE** can be awarded to a student who completes training at a VET provider accredited by the EAN with a duration of 800 teaching units

- **Mandatory form of education:**
 - face-to-face training
 - peer group
 - study trip and internship
 - conference, event, workshop
 - assignment, seminar paper
- **Optional form of education:**
 - e-learning
 - virtual learning
 - learning project
 - consultation
- **MINIMUM: 496 teaching units**
- **MAXIMUM: 800 teaching units**

The principle of flexibility

The EAN certificate 2021+ has a modular form and is very flexible to ensure it reflects the current state in social services in the various countries and their specific topics. The training programme consists of 13 modules with different contents and time spans. Each level of the programme (**BASIC**, **ADVANCED**, **PROFESSIONAL**) contains a minimum and maximum number of teaching units so that every VET provider can adjust the whole programme to the demand, needs and expectations as required.

Module number	Module name	LEVEL of certificate					
		BASIC		ADVANCED		PROFESSIONAL	
		Minimum number of teaching units	Maximum number of teaching units	Minimum number of teaching units	Maximum number of teaching units	Minimum number of teaching units	Maximum number of teaching units
1	The structures of long-term care and networking	16	40	48	48	48	120
2	Care concepts and the future of care	0	32	16	32	16	88
3	Professional ethics, awareness and profile	24	48	48	48	48	112
4	The legal basis for the management of care/social facilities	16	48	32	48	32	128
5	Human resources management, leadership	32	48	64	56	64	144
6	Business and financial management, fundraising	16	40	48	56	48	128
7	Strategic and organisational development	16	32	32	40	32	112
8	Quality, risk, emergency and crisis management in care, health and the social economy	16	48	32	64	32	152
9	Facility management	8	16	16	16	16	48
10	Process and project management	8	32	24	24	24	80
11	Digitalisation, technologies	8	16	16	32	16	80
12	Communication, public relations, marketing	16	32	32	56	32	128
13	Country-specific topics	0	24	8	40	8	80
Alternative forms of education	Peer group	0	8	8	24	16	40
	Study trip and internship	0	0	0	16	24	56
	Conference, event, workshop	0	8	8	24	16	40
	Assignment, seminar paper	0	0	8	24	24	48
	Learning project	0	0	0	50	0	200
	Consultation	0	0	0	8	0	32

Training modules

Module 1: The structures of long-term care and networking

The structure of long-term care is key knowledge for every manager in the care sector. It is vital to know the main levels, the care benefits and the types of care provider to be able to understand, plan and manage social services. Understanding the basic structure of long-term care is another crucial assumption for European and international comparison.

Module 2: Care concepts and the future of care

The primary purpose of conceptualisation in the care profession is to improve practice by positively influencing the health and quality of life of patients. Care concepts and theories are also developed to define and describe care, guide practice, and provide a basis for clinical decision-making. The accomplishments of care in the past have led to the recognition of care in academia, research, and as a profession. The new role of technology in care, technological intrusion into private life, the risk of social isolation and longer healthy lifespans are some of the challenges for care in the future.

Module 3: Professional ethics, awareness and profile

Professional ethics help managers frame their activity in an axiological manner, guide the carers and other employees in their relationships with clients and patients, and manage data, facts and relationships. By using ethical awareness, they will act in the most ethically acceptable way, and recognise the risk that care actions could

fail to meet the care goals and be unethical if the patient's preferences are ignored. They will be familiarised with the meaning of protection, promotion, and restoration of health and well-being, of prevention of illness and injury, and of alleviation of suffering. The ethical activity profile will help managers become familiar with ethics, conduct and implement ethics research, and identify and solve ethical issues.

Module 4: The legal basis for the management of care/social facilities

Knowledge of basic legal requirements and laws is essential for the management and operation of care and social facilities. This involves both interactions between and the mutual influence of laws and regulations. The issues of self-determination and autonomy of the residents but also the idea of protection must be taken into account in particular. These main topics are supplemented by the legal requirements and framework conditions that apply to every business venture.

Module 5: Human resources management, leadership

Human resources management and leadership are the main competences of every manager. Employees in the health and social services sector are rare and in demand, and so it is crucial for personnel recruitment, selection and retention of all the organisations in this field that managers and leaders know how to properly lead their employees and manage their human resources.

Module 6: Business and financial management, fundraising

In addition to their primary task as service providers, care and social facilities are also key economic actors and have regional value, especially in rural areas. It is therefore important to have know-how in business management. Relevant topics ranging from efficient management to financing will also be discussed. Fundraising is seen as an increasingly important factor for management, especially in the social sector, and the importance of and possible approaches to fundraising topics are discussed.

Module 7: Strategic and organisational development

Strategic and organisational development are the main competences of every manager. Setting a framework for the operational work of the employees and to oversee the whole organisation and its environment is critical for social sustainability and economic flexibility for organisations in the health and social services sector, which rely on public funding and have great social responsibility for those who (must) use the services offered.

Module 8: Quality, risk, emergency and crisis management in care, health and the social economy

Quality work in homes for the elderly and nursing homes should enable an intensive examination of the quality of life, dignified ageing and respect for ageing in society, and appreciation for all forms of impairments and disadvantages. Quality management (QM) is essential for professional work in social facilities. QM should demonstrably ensure and continuously develop optimal

and responsible care and support for residents. QM in homes for the elderly and nursing homes should focus on the needs and expectations of all stakeholders. Managers are required to establish a professional QM system in the company and to anchor a common awareness of quality, including responsibility for permanent development at the company.

Module 9: Facility management

Facility management is one of the most important yet one of the most underestimated management areas. Today, modern facility management covers all technical, infrastructure, planning and commercial tasks relating to buildings and facilities. The term 'facility management' originated in the USA. Since the 1980s it has also been used in Europe to describe the variety of services that make life easier for the operators of buildings and facilities by taking over secondary processes and, if desired, complete responsibility for operation. This allows management to concentrate fully on their core business (long-term care provision), relying on the expertise of their partners. Building and facility management combines a huge range of services. In addition to daily tasks such as cleaning and security, maintenance and repairs, control and operation of facilities, it also includes the planning of facilities and processes, energy management and catering.

Module 10: Process and project management

Rising costs and quality standards are current challenges for management in health and social care facilities. Proposal for reformulation: in response to these

challenges, the processes in the organisation should be analysed and optimised to reduce energy and cost losses. Systematic process management means understanding and clearly defining the processes in the facility. An optimal process is consistently oriented towards the customer and transcends departmental and hierarchical boundaries. With process management, interface problems are solved and employees become participants. From the planning and design phase of the service to the evaluation of the processes, one question is key: who does what, when, how, with what and what is the (common) goal?

Module 11: **Digitalisation, technologies**

Developments in the field of new technologies are advancing so rapidly that product and innovation cycles are also becoming much shorter. The health system is not exempt from these developments and is also being readjusted and reorganised as a result. This will lead to fundamental change processes, which are already becoming apparent. With regard to developments relevant to nursing, sensors with targeted connections and communication channels are particularly attractive. For example, in the area of Ambient Assisted Living, sensors can greatly facilitate care services as they can provide information about falls, wetness, restlessness, medication intake, fluid intake, vital signs and much more, thus enabling targeted (medical or nursing) interventions. In addition, these services enable those affected to live increasingly independent and self-determined lives.

It has long been clear that digitalisation will also have a considerable impact on the world of work. Nursing professions are a

particular area of tension here because on the one hand a shortage of nursing staff is to be expected (e.g., due to higher life expectancy) and this could be cushioned using artificial systems. On the other hand, there are definitely fears about the future of the nursing professions. Of course, humans have a basic anthropological disposition to want the company of other people. Technological developments of this kind, especially in care, have enormous potential, but it is also clear that there is a considerable need for clarification. In particular, there are challenges for society as a whole and ethical questions that need to be discussed. Humans cannot be replaced by technical systems in care, and are essential for people in need of care.

Module 12: Communication, public relations, marketing

Communication, marketing and public relations are among the key competences of managers in the social sector. This is because these social services are mainly about people: clients and their family members, employees, regulators, funders and donors, and also the public and the local community. Internal communication is also a key presumption for effective management and the quality of the services provided.

Module 13: Country-specific topics

This module will be taught from a country-specific perspective (i.e., legislation, quality management, the structure of long-term care, etc.). This module is optional for the **BASIC CERTIFICATE**, so each VET provider may choose whether it wants to use it and is going to apply for EAN accreditation with this module or not.



Enrolment conditions for the EAN certificate 2021+

The EAN certificate 2021+ can be awarded to a person:

- who has successfully passed the training according to the EAN framework curriculum at a European VET provider accredited by the EAN

and

- who demonstrates additional professional skills through **two years of experience** in social or health services (hospital/nursing home/care home) **or one year of experience** in social or health services (hospital/nursing home/care home) in management.

Documents to be sent as proof to the EAN office for the issuance of a certificate:

- Declaration/confirmation from a VET provider accredited by the EAN about the number of teaching units
- Declaration signed by the employer (scan) for the demonstration of the participant's professional skills
- Higher education diploma (scan) – **only for the PROFESSIONAL CERTIFICATE and not in all countries**

Conditions for participants - attendance

The minimum attendance is 80% of all lessons or alternative forms as described in this curriculum. **Nonetheless, VET providers have the option of permitting a lower rate of 70–79.9%. In this case they must assign the student an alternative way to compensate for the missing time.** This could be through an assignment, seminar paper, extra online training, peer review or other alternative form of study. The number of compensatory lessons should cover the number of missing ones. The EAN recommends that at least part of the missing lessons should be replaced with an assignment (ideally on the face-to-face training topic the student missed).

VET providers may always make the conditions of graduation from the training programme stricter. They could, for instance, require 85% attendance or not permit any lower attendance rate at all.

Conditions of accreditation as an EAN training institution

Before the EAN delivers an accreditation certificate to a VET provider entitling it to train and qualify managers in the long-term care sector, certain conditions have to be fulfilled. The EAN can delegate the necessary examination for this purpose to the responsible national association or other member or partner. If there is no relevant national association (with the knowledge, expert experience and personal resources), the role of accreditation provider remains with the EAN.

1. The training guidelines and the curriculum of the VET provider should have been received by the EAN and by the national association or other member or partner (if entitled to provide accreditation in the name of the EAN) in digital form. The training guidelines and the curriculum have to be submitted in the native language used by the national association, member or partner. If the training guidelines and the curriculum are submitted to the EAN, they have to be in English.

2. The examining body compares this curriculum with the EAN curriculum and EAN guidelines, and decides whether the submitted curriculum meets the EAN guidelines and training standards and, if so, gives its consent to the accreditation of the VET provider.

3. If the training institute satisfies the formal EAN criteria, it receives an accreditation certificate that entitles it to train and qualify training programme participants.

4. The EAN has the right to inspect the training general framework and the contents of training courses in coordination with the training centre and the responsible national association, and to form its own opinion about it to ensure the training criteria correspond to those of the EAN.

5. The period of validity of the accreditation certificate is five years.

If the submitted curriculum, or parts of it, does not meet the requirements of the EAN curriculum, the examining body informs the applicant about the missing training units and the EAN offers specific consultation.

Through its signature on the declaration of consent, the VET provider acknowledges its obligation to immediately inform the EAN about any amendments and supplements to the curriculum, and gives its permission for the EAN to examine the documentation of the curriculum currently applied at any time.

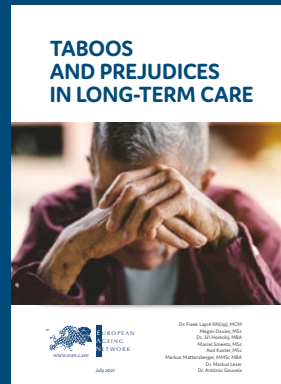
Accreditation in practice-process

1. A VET provider must submit a written request to the EAN, including all the required documents—usually the curriculum and any explanatory attachments—for the certification of the training.
2. The EAN compares this curriculum with the EAN curriculum and determines whether the submitted curriculum fully complies with the EAN curriculum and training conditions and, if so, gives its approval for the certification of the VET provider.
3. A declaration of consent for signing together with the stipulation of the

certification fee are then sent to the VET provider.

4. After receipt of the signed declaration of consent and receipt of payment, the certificate and accompanying letter will be issued, signed by the president, and given to the VET provider.
5. By signing the declaration of consent, the VET provider undertakes to immediately inform the EAN about amendments and/or supplements to the curriculum, and agrees that the EAN may inspect the documents of the respective curriculum.

EAN reports



EAN reports are available at <https://www.ean.care/en/about-us>

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