

● European Ageing Network

# EAN certificate for managers in long-term care 2021+



Co-funded by the  
Erasmus+ Programme  
of the European Union

September 2021





This material was created as an output of the international project “Modification of the educational module – E.D.E. certificate for providers of long term care for seniors” with registration number 2018-1-CZ01-KA202-048076. The project was supported by the Erasmus + programme.



Co-funded by the  
Erasmus+ Programme  
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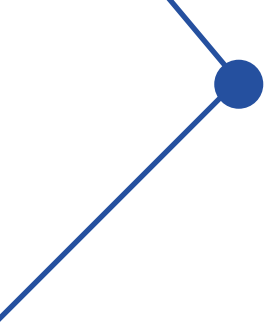
## Preface

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The European Association for Directors and Providers of Long-Term Care Services for the Elderly (E.D.E.) was an international umbrella organisation representing national associations for directors and providers of long-term care services in Europe. Its major tasks included support for the exchange of information and experience among its members and to develop and promote innovation and facilitate the transfer of good practices across different European countries. The E.D.E. was founded in Luxembourg on 6 April 1989, and on 13 April 2018 was—due to its merger with the European Association of Housing and Services for the Ageing (EAHSA)—changed to the European Ageing Network a.s.b.l. (EAN), adopting the vision and mission of both the E.D.E. and the EAHSA. The 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 all types of ownership including for profit, not-for-profit and governmental organisations.

The vision of EAN is to improve the quality of life for older people; to support its members in making each day a better day for their clients by providing high quality housing, services and care; to establish good contacts with EU institutions like the relevant Directorates General of the Commission, the Council and the Parliament and its Inter-group on Ageing; and to become a key network for providers in the ageing sector. The purpose of the EAN is to promote cooperation between national associations for directors and providers of long-term care services, institutions and organisations, and people associated with care for the elderly, the chronically ill, and disabled people, and to represent them at European level.

The EAN has also taken over the concept of uniform European standards for the professional qualification of directors of residential care homes created by the E.D.E. in the 1990s. However, under the leadership of the EAN, these standards have been extended to managerial positions in social services in general, and adapted to the needs of the 21st century. These new standards are called the **EAN certificate for managers in long-term care 2021+**.





## Foreword



One of the main goals and a part of our vision is to enhance the quality of social services for the elderly in Europe. We as the European Ageing Network (EAN) realise that a key premise for this is well trained and competent staff, including the managers of long-term care providers. Hence, we have developed a unique training programme for managers with over one thousand participants in recent years.

For ten years we have worked hard in cooperation with VET (Vocational Education and Training) providers to modify and update the training programme to ensure it is in line with the current needs and expectations of both long-term care managers and VET providers. Motivation for this has been feedback from countries where this type of European programme was already being used, and also from countries that showed an interest in joining.

Yet the main goal remains, namely to have well trained, educated, and experienced managers to provide good quality social services in Europe.

**Dr. Jiří Horecký, MBA**  
President, CEO  
European Ageing Network

## Creation of a new educational curriculum

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The unique EAN certificate for managers in long-term care 2021+ (hereinafter “EAN certificate 2021+”) training programme was created in the form of a curriculum as an outcome of the international project “Modification of the educational module – E.D.E. certificate for providers of long term care for seniors” with registration number 2018-1-CZ01-KA202-048076. The project ran from 1 November 2018 to 30 November 2021. In order to create the curriculum, the seven organisations listed below joined the partnership.

### **Association of Social Services Providers Czech Republic (APSS ČR) - project coordinator**

The Association of Social Services Providers Czech Republic was founded in 1991. It is the largest professional organisation associating social care providers in the Czech Republic with over 1 200 organisations (over 2 700 registered social services). APSS ČR represents and defends the interests of its members, mediates and spreads abroad scientific and research knowledge into social care provider activities, shares national and foreign experience, educates and informs. The Institute of Education was established in 2010, offering 2 types of seminars: “open seminars” and “turnkey seminars”. 202 “open seminars” and 575 “turnkey seminars” were organised in 2019, with 135 “open seminars” and 370 “turnkey seminars” being organised in 2020.

Website: [www.apsscr.cz](http://www.apsscr.cz)

### **European Ageing Network (EAN)**

The European Ageing Network brings together more than 10 000 care providers across the European continent. Members represent all types of organisations and individuals working for older people, and all types of structures including for-profit, not-for-profit and governmental organisations. The vision and mission is to improve the quality of life for older people and support them in making each day a better day by providing quality housing, services and care.

Website: [www.ean.care/en](http://www.ean.care/en)

**Alexandru Ioan Cuza University of Iași**

Alexandru Ioan Cuza University of Iași is the oldest higher education institution in Romania. The university has had a tradition of excellence and innovation in education, research and innovation since 1860. With over 24 000 students and 700 academic staff, the university enjoys high prestige at national and international level, and cooperates with 500 other higher education establishments worldwide. It is a member of some of the most important higher education networks and associations: the Coimbra Group, the European University Association, the Utrecht Network, the International Association of Universities, and the Network of Francophone Universities.

Website: [www.uaic.ro](http://www.uaic.ro)

**Lebenswelt Heim - Bundesverband (Lebenswelt Heim)**

Lebenswelt Heim - Bundesverband is an Austrian non-profit association bringing together 8 regional organisations with about 600 facilities since 1994. Lebenswelt Heim works to improve the quality of training courses for facility managers in close cooperation with the training institutes themselves. Lebenswelt Heim provides networking for care home managers, and organises congresses, symposiums, etc. Lebenswelt Heim participates in several platforms for social issues, is a partner of E-Qalin GmbH, a counsellor in other organisations, and a member of the European Ageing Network.

Website: [www.lebensweltheim.at](http://www.lebensweltheim.at)

**Bildungszentrum der Jesuiten und der Caritas gemeinnützige Ges.m.b.H.**

Bildungszentrum der Jesuiten und der Caritas gemeinnützige Ges.m.b.H. is an Austrian private company that focusses on adult education. It has five departments, and the project was associated with the Academy for Social Management (ASOM) department. ASOM is one of the oldest and most renowned educational institutions for managers in the social and health care sector in Austria. Since its founding in 1984, ASOM has played a leading role in the professional development of healthcare managers, focusing on practice orientation and personal development. Around 2 000 graduates from all over Austria have already completed courses at ASOM.

Website: [www.kardinal-koenig-haus.at](http://www.kardinal-koenig-haus.at)

**IBG - Institut für Bildung im Gesundheitsdienst GmbH (IBG)**

IBG is an Austrian non-profit educational institution focusing on value-oriented educational work for health and social services. It has been offering a variety of management education courses and seminars since 1983, as well as in-house education programmes, and is also active in educational counselling. The aim of their work is to provide managers with the skills and knowledge needed to enable a high quality of work in the daily practice of health and social care through practical and needs-oriented courses and seminars. Since 2013, IBG has offered a higher education course in Health Care Management with a diploma in care management in cooperation with Danube University Krems. IBG coordinated the EU E-Qalin project between 2004 and 2007, and is the Austrian training partner in the European E-Qalin network.

Website: [www.ibg-bildung.at](http://www.ibg-bildung.at)

**Wolfgang Rath Consulting e.U. (Wolfgang Rath)**

Wolfgang Rath Consulting e.U. is an Austrian company focusing on systemic business consulting, business development and training. Since 1994, Wolfgang Rath has advised clients in economics (trade, industry, commerce, services and tourism), public administration, and the social and health sector. The company can look back on over 20 years of experience primarily in long-term care. Wolfgang Rath has implemented development projects in the context of strategic corporate development, organisational development processes, management training and coaching, as well as team development processes and supervision at employee level. Wolfgang Rath established cooperation with Danube University Krems in 2012.

Website: [www.wolfgang-rath.at](http://www.wolfgang-rath.at)

The training agencies and national umbrella associations (E.D.E. members) began preparing the project proposal in June 2016. After approval of the project in October 2018, all the partners planned national focus groups in their countries. The purpose of these groups was to analyse the current situation in social services management staff education and to identify their needs. The focus groups conclusions were supported by a questionnaire survey among EAN members. International project meetings for the purpose of creating the new EAN curriculum were organised throughout the project. The modification and update mainly concerned the creation of a new, modern and up to date training programme that will meet long-term care management needs and expectations in European countries.

This unique EAN certificate 2021+ training programme was created as an update of the successful E.D.E. certificate with the help and cooperation of VET (Vocational Education and Training) providers, training agencies, umbrella associations and higher education establishments. The adaption process was driven by national and international focus groups, workshops, feedback collection and a series of meetings and consultations. Hundreds of experts were involved in the process and in its result. EAN certificate 2021+ contains the main and most important topics and modules, emphasises independent thinking, the sharing of experience, and uses—in addition to the most important personal training—alternative ways of improving skills and knowledge, such as peer groups, study trips and internships, conferences, events, workshops, assignments, seminar papers, learning projects and consultations.

## Authors

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### **Jiří Horecký**

Jiří Horecký has worked in public services and especially social services since the beginning of his professional career. In his first role, he worked as director of a residential aged care facility. Jiří has been president of the Association of Social Services Providers Czech Republic since 2007, and president of the Union of Employers' Associations in the Czech Republic since 2013. He has also been president of the European Association for Directors and Providers of Long-Term Care Services for the Elderly (E. D. E.) since 2016, and president of the European Ageing Network since 2018. Jiří is also a member of the Government Committee for Seniors and an advisor to the Minister of Labour and Social Affairs of the Czech Republic.

### **Markus Mattersberger**

Markus Mattersberger has been president of the Austrian Association of Senior Citizens' and Nursing Homes "Lebenswelt Heim - Bundesverband" since 2014. Markus initially spent 18 years as a qualified health and nursing nurse in the acute inpatient sector, studying nursing management and health management part-time. In 2010, Markus switched to the long-term care sector and initially took over the function of nursing service manager in a nursing home in Vienna and subsequently as a nursing service manager and facility manager in Lower Austria. At European level, Markus has represented the Austrian Association on the Executive Board of the former E.D.E., now EAN, since 2015, was entrusted with the interim presidency for several months, and has since served as vice president.

### **Daniela-Tatiana Şoitu**

Daniela Tatiana Şoitu is a specialist in social sciences, and professor at the Department of Sociology and Social Work, Faculty of Philosophy and Social-Political Sciences, Alexandru Ioan Cuza University of Iaşi. She is an active member of the Scientific and Organising Committee of the International Conferences: Integrated Systems of Long-Term Care (ISOLTC). Daniela is the author and co-author of over 80 articles, studies and book chapters, and manager or team member in over 50 educational, research and development projects.

**Contiu Tiberiu Cristi Şoitu**

Contiu Tiberiu Cristi Şoitu is the dean of the Faculty of Philosophy and Social-Political Sciences, Alexandru Ioan Cuza University of Iaşi, and a specialist in human development, disability and mental health. Contiu is professor at the Department of Sociology and Social Work, and the author and co-author of over 50 articles, studies and book chapters, and manager or team member in over 70 educational, research and development projects at national and international level.

**Verena Purer**

Verena Purer has been a management trainer for the social and health sector at ASOM (The Academy for Social Management at Bildungszentrum der Jesuiten und der Caritas gemeinnützige Ges.m.b.H.) since 2016. She is a self-employed consultant for organisational and personnel development, management coaching and team supervision. She has experience in project development, consultation and implementation in the private and public sectors, including several EU projects. Verena Purer has studied sociology and education (University of Vienna) as well as supervision and coaching (University of Vienna).

**Andrea Udl**

Andrea Udl is the director of ASOM (The Academy for Social Management at Bildungszentrum der Jesuiten und der Caritas gemeinnützige Ges.m.b.H.). She also works as a trainer and coach with a focus on performance and presentation, communication, personality and leadership development, and as a keynote speaker and moderator. Andrea Udl has studied theatre directing (Mozarteum Salzburg) and speech communication (University of Regensburg). She has completed further education in group dynamics and TCI.



### **Adelheid Bruckmüller**

Adelheid Bruckmüller is the managing director of IBG and has many years of experience in the development of management training concepts, and conducting management training and coaching. She graduated in business administration (with a focus on organisation and human resources) at the University of Linz, and has studied team and organisational development and systemic consulting. She led the EU E-Qalin project between 2004 and 2007, and is the Austrian education partner and shareholder in the European E-Qalin network. She is a board member at the Association for the Promotion of Quality in Care for Older People.

### **Judith Polat-Firtinger**

Judith Polat-Firtinger is a qualified nurse and the owner of Polat-Firtinger Consulting GmbH. She has been working in social and health care for almost 40 years. She studied nursing management and health management. She initially took over the management of public nursing homes in Vienna, switching to a leading position in quality management 20 years ago. Polat-Firtinger Consulting GmbH was established 5 years ago and is a company focusing on organisational development projects and, as part of its corporate philosophy, strategies for corporate development together with clients. Judith Polat-Firtinger provides team development processes, management training and coaching, as well as team supervision.

### **Wolfgang Rath**

Wolfgang Rath was involved in social work in various positions in Austria for 15 years - from social worker and team leader, to management and board member. He then moved into adult education. He designed and led the first Austrian training programme for youth workers. In 1994 he completed his diploma in systemic organisational counselling, coaching and supervision, and became a self-employed management consultant with the company he founded, Primawera Veränderungsmanagement Graz. Since 2007, he has organised and lead the certified E.D.E. course "Management of old people's and nursing homes" in cooperation with Danube University Krems. Since 2015, he has operated under the name Wolfgang Rath Consulting, based in Tulln an der Donau and Graz. His work focuses on training and coaching managers, supervising employees, supporting team development processes, moderating meetings and events, project and strategy management, and organisational development.



**Johannes Wallner**

Johannes Wallner is an Austrian expert in nursing home topics. He developed several programmes at SeneCura, for example the SeneCura Akademie, SeneCura Campus, and the pan management and palliative care programmes. He is also a recognised expert in quality management in nursing and care, for example as co-initiator and developer of E-Qalin and NQZ (Nationales Qualitätszertifikat für Alten- und Pflegeheime in Österreich).

**Karin Veith**

Karin Veith has worked at Lebenswelt Heim - Bundesverband since 2010, and provides support in communication, event management and organisation.

**Edgar Führer**

Edgar Führer is currently the education officer at European Ageing Network (EAN), and a member of the EAN Executive Board. He was one of the initiators of the E.D.E. curriculum redesign. As a long-standing manager in care for the elderly in the Austrian health sector, he has significantly influenced the establishment and development of the various training institutions and the design of the teaching content. Edgar Führer is a co-founder of the Federal Association of Austrian Residential Care Homes for the Elderly, and also its honorary president. He is a founding member of the hospice movement in Austria and significantly contributed towards palliative care being standard in long-term care today.

**Karel Vostrý**

Karel Vostrý worked as the director of a home for the elderly for almost 10 years. He is currently director of the Centre for Development Activities of the Union of Employers' Associations of the Czech Republic and executive director of the European Ageing Network. He is also an external quality assessor for the APSS ČR project Brand of Quality in Social Services. He is a graduate of the Prague University of Economics.

**Pavel Jirek**

Pavel Jirek is a graduate of the EU Structural Policy programme at the Faculty of Economics at the University of South Bohemia in České Budějovice, and has worked for APSS ČR as project manager since 2017. He was responsible for the administration of the project "Modification of the educational module - E.D.E. certificate for providers of long-term care for seniors", also participating in its preparation.

## Structure of the EAN certificate for managers in long-term care 2021+

The new EAN certificate 2021+ has 3 levels:

**BASIC**      **ADVANCED**      **PROFESSIONAL**

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.

List of **quality guarantors** in the countries:

Country	Organisation
<b>Austria</b>	<b>Lebenswelt Heim - Bundesverband</b> Franz-Josefs-Kai 5/Top 11 1010 Vienna Phone: + 43 (0)1 585 15 90 E-mail: office@lebensweltheim.at
<b>Romania</b>	<b>Alexandru Ioan Cuza University of Iasi</b> Faculty of Philosophy and Social-Political Sciences Carol I Blvd. No. 11, Iasi 700506 Romania Phone: + 40232201054; +40722837241; E-mail: secretarsef.filosofie@uaic.ro; daniela.soitu@uaic.ro
<b>The Czech Republic</b>	<b>EAN asbl</b> Na Pankráci 1618/30 140 00 Prague 4 Czech Republic Phone: +420 777 357 832 E-mail: education@ean.care
<b>Other countries</b>	<b>EAN asbl</b> Na Pankráci 1618/30 140 00 Prague 4 Czech Republic Phone: +420 777 357 832 E-mail: education@ean.care

List of **VET providers** in the countries:

Country	Organisation
Austria	<b>Akademie für Sozialmanagement der Caritas</b>
	Kardinal-König-Straße 3 A-1130 Vienna <a href="http://www.sozialmanagement.at">www.sozialmanagement.at</a>
	<b>Fachhochschule Kärnten Studiengang Gesundheits- und Pflegemanagement</b>
	Hauptplatz 12 A-9560 Feldkirchen in Kärnten <a href="http://www.fh-kaernten.at">www.fh-kaernten.at</a>
	<b>FH OÖ Campus Linz</b> Fakultät für Gesundheit und Soziales Garnisonstraße 21 A-4020 Linz <a href="http://www.fh-linz.at">www.fh-linz.at</a>
	<b>IBG Institut für Bildung im Gesundheitsdienst GmbH</b> Linzer Straße 19 A-4701 Bad Schallerbach <a href="http://www.ibg-bildung.at">www.ibg-bildung.at</a>
Romania	<b>Wolfgang Rath Consulting e.U.</b> Johann-Weitzer-Weg 52 8042 Graz Kirschenallee 1-7/20 3430 Tulln <a href="http://www.wolfgang-rath.at">www.wolfgang-rath.at</a>
	<b>Fachhochschule Burgenland GmbH</b> Steinamangerer Str. 21 A-7423 Pinkafeld <a href="http://www.fh-burgenland.at">www.fh-burgenland.at</a>
The Czech Republic	The EAN has been accepting applications for accreditation since September 2021. The EAN has been accepting applications for accreditation since September 2021.

**Germany**

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**andragogik konkret e.V.**

**Bildungszentrum**

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[www.andragogik-konkret.de](http://www.andragogik-konkret.de)

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Qualifizierung & Professionalisierung**

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**Hochschule Kempten**

**Studiengang Sozialwirtschaft**

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D-87435 Kempten  
[www.hs-kempten.de](http://www.hs-kempten.de)

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**Erwin-Stauss-Institut**

**Bildungsinstitut für Gesundheit  
und Pflege**

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D-28203 Bremen  
[www.esi-bremen.de](http://www.esi-bremen.de)

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**Oberbergischer Kreis**

**Akademie Gesundheitswirtschaft  
und Senioren**

Steinmüllerallee 28  
D-51643 Gummersbach  
[www.agewis.de](http://www.agewis.de)

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**Italy**

**Associazione delle Residenze per Anziani  
dell'Alto Adige**

Via Canonico Michael Gamper 10  
39100 Bolzano  
[www.vds-suedtirol.it](http://www.vds-suedtirol.it)

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**Slovenia**

**FIRIS Imperl d.o.o.**

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SI-1370 Logatec  
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## The principle of flexibility

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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.

The EAN sets the limits for the 3 certificate levels as follows (1 teaching unit = 45 minutes):

- 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**
- 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**
- 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**

Module content is thematically given and described in detail. Module 13 is blank and prepared for country-specific topics to allow every VET provider (in the given time range) to add their own content. This final module must be taught from a country-specific perspective (i.e., legislation, quality management, long-term care structure, etc.). Especially in the higher levels (**ADVANCED** and **PROFESSIONAL**), alternative forms of training and education are to be used as described below.

## Structure of teaching units and form of education by level

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### BASIC CERTIFICATE

- **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**
- See pages 24 and 25 for more information

### ADVANCED CERTIFICATE

- **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**
- See pages 26, 27 and 28 for more information

## PROFESSIONAL CERTIFICATE

- **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**
- [See pages 30, 31, 32 and 33 for more information](#)

### Notes regarding all levels:

- Self-learning is a necessity for individual learning success and the successful completion of the EAN certificate 2021+. Self-learning is essential for transferring what has been learned into practice and for ensuring retention. **Therefore, self-learning is expected during the whole study period. Self-learning takes place in a self-organised manner and is not assessed in the teaching unit tables below.** Self-learning means, for example, research on seminar contents and literature, the study of literature, preparations for seminars, reading relevant literature, working out questions, preparing presentations, transferring knowledge into practice and preparing assignments on selected topics, and preparing for exams and the presentation of final papers.
- **A maximum of 300 teaching units** can be taught through alternative forms of education defined below.
- **The training modules offer may vary from country to country. In some countries only BASIC and ADVANCED levels are available, in others only PROFESSIONAL level. In some countries the EAN certificate is only available in cooperation with higher education establishments, etc. For further information contact the quality guarantor for your country – see page 18.**

## BASIC CERTIFICATE

- teaching units table (table #1)

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



**Notes:**

- 1 teaching unit = 45 minutes
- The mandatory number of teaching units to obtain the **BASIC CERTIFICATE** is **200 teaching units**
- **The total sum of the minimum number of teaching units is 176 =>** Each accredited training institution can adjust **24 teaching units** to their demand, needs and expectations

**E-learning and virtual learning:**

- Participants can complete **up to 10% (20 units)** of the above range (table #1) in the form of **e-learning** (e.g., using uploaded scripts and Moodle). Accredited training institutions have the right to decide which modules/topics are suitable for e-learning
- Participants can complete **up to 10% (20 units)** of the above range (table #1) in the form of **virtual learning** (e.g., discussion forums, virtual classrooms, webinars)
- The common limit for e-learning and virtual learning for table #1: **a maximum 15% (30 units)** can be completed in the form of e-learning and virtual learning => Each accredited training institution can choose their preferred form

Examples of use of possible forms of education for table #1:

Form	Number of teaching units
Face-to-face training	200
E-learning	0
Virtual learning	0

Form	Number of teaching units
Face-to-face training	170
E-learning	20
Virtual learning	10

Form	Number of teaching units
Face-to-face training	170
E-learning	10
Virtual learning	20

## ADVANCED CERTIFICATE

### - teaching units table (table #2)

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

## ADVANCED CERTIFICATE

- if a student already holds the **BASIC CERTIFICATE**,  
the table below applies (table #3)

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

**Notes:**

- 1 teaching unit = 45 minutes
- The mandatory number of teaching units to obtain the **ADVANCED CERTIFICATE** is **520 teaching units**
- **The total sum of the minimum number of teaching units is 440** => Each accredited training institution can adjust **80 teaching units** to their demand, needs and expectations

**E-learning and virtual learning:**

- Participants can complete **up to 10% (52 units)** of the above range (table #2) and (table #3) in the form of **e-learning** (e.g., using uploaded scripts and Moodle). Accredited training institutions have the right to decide which modules/topics are suitable for e-learning
- Participants can complete **up to 20% (104 units)** of the above range (table #2) and (table #3) in the form of **virtual learning** (e.g., discussion forums, virtual classrooms, webinars)
- The common limit for e-learning and virtual learning for table #2 and table #3: a **maximum 25% (130 units)** can be completed in the form of e-learning and virtual learning => Each accredited training institution can choose their preferred form

Examples of use of possible forms of education for table #2 and table #3:

Form	Number of teaching units
Face-to-face training	520
E-learning	0
Virtual learning	0

Form	Number of teaching units
Face-to-face training	390
E-learning	52
Virtual learning	78

Form	Number of teaching units
Face-to-face training	390
E-learning	26
Virtual learning	104



# PROFESSIONAL CERTIFICATE

- teaching units table (table #4)

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



## PROFESSIONAL CERTIFICATE

- if a student already holds an **ADVANCED CERTIFICATE**,  
the table below applies (table #5)

Module number	Module name	Minimum number of teaching units	Maximum number of teaching units
1	The structures of long-term care and networking	N/A	32
2	Care concepts and the future of care	N/A	24
3	Professional ethics, awareness and profile	N/A	16
4	The legal basis for the management of care/social facilities	N/A	32
5	Human resources management, leadership	N/A	40
6	Business and financial management, fundraising	N/A	32
7	Strategic and organisational development	N/A	40
8	Quality, risk, emergency and crisis management in care, health and the social economy	N/A	40
9	Facility management	N/A	16
10	Process and project management	N/A	24
11	Digitalisation, technologies	N/A	32
12	Communication, public relations, marketing	N/A	40
13	Country-specific topics	N/A	16
Alternative forms of education	Peer group	8	16
	Study trip and internship	24	40
	Conference, event, workshop	8	16
	Assignment, seminar paper	16	48
	Learning project	0	150
	Consultation	0	24

**Notes:**

- 1 teaching unit = 45 minutes
- The mandatory number of teaching units to obtain the **PROFESSIONAL CERTIFICATE** is **800 teaching units**
- **The total sum of the minimum number of teaching units is 496** => Each accredited training institution can adjust **304 teaching units** to their demand, needs and expectations
- A maximum of **300 teaching units can be taught through alternative forms of education**

**E-learning and virtual learning:**

- Participants can complete **up to 10% (80 units)** of the above range (table #4) and (table #5) in the form of **e-learning** (e.g., using uploaded scripts and Moodle). Accredited training institutions have the right to decide which modules/topics are suitable for e-learning
- Participants can complete **up to 20% (160 units)** of the above range (table #4) in the form of **virtual learning** (e.g., discussion forums, virtual classrooms, webinars)
- Participants can complete **up to 25% (200 units)** of the above range (table #5) in the form of **virtual learning** (e.g., discussion forums, virtual classrooms, webinars)
- The common limit for e-learning and virtual learning for table #4: **a maximum 25% (200 units)** can be completed in the form of e-learning and virtual learning => Each accredited training institution can choose their preferred form
- The common limit for e-learning and virtual learning for table #5: **a maximum 30% (240 units)** can be completed in the form of e-learning and virtual learning => Each accredited training institution can choose their preferred form



Examples of use of possible forms of education for table #4:

Form	Number of teaching units
Face-to-face training	800
E-learning	0
Virtual learning	0

Form	Number of teaching units
Face-to-face training	600
E-learning	80
Virtual learning	120

Form	Number of teaching units
Face-to-face training	600
E-learning	40
Virtual learning	160

Examples of use of possible forms of education for table #5:

Form	Number of teaching units
Face-to-face training	800
E-learning	0
Virtual learning	0

Form	Number of teaching units
Face-to-face training	560
E-learning	80
Virtual learning	160

Form	Number of teaching units
Face-to-face training	560
E-learning	40
Virtual learning	200

## Enrolment conditions for the EAN certificate 2021+

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

- ✓ who has successfully passed the training<sup>1</sup> 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.

**Additional conditions may be set for the PROFESSIONAL CERTIFICATE. These conditions vary from country to country. For example, in Romania is not possible to work as a manager in social services without a bachelor's degree. Hence it is necessary to check this condition and provide proof according to national law. In the Czech Republic a PROFESSIONAL manager also needs a bachelor's degree. However, this condition is not derived from national law, but is desirable with regard to the quality of social services. If a participant in the Czech Republic does not have a bachelor's degree, they have to demonstrate to the training agency that they have long-term experience and practice.**

### **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**

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<sup>1</sup> see the next chapter "Conditions for participants – attendance"

## Conditions for participants - attendance

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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.**

## General conditions for the acceptance of training programmes from institutions without EAN accreditation<sup>2</sup>

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- Higher education studies can be accepted as part of the EAN training. Such a higher education **diploma** may be **at most 10 years old**.
- Some VET education may also count towards the training. Such a **VET Certificate** may be **at most 5 years old**.
- The overlap content has to be 70% in both cases mentioned above.
- It is **not possible** to accept courses/trainings/lessons as a substitute for:
  - Module 1: The structures of long-term care and networking
  - Module 3: Professional ethics, awareness and profile
  - Module 12: Communication, public relations, marketing<sup>3</sup>
  - Module 13: Country-specific topics

These modules are marked in the following text with:



This means **“NO SUBSTITUTE POSSIBLE”**. If a manager wants to obtain an EAN certificate, they must attend at least these modules under the leadership of a VET provider with valid EAN accreditation.

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<sup>2</sup> Each country has their own rules for the acceptance of training programmes outside the EAN. For further information, contact the quality guarantor for your country - see page 18

<sup>3</sup> Communication topics only

## Availability of the new EAN certificate 2021+

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- Austria: 1 September 2021/1 January 2022
- Romania: 1 September 2021
- The Czech Republic: 1 November 2021
- Germany: 1 September 2021
- Italy: 1 September 2021
- Slovenia: 1 September 2021

## E-learning and virtual learning

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The new EAN curriculum prioritises face-to-face training yet also permits education using digital communication technologies and tools. The training using digital communication technologies and tools can be used **in two forms**:

- E-learning
- Virtual learning

**E-learning** is understood as education supported by information and communication technologies (e.g., uploaded scripts and Moodle). It enables training courses to be more efficient and effective and the achievement of higher quality and more sustainable learning goals.

**Virtual learning** is understood as a form of education whereby teachers and students are physically separated in terms of place, time or both. They are in contact via computers/tablets/mobile phones. Virtual learning takes the form of supervised online learning (e.g., discussion forums, virtual classrooms, webinars).

The advantages of e-learning and virtual learning are:

- a reduction in dependency on place and time;
- improved individualisation;
- an expanded knowledge space;
- the use of additional media and communication levels, and the promotion of the participants' media competence.

The limits for using e-learning and virtual learning are defined on pages 25, 28 and 32

### **Using e-learning & online tools**

The tools for education using digital communication technologies are diverse and depend on the respective VET provider. Online tools should create a user-friendly and cloud-based learning and communication platform with integrated productivity and organisation tools, as participants have access to the tool from anywhere via computer, tablet or smartphone. Each participant is also informed about all the relevant activities via the tool so that nothing is overlooked and continuous collaboration is guaranteed.

The participants will use the online tools:

- to browse and/or download documents;
- to send direct and team messages;
- to chat and exchange information;
- to meet in video conferences;
- to share files/documents or make them available for browsing;
- to manage/organise and distribute group tasks;
- to participate in webinars;
- for online consultation and work supervision;
- to use digital feedback tools (seminar questionnaires).

## Alternative forms of education

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Some teaching units can be taught through alternative forms of education - see pages 24, 26, 27, 30, 31. The definitions of such alternative forms are as follows:

**Conference** is a formal meeting of people with a shared interest in social services and/or long-term care that typically takes place over at least one full day. The student may be in an active or passive role. **Synonyms for conference: congress · meeting · convention · seminar · colloquium · symposium · forum · convocation · summit ·**

**Event** is a planned public or social occasion dedicated to social services and/or long-term care. The student may be in an active or passive role.

**Workshop** is a meeting at which a group of people engage in intensive discussion and activity about social services and/or long-term care subjects or projects. The student may be in an active or passive role. **Synonyms for workshop: study group · discussion group · seminar · class ·**

**Peer Group** is a form of training for about four to six people who meet regularly in groups during the whole training period. The groups are chosen as peers at the beginning of their learning journey. They should come from different organisations and exchange their various everyday experiences in management and leadership in this confidential setting. The peer group should be used to deepen the understanding of the topics they have been taught and to think about how to implement these contents in one's organisation. The participants should talk about their differing everyday experience in management and leadership using actual cases. The peers can listen, ask questions, share their thoughts and feelings, and support each other both emotionally and professionally. They should give each other feedback—both positive and negative—but always in a respectful and supporting manner. Such exchanges with others addressing similar difficulties and experiencing the same personal development can lead to strong bonds and sustainable networks which ideally last longer than the EAN education itself. Peer groups can be held as face-to-face meetings or alternatively as videoconferences.

**Assignment** is a task in the sense of academic work given to students, and may be a seminar paper, homework, essay, etc. An assignment should help students not only in the education process but also in their professional lives. The main purposes of an assignment are to enhance the student's learning skills and to enable a more in-depth view into the subject/topic through thinking, analysing, creating, researching, etc. An assignment is always based on whatever is being taught in the classroom, as when students repeat the same thing at home it becomes easier to cement the topic in the mind. **Synonym for assignment: seminar paper.**

**Learning project** is a self-determined change project or future project that is meaningful and useful for the organisation. It comprises a longer process. As project manager, the participant plans and controls this project process: they involve relevant employees both inside and outside the organisation and initiate a structured procedure according to organisational development principles. The change project is the work through which the student demonstrates how they, as a leader, develop employees and the organisation and manage innovation resistance by using the tools learned (e.g., in the field of organisational development, personnel development, team development and quality development). All names (e.g., of organisations, employees or clients) may only be disclosed in the design, the final paper and the presentation with their consent.

**Consultation** is a type of support provided by trainers. During the practical implementation of theoretical insights on management and leadership, there are always questions arising and actions to be taken that benefit from an external point of view. Hence the trainers can give consultations to small groups of participants (either peer groups or similar small groups). One participant takes the role of case presenter, meaning they have a topic and ask for consultation. The trainer offers methods, leads the group towards reflection, and enables the other participants to take part in the search for possible solutions, which should then enable the case presenter to make a choice and to take the next steps on their own. Consultations can be held as face-to-face meetings or alternatively as videoconferences.



**Study trip** is practical observation and reflection in the form of joint excursions. Participants should acquire practical knowledge and ideas about innovative forms of work with older persons and persons with disabilities. The training group independently collects the topics and best practice projects to be visited together. The study trip includes visits to various institutions with best-practice projects and dialogue on trends and implementation possibilities with experts from the respective region. A certificate stating the country, number of days and name of the study trip participant must be submitted.

**Internship** is personal attendance by the participant at a home for the elderly or nursing home they select themselves. The goal of the internship is to put a personal leadership or internal company development topic into practice. The participant should prepare a short concept for the internship—a description of the topic, the goals and a list of questions—and a process report will be written and made available to the training group. In addition, the course leader needs practical training confirmation.

## Guidelines for educational institutions

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### Qualification

1. VET providers need to demonstrate their teaching qualification required by the respective national law or at least an equivalent entitlement recognised by the EAN for further education and training institutions.
2. The EAN will verify each VET provider and its education licence before entitling to provide the EAN training. The EAN may empower their members (national umbrella associations) for such verification.

### 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.

### **National association, EAN member or EAN partner as an accreditation provider**

The decision to delegate the right to provide accreditation to an EAN member is made by the EAN Executive Board. The Executive Board take into account the personal capacities, expert experience and knowledge, and any possible conflict of interest. A national association, EAN member or EAN partner entitled to provide accreditation must submit information about the accreditation process to the EAN on a regular basis (at least once a year). The EAN is entitled to check the process if it has delegated the right to provide accreditation.

The EAN will conclude an agreement about the sharing of fees paid by the VET providers with the national association, EAN member or EAN partner entitled to provide accreditation. The EAN or the entitled national association must approve or decline the accreditation proposal within 60 days of receiving it.

A VET provider may appeal against a decision not to issue accreditation. The appellate authority is the EAN president, who will commence negotiations with the authorised quality guarantor and check the accreditation process.

### **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.

### **Documents to be submitted for accreditation**

1. A short introduction of the VET provider: history, scope of activities, address and affiliates, experience in management and/or long-term care education;
2. the actual curriculum;
3. a list of the lecturers and their qualifications;
4. a framework plan for the training (process);
5. information about participation fees.

## Fees for accreditation and certificates

The EAN certificate 2021+ distinguishes several types of fees, listed in the tables below.

Fee type	Amount
First VET provider accreditation (duration 5 years)	EUR 1 500
VET provider re-accreditation (duration 5 years)	EUR 1 000
EAN final student certificate (for all 3 levels)	EUR 150
EAN partial student certificate (for each level separately)	EUR 50

These fees are valid for EU countries with an average GDP for the previous year at or above the EU average. Other countries may apply a discount on these fees based on the **difference between the EU average and their national average value.**

Example of discounts:

Country	GDP per capita for the previous year	Percentage discount
<b>EU average</b>	<b>106</b>	N/A
Austria	126	0%
The Czech Republic	93	13%
Romania	70	36%

Upon request, the EAN may postpone the payment of the accreditation fee by one year or until the training starts.

## Fees for verification

The EAN certificate 2021+ enables the acceptance of other training programmes as part of the education—see the chapter “General conditions for acceptance of training programmes lead by institutions without EAN accreditation” on page 36. In such a case, a student who wants training programmes/VET courses/higher education studies to be accepted as part of EAN training will pay a fee for verification of the overlap with the EAN curriculum according to the table below.

Fee type	Amount
Verification for <b>BASIC CERTIFICATE</b>	EUR 100
Verification for <b>ADVANCED CERTIFICATE</b>	EUR 200
Verification for <b>PROFESSIONAL CERTIFICATE</b>	EUR 300

## EAN certificate 2021+ (framework curriculum) modules

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

#### Relevance of the module for management in the care sector

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.

#### Characteristics, main pillars and professional competences

##### BASIC

- Knowing the structures of care (e.g., institutional long-term care), health care (e.g., effects of demographic development) and the social economy (e.g., interactions in the social and health systems) at national level and placing them in an international context;
- recognizing the contradictory expectations of all relevant stakeholders as regards their own areas, and developing custom handling of them;
- networking in the social economy context, and using good examples from the practice of other organisations and areas.

At the end of the module, participants will understand the structure of long-term care provision and the links with the social and health care sector. They will be able to define, identify and describe key aspects and stakeholders in long-term care, and will know examples of good practice.

##### ADVANCED

- Current trends in care, health and the social economy (e.g., new forms of living, alternative living concepts and digitalisation, current health challenges such as the worldwide COVID-19 pandemic);

- intergenerational differences, expectations of the younger generations, mobile care, work in self-organised interdisciplinary teams;
- addicts, disabled people, homeless people, refugees, young people, the working poor and their needs, and how to care for them.

At the end of the module, participants will understand current trends and new concepts in long-term care provision, will understand digitalisation in long-term care, differences between target groups, and will be able to deal with the practical aspects and needs in long-term care.

### PROFESSIONAL

- An overview of the whole structure of the social and health sector, including its financing;
- networking in a European context, the representation of interests, lobbying and networking with political actors.

At the end of the module, participants will understand networking in the social service sector, and will know and understand the structure of long-term care as a whole and make use of this knowledge in their everyday work. They will also know and understand the European context of long-term care and its challenges.

### Transversal competencies

- The participants will know about specific structures for care, respecting the values and principles specific to long-term care;
- they will be able to apply effective management techniques in the interinstitutional team at various hierarchical levels at intra- and inter-organisational level;
- they will have the ability to objectively assess and identify resources and personal and professional development methods from the perspective of the future of long-term care.

### Topics

- **Demographic development and its social and individual effects, e.g.:**
  - How to understand demographic data and facts
  - The impacts of demographic changes on long-term care
  - How demographic changes will affect the demand for social services
  - Demographic changes and the workforce
  - The economic impacts of ageing

- **Social policy, e.g.:**
  - Social policy principles
  - Basic social policy structures
  - Social policy tools
  - Social policy beneficiaries
  - Social policy and sustainability versus ageing
  
- **Life and ways of living in old age, e.g.:**
  - The needs and expectations of the older generation
  - Daily activity and the living environment
  - Quality of life from the perspective of the elderly
  - Community living
  - Residential care
  - Community-based services
  
- **Structure and organisation of the welfare systems in Europe, e.g.:**
  - Traditional and alternative care forms
  - A European comparison of geriatric welfare
  - Types of social services (residential/non-residential; care homes/home care; palliative care structures)
  - Social care vs. health care
  - The workforce (qualification) in long-term care in Europe
  
- **Current trends, e.g.:**
  - Care for older persons and persons with disabilities
    - An individual approach, needs vs. affordability
    - Determining the key barriers
    - The ability to define and recognise the elderly sector
  - Health care
    - Integration care
  - Various other social economy fields
    - Positive externalities
    - The "social" face of your organisation
  - Long-term care 2030 - vision  
([https://www.ean.care/media/fileman/LTC\\_2030\\_ebook\\_2nd\\_edition\\_v2.pdf](https://www.ean.care/media/fileman/LTC_2030_ebook_2nd_edition_v2.pdf))



- **Networking and lobbying, e.g.:**
  - How to change things
  - What is my network?
  - Who are the key partners in my network?
  - Where to find the lobbyists in my sector
  - How to define my “key messages”

## Module 2: Care concepts and the future of care

### Relevance of the module for management in the care sector

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.

### Characteristics, main pillars and professional competences

#### BASIC

- Conceptual models of care;
- healthy life, active ageing, current concepts in care of the elderly, health and the social economy, social integration of various (partly marginalised) social groups in society;
- living independently versus social support, promoting health, preventing illness, caring for the sick, and restoring health.

At the end of the module, participants will be able to explain and critically analyse concepts such as: models of care, helping and care relationships, healthy life, healthy and active ageing, social integration, independent living, dementia and palliative care. They will also know how to promote active and healthy lifestyles to slow ageing and prevent illness.

#### ADVANCED

- In-depth discussion of social support and care concepts relevant for the participants and their organisations, for example focussing on the change from autonomy to dependence, or on intercultural or organisational aspects;

- improvement of quality of life, considering social needs and successful social integration.

At the end of the module, participants will know how to analyse and moderate in-depth discussions regarding social support and care, how to identify the relevant knowledge and meet the needs of their organisations and beneficiaries. They will be able to make decisions according to quality care standards, resources and implications for individuals, their families, institutions and communities, and improve quality of life through successful social integration.

### PROFESSIONAL

- International comparisons of social support and care concepts with in-depth analysis of national priorities;
- European best practice models;
- housing and living concepts in old age, technology of/in care.

At the end of the module, participants will know how to analyse and compare social support and care concepts through the lens of national priorities and European best practice models. They will be able to make decisions according to quality care standards, resources and implications for individuals, their families, institutions and communities. They will also be able to apply related concepts to care settings and technology of/in care and acknowledge and prepare for the challenges of care in the future.

### Transversal competencies

- The participants will be able to objectively argument specific care situations and effectively resolve them, respecting the values and principles of integrated care;
- they will know how to apply effective work techniques in helping relationships, in transdisciplinary teams at various hierarchical, intra- and inter-organisational levels;
- they will know the present and future challenges of care, can perform objective self-assessment of the need for training, and identify proper resources and methods for personal and professional development.

### Topics

- **Main care concepts, e.g.:**
  - Elderly care (e.g., dementia)
  - Health care (e.g., palliative care)
  - Social care

- Long-term care
- From various other social economy fields (e.g., inclusion, controlled consumption)
  
- **The relationship between caregivers and care receivers, e.g.:**
  - From charity to professionalisation
  - The feminisation of care work
  - Formal and informal care
  
- **Healthy ageing, e.g.:**
  - Dynamics, backgrounds, development
  - Well-being
  - Self-determination and quality of life
  - How to better prevent negative health and social events in the elderly
  
- **Social integration, e.g.:**
  - Living and living concepts in old age
  - Factors of and barriers to successful social integration (e.g., digitalisation)
  - How to become a successful social institution with respect to client needs and wants
  
- **Dementia, e.g.:**
  - The most common causes of dementia and its risk factors, symptoms, individual stages and the rights of a person with dementia
  - Symptoms and individual stages of Alzheimer's disease, work with non-pharmacological procedures, communication with a person with dementia
  
- **Palliative care, e.g.:**
  - Familiarisation with the topic, basic terms, the division of palliative care and its goals, indications for palliative care, members of a multidisciplinary team and their competences
  - Communicating and sharing experience and working with emotions in a social care facility and in the client's family
  - Principles of palliative care
  - Limits of palliative care
  - Principles of pain therapy; total pain
  - Family assistance during the mourning period

- **International comparison, e.g.:**
  - European best practice models
  - European scientific state of the art
  
- **Care and its future challenges, e.g.:**
  - The new role and limits of technology in care
  - Technologies in care versus privacy protection
  - The risk of social isolation,
  - A longer life and longer healthy life
  - Proper nutrition in elderly care  
([https://www.ean.care/media/fileman/2021\\_06\\_Promoting\\_well\\_nutrition.pdf](https://www.ean.care/media/fileman/2021_06_Promoting_well_nutrition.pdf))
  - Social responses to demographic changes and challenges



## Module 3: Professional ethics, awareness and profile

### Relevance of the module for management in the care sector

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.

### Characteristics, main pillars and professional competences

#### BASIC

- Knowledge and skills relating to everyday human needs, human dignity, human development, lifelong learning, dealing with mistakes and feedback;
- learning from experience and practice;
- reflective work;
- biography work, diversity management (including gender and generations), self-reflection, management and responsibility, and ethical principles;
- decisions, actions and consequences, mourning, empowerment and supervision

At the end of the module, participants will know how to identify and use knowledge and skills relating to human needs, human dignity, human development and lifelong learning. They will understand the principles of reflective work and decision-action-consequences models and be able to apply them in their practice with respect to ethical principles. They should be able to deal with mistakes and provide feedback, use empowerment and supervision, and learn from experience, practice and other learning sources.

### ADVANCED

- Managing vulnerability and power;
- resilience, mindfulness, values and codes, intercultural aspects (staff, residents), moral distress and burnout;
- ethical challenges and ethical competencies;
- manager professional profile;
- intervision and advanced supervision.

At the end of the module, participants will know how to manage vulnerability and power, moral distress and burnout, how to apply values and codes from multi- and intercultural perspectives and develop resilience, mindfulness and the ethical competencies of the professional manager profile. Participants will be able to deal with ethical challenges and use intervision and advanced supervision.

### PROFESSIONAL

- Social responsibility, the conflict between ethical responsibility and general conditions;
- caritative care (inspired many in the Nordic countries) used as the basis for research, education and clinical practice;
- values of an organisation, values of society - the EU - internationally relevant organisations (e.g., Médecins Sans Frontières, International Federation of Red Cross and Red Crescent Societies);
- euthanasia, death in terms of the cultural approach and context.

At the end of the module, participants will understand and be able to promote social responsibility, the values of an organisation and the values of society. They will be able to deal with conflicts between ethical responsibility and general conditions, and apply caritative care in research, education and clinical practice. Participants will also be familiarised with the approaches to death and mourning in different cultures and contexts.

### Transversal competencies

- The participants will be able to objectively reason about moral and ethical choices in specific care situations, and are able to effectively resolve them while respecting values and the right of individuals to receive dignified care;
- they will know how to apply effective work techniques in a transdisciplinary team at various hierarchical, intra-, and inter-organisational levels;
- they will have the ability to objectively assess the needs of personal and professional moral development, both for oneself and for those they coordinate.

### Topics

- **E.D.E. Code of Professional Conduct**

([https://www.ean.care/media/images/articles/EN\\_Code\\_of\\_Professional\\_Conduct.pdf](https://www.ean.care/media/images/articles/EN_Code_of_Professional_Conduct.pdf))

- **Professional ethics, e.g.:**

- Ethics and/or deontological codes
- How to build and maintain a better relationship with the beneficiary and their family
- Orientation on values, needs and responsibilities in stationary geriatric work and in long-term care
- Professional standards and professional ethics in the management of social care services

- **Ethical awareness, e.g.:**

- The ethical implications of all care actions; the potential ethical repercussions of a carer's actions in terms of how to effectively resolve problems and address client/patient needs
- Caritative caring—putting 'caritas' into use when caring for patients to alleviate their suffering and improve their life and health
- Bioethical and deontological principles in the relationship with the elderly patient
  - autonomy (the right to self-determination)
  - beneficence (the promotion of good)
  - maleficence (the avoidance/minimisation of harm)
  - justice (fairness/equal distribution of benefits and burdens)
- The individual's ability to perform self-care
- Caring, clinical wisdom, and ethics in practice: assert and re-establish care practices during a time when carers are rewarded more for efficiency, technical skills and measurable outcomes

- **Ethical limits, e.g.:**
  - The ethical limits of treatment (strictly tied to the quality of life of the beneficiary)
  - The ethical limits of a decent death
  - The ethical limits of extending life beyond the limits of a quality life (“good death” or “prolonged life”?)
  
- **Dogmas, taboos and prejudices**
  - Taboos and prejudices in long-term care  
(<https://www.ean.care/en/articles/taboo-and-prejudices-in-long-term-care>)
  
- **Moral personal development, e.g.:**
  - Development of a professional attitude
  - Social responsibility for clients and employees
  - Leadership in the context of nursing homes
  
- **Discussions and reflections on case studies, e.g.:**
  - Discussions:
    - about own cases with colleagues (e.g., intervision)
    - about case studies with professional support (e.g., coaching, supervision)
    - about professional support groups
  - Reflections:
    - about myself, my work and the relevant context of the social economy
    - about the resources and values of my organisation
    - about the expectations and needs of my clients
  
- **Ethical activity profile, e.g.:**
  - Improving one’s own knowledge of ethics
  - Influencing ethical issues
  - Conducting and/or implementing ethics research
  - Identifying and solving ethical problems

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

### Relevance of the module for management in the care sector

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.

### Characteristics, main pillars and professional competences

#### BASIC

- An overview of the laws and regulations concerning:
  - the residents,
  - the employees,
  - the provider as an institution in the social care sector.

At the end of the module, participants will have basic knowledge about the legal regulations regarding residents' rights, labour law and the legal regulations for corporate management in the care and social sector.

#### ADVANCED

- An in-depth examination of the relevant laws, e.g., the Health and Nursing Act, the Residence Act, the Social Assistance Act, the Working Hours Act, the Employee Protection Act and their mutual influence;
- liability issues relating to management in social services.

At the end of the module, participants will have in-depth knowledge of the relevant legal regulations and be able to integrate them into practice and relate them to each other. They will be able to assess their own position as facility manager with regard to liability issues and present arguments in the sense of a deeper knowledge of the relevant legal provisions.

#### PROFESSIONAL

- The presentation of case studies, examples from real life and their solutions;
- examples of tools for dealing with supervisory bodies with regard to their scope of action;



- important national and EU laws, regulations, guidelines and recommendations developed at European level;
- conventions for the protection of human rights and people with disabilities.

At the end of the module, participants will be able to develop solutions to legal problems, be properly prepared for interaction with inspecting authorities, and be able to justify their decisions and solve difficult situations. They will be able to reflect legal regulations and country-specific structures in the European context. Furthermore, they will have in-depth knowledge of human rights and the Convention on the Rights of People with Disabilities and be able to apply this knowledge to their own field of work.

### **Transversal competencies**

- The participants will know the relevant legal regulations and can implement them comprehensively in their own area;
- they will be able to identify potential legal problems and find solutions at an early stage;
- they will have the ability to recognise a possible need for action in the sense of self-assessment of themselves and the company, and to take appropriate measures in good time to ensure legal certainty for the company, but also to comply with all resident and employee rights.

### **Topics**

- **General and specific legislation for social services and social care, e.g.:**
  - Conventions on human rights and the protection of persons with disabilities
  - Resident rights
  - Social assistance legislation
  - Nursing home laws and regulations
  - National contract law
  - Limitations on human rights
- **Legal obligations of managers and multidisciplinary teams, e.g.:**
  - The rights and duties of a facility manager
  - Worker protection and maternity leave
  - Working time laws
  - Professional laws
  - Other protective laws addressing e.g., fire protection and medical products
  - Data protection

- Profile of a successful manager
  - Self-management
  - Awareness of areas of responsibility
  - Liability questions and issues
- **European charter of the rights and freedoms of elderly people accommodated in homes** ([https://www.ean.care/media/images/articles/EN\\_European\\_Charter.pdf](https://www.ean.care/media/images/articles/EN_European_Charter.pdf))
- **Applying public policies and development strategies in social services**
- **European law—an overview and comparison**
- **Case studies and presentation of the scope for action, e.g.:**
  - Challenging situations and how to cope with them
  - Reflections on critical events and learning

## Module 5: Human resources management, leadership

### Relevance of the module for management in the care sector

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.

### Characteristics, main pillars and professional competences

#### BASIC

- The key personnel (e.g., diversity management in multidisciplinary teams) and personnel requirements of your organisation (e.g., vocational education and training, voluntary members);
- planning and calculating staffing needs;
- recruiting the proper workforce, bringing new employees on board and improving the retention rate;
- implementing the Employer Branding Strategy, return-to-work interviews (e.g., after long illness or absence) and exit interviews;
- learning from other organisations and their human resources managers or leaders (e.g., at home and abroad).

At the end of the module, participants will understand human resources management at a general level and be able to apply it in practice. They will be able to account for and plan personnel costs and personnel requirements (capacity utilisation, training days, sick leave...) and to manage personnel recruitment, selection and retention within their area of responsibility.

### ADVANCED

- Human resources development and personnel development;
- the management system, qualification processes and personality development;
- internal and external development measures (e.g., assessment, training, mentoring, coaching, supervision);
- retention (e.g., appreciation by the management, equal pay concerning salaries and benefits, transparent career paths, worktime policies, incentives);
- current trends in the health and social services sector (e.g., salaries and benefits in comparable organisations, recruitment activities in other European Union countries or elsewhere).

At the end of the module, participants will be able to compare personnel development methods and tools, apply the personnel development cycle and observe operative implementation in practice. This means strategic education and training, qualification, creating competence profiles and designing competence development, and the evaluation of personnel development measures. Participants will know how to identify and use the differences and overlaps between individual learning, team learning and organisational learning, and how to deal with the specific needs and conditions of social and health organisations.

### PROFESSIONAL

- Occupational health promotion measures and workplace health promotion programmes;
- talent management systems (trainees, student apprentices, a year of volunteer social work, alternative civilian service) and training programmes for future executive managers;
- networking with relevant stakeholders to help find the appropriate staff.

At the end of the module, participants will know how to implement a vision and strategy in practice. They will be able to manage the interdependence of personnel and organisational development regarding health and talent, and learn from other relevant stakeholders to extend human resources management possibilities.

### Transversal competencies

- The participants will know the relevant arguments relating to human resources management within their area of responsibility;
- they will be able to identify potential personnel problems and to make decisions to improve individual and team skills within the organisation with the aim of improving social and health care services for the beneficiaries;
- they will have the ability to make global assessments and promote more sustainable measures in cooperation with other stakeholders to improve human resources management and leadership within the organisation.

### Topics

- **Human resources management, e.g.:**
  - Various personnel policies and their possible impacts
  - Employer branding
  - Personnel planning
  - Personnel calculations
  - Personnel recruitment
  - Personnel selection
  - Personnel retention, staff requirements
  
- **Personal development, e.g.:**
  - The differing definitions of "career"
  - Transparent career paths, active career management
  - The on-boarding process
  - Knowledge management systems
  - The continuing qualification process, lifelong learning, internal and external
  - Talent management systems
  - Training programmes for future executive managers
  - The off-boarding process, exit interviews
  
- **Leadership, e.g.:**
  - Purpose and culture in the health and social services sector
  - Leadership philosophies and leadership trends
  - The specifics of leadership in the health and social services sector
  - Management roles
  - Leadership skills, team building, conflict management
  - Soft skills: the ability to listen, communicate and relate to others at a professional

level, problem-solving abilities, empathy for others and a willingness to work together toward the common good

- Delegation of duties, outsourcing of services
- Learning from other organisations, sectors and countries
- Networking with relevant stakeholders

## Module 6: Business and financial management, fundraising

### Relevance of the module for management in the care sector

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.

### Characteristics, main pillars and professional competences

#### BASIC

- Key business management concepts;
- the possibilities of various business types, proper business management, balance sheet, profit and loss statement, control measures.

At the end of the module, participants will know the basic terms and principles of business administration, will be able to identify different types of companies and their differentiating features, and analyse the main features of a balance sheet and a profit and loss account.

#### ADVANCED

- Preparing budgets, projections and balance sheets;
- cost types and cost centres, reallocations and logistics in a broader context;
- cost-benefit analysis, controlling.

At the end of the module, participants will have a basic knowledge of accounting, logistics and optimisation measures. They will be able to work with cost types and cost centres, and prepare cost analysis and use controlling as a corporate management tool.

## PROFESSIONAL

- Business plans, business models and strategies;
- national and European funding, fundraising and crowdfunding;
- examples of the social economy and sustainability.

At the end of the module, participants will have knowledge of the structure of business models and plans, be aware of the possibilities and basic principles of fundraising and crowdfunding as financing models in the social sector, and will know about basic national and international financing possibilities. They will be able to discuss and implement issues such as sustainability and social entrepreneurship in the context of their own area of responsibility.

### Transversal competencies

- The participants will acknowledge the integrating role as service providers, but also as commercial enterprises;
- they will be able to act economically with social responsibility towards society, residents and employees;
- they will have the ability to support the positive professional image of a facility manager by combining social and corporate responsibility with sustainable action and investments in personal and personnel development.

### Topics<sup>4</sup>

- **Accounting and the legal obligations to keep records**
- **Accounting bases**
- **Accounting organisation**
- **The principles of adequate and proper accounting**
- **Write-offs (amortisation)**
- **Company types**
- **Electronic data processing**
- **Budgeting**
- **How to frame and better use work tools in relation to beneficiaries**
- **Fundraising & crowdfunding**
- **The social economy, sources of sustainability and self-financing**
- **Controlling**

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<sup>4</sup> Examples of topics are not defined due to differences in financial management and accounting procedures

## Module 7: Strategic and organisational development

### Relevance of the module for management in the care sector

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.

### Characteristics, main pillars and professional competences

#### BASIC

- Organisational analysis (e.g., SWOT-analysis, stakeholder analysis, employer strategies, market observation);
- organisational structure (e.g., departments, mission statement, organisation manual);
- organisational cultures (e.g., values, assumptions).

At the end of the module, participants will understand the difference between organisational management and team leadership, between organisational structure and organisational culture, and between effects and possibilities for change. They will be able to apply theoretical principles about organisations to analyse organisational concepts (pictures) and organisational models (structure, processes, culture) and meet the specific needs and conditions of social and health organisations.

#### ADVANCED

- Development of the organisational structure and culture;
- the change management process (observable structures/unobservable cultures);
- the development of visions and target systems;
- various methods regarding organisational change processes and the role of organisational consultants as impartial facilitators in the organisational change process.

At the end of the module, participants will be able to recognise approaches to organisational strategy and co-design the organisation to shape it over a longer term. They will see the organisation as a system, recognise the limits of their own leadership, develop strategies for dealing with these limits, consciously reflect their own role and leadership behaviour in the change process, recognise strengths and weaknesses, support superiors and subordinates to ensure the organisation can perform well, enable innovation



and handle innovation resistance, and anticipate, recognise, avoid, constructively treat, or use resistance to changes of strategy. They will know how to clarify contradictions and areas of tension and solve conflicts regarding interfaces and resources in a goal-oriented manner, appropriately involve target groups/stakeholders in change projects, and identify and use external stakeholders and facilitators in the organisational change process.

### PROFESSIONAL

- Different organisational models, organisational structures and organisational cultures;
- continuously monitoring, comparing, assessing and learning about their own organisation in comparison with others;
- strategic business areas and organisational evaluation in terms of documenting and controlling activities to promote the vision and strategy (e.g., BSC);
- strategic development.

At the end of the module, participants will be able to differentiate between the advantages and disadvantages of different approaches to change in organisations and to select and apply them in a targeted manner. They will know how to deal with the possibilities and limits of self-organisation against the background of current developments in society and organisational theory, and how they can apply them in their area of responsibility and support environmental requirements (e.g., agile organisation).

### Transversal competencies

- The participants will know the relevant components of organisational cultures and structures and can comprehensively implement them for their own area of responsibility;
- they will be able to analyse and decide according to the specific needs and conditions of social and health organisations to continuously improve their own organisation in terms of strategic development;
- they will have the ability to cooperate with various relevant actors to develop organisational structures and cultures for employees and for the beneficiaries of social and health care services.

### Topics

- **Strategic development, e.g.:**
  - Enterprise philosophy
  - Visions
  - Strategy



- Strategic business areas
- Target systems
- Planning processes
  
- **Organisational development, e.g.:**
  - Organisational analysis
  - Organisational structures
  - Organisational cultures
  - Organisational evaluation (e.g., BSC)
  - Change management, methods, the role of impartial facilitators
  
- **Management, e.g.:**
  - Analysing
  - Assessing
  - Monitoring
  - Controlling
  - Comparing, benchmarking
  - Learning, success factors
  - Funding, accessing projects, maintaining public funding

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

### **Relevance of the module for management in the care sector**

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.

Risk management is very important in addition to QM. There are risks everywhere, especially in healthcare facilities, as even the smallest deviation or error can have

devastating consequences. As an organisation, it is essential to systematically deal with risks to ensure the safety of residents in complex and interdisciplinary service processes and also to increase legal certainty for the organisation and its staff.

In 2020, the COVID-19 pandemic showed the whole world how important it is to address crisis management and to have managers with crisis management competencies in nursing homes too. Crises and emergencies often cannot be prevented, yet managers can still prepare for them as much as possible. If the managers know about the necessary crisis and emergency management basics and procedures, they can act in a structured and considered manner in an actual emergency.

### **Characteristics, main pillars and professional competences**

#### **BASIC**

- Quality assurance and various QM systems, including the corresponding tools;
- structure, process and result quality;
- tools to measure satisfaction;
- risk management systematics, including quality and process management interfaces;
- normative risk management basics;
- emergency and crisis management basics;
- emergency and crisis management legal aspects.

At the end of the module, participants will understand quality assurance and different QM systems, including the corresponding tools. They will be familiar with the QM structure, process and results, and will be able to use tools to measure satisfaction. Participants will be familiar with the basics, application areas and systematics of risk management, including interfaces with quality and process management and also normative risk management basics. They will know the basics of emergency and crisis management, including interfaces with legal issues, will understand normative emergency and crisis management basics, and be able to professionally communicate in a crisis.

#### **ADVANCED**

- Applying quality dimensions (structure, process and outcomes) to work processes and results;
- measuring and increasing the quality of care and nursing for residents;
- applying possibilities for measuring and increasing employee satisfaction and the implementation or optimisation of an institution-wide complaint management system;

- selecting and applying adequate documentation of risk management tools and methods according to the current situation;
- emergency and crisis management tools and methods;
- crisis prevention measures.

At the end of the module, participants will understand the structural, process and result dimensions of quality. They will know how to apply them to work processes and results, and how to apply possibilities for measuring and increasing the quality of care and nursing for residents. They will know how to apply possibilities for measuring and increasing employee satisfaction, and will be able to install or optimise an institution-wide complaint management system. They will be able to select, apply and adequately document risk management tools and methods according to the situation. They will be able to systematically coordinate organisational measures for emergency prevention or crisis management in teams, and create a crisis and emergency manual that includes crisis communication.

### PROFESSIONAL

- Understanding and applying quality management and its effect on improving competitiveness, entrepreneurship, resource optimisation, and self-responsible work;
- measuring work results and services rendered and making the quality achieved transparent;
- understanding the establishment of an error culture and functioning error management as part of quality development;
- being able to accompany implementation and certification processes with regard to risk management;
- emergency and crisis management as a process;
- reflecting on this process in practice.

At the end of the module, participants will know how to apply quality management to improve competitiveness, entrepreneurship, resource optimisation, and self-responsible work. They will be ready to measure work results and services rendered, to make the quality achieved transparent, and to establish an error culture and functioning error management as part of quality development. They will know how to accompany implementation and certification processes with regard to risk management. They will be able to create a process to introduce and optimise emergency and crisis management, and be able to reflect on the requirements for managers in crisis situations.

### Transversal competencies

- The participants will understand the basis of effective argumentation in risk and crisis situations and will be able to resolve them, respecting quality management issues specific to long-term care and the social economy;
- they will be able to apply an efficient work approach in a transdisciplinary team at various hierarchical levels at intra- and inter-organisational levels;
- they will have the ability to manage quality in social and health care.

### Topics

- **Quality management, e.g.:**
  - Establishing quality management systems
  - Goals, tools
  - Defining quality management and quality assurance
  - Differentiating between quality management and process management
  - Legal basis and requirements
  - External evaluation and certification of quality systems
  - Introducing quality management systems
  - Structure, process and outcomes
  - Tools for measuring the outcome quality
  - The continuous improvement model
  - Organisational development and learning organisation
  - Complaint management
  - An error culture and error management
  - The E-Qalin quality management system (<http://interlinks.euro.centre.org/model/example/e-qalin>; <http://www.e-qalin.net/>)
- **Risk management, e.g.:**
  - Defining and delimitating risk, emergency and crisis management
  - Interface risk management with quality management/process management
  - Responsibilities and roles/risk management tasks
  - The role of risk management in the context of compliance and liability risks
  - Risk management significance and tasks for a health care institution or the respective occupational groups
  - Standardised risk management systems: structure, process, contents
  - Developing, implementing and further developing individual risk management systems
  - Organisational systems in long-term care (hospitals, nursing homes, rehab)
  - Risk management tools and methods

- **Emergency and crisis management, e.g.:**
  - Defining and delimitating emergency and crisis management
  - Legal and normative requirements for emergency and crisis management
  - Crisis: definition and framework
  - Crisis management team: tasks, responsibilities and work methods in acute cases: analyse, recognise—set measures—create flow charts
  - Systematic coordination of organisational measures for emergency prevention or crisis management in a team
  - Social skills and leadership in crisis situations
  - Internal and external communication: what to do and not do in crises/emergencies
  - PR crisis: reporting, preparation and implementation of a press conference and interaction through social media

## **Module 9: Facility management**

### **Relevance of the module for management in the care sector**

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.

Modern facility management must be a strategically oriented and integrated discipline. Where technical, infrastructure and commercial services used to be considered separately, today's integrated services create tangible synergies and simplify processes for tenants, visitors, owners and investors. More and more often, the concepts cover the entire value chain, with service providers taking over the business and legal risks for their clients and, for example, also personnel responsibility.

## Characteristics, main pillars and professional competences

### BASIC

- Different areas of facility management: building services, cleaning, laundry, plant engineering and logistics (supply and disposal);
- legal regulations on building and plant safety, fire protection, plant engineering and hygiene;
- outsourcing versus insourcing—basic terminology.

At the end of the module, participants will have an overview of the various facility management areas and understand the daily tasks. They will be able to manage these areas using basic business administration concepts, and understand the advantages and disadvantages of outsourcing or insourcing programmes. They will be able to implement the legal provisions on building and plant safety.

### ADVANCED

- Outsourcing or insourcing—profitability calculations;
- break-even-point calculations for investments;
- the basic principles of economic and ecological building management with particular emphasis on energy efficiency and sustainability;
- analysis of supply and disposal concepts and logistics in operation;
- human resources requirements.

At the end of the module, participants will be able to prepare profitability calculations for the various facility management areas and will know how to determine the break-even point for investments. They will be able to apply various ecological sustainability concepts, taking into account the economic requirements of energy efficiency.

### PROFESSIONAL

- Controlling facility management processes by means of identified key figures;
- presenting approaches to system- or energy-contracting and calculating building life-cycle costs;
- preparing a housekeeping calculation (in accordance with the relevant standards: cleaning intervals and intensities, damage patterns, degrees of automation).

At the end of the module, participants will be able to determine and control facility management processes by means of key figures. They will be able to calculate the life-cycle costs of buildings and plants, with energy contracting, and to prepare a housekeeping calculation in accordance with the relevant standards.

### Transversal competencies

- The participants will be able to implement legal regulations and standards in facility management;
- they will be able to make economic calculations and accordingly design processes and investments;
- they will have the ability to create and implement ecologically sustainable concepts.

### Topics

- **Facility management dimensions and areas, e.g.:**
  - Building services
  - Cleaning and housekeeping
  - Laundry
  - Plant engineering
  - Maintenance
  - Logistics and distribution
- **Sector-specific benchmarking, e.g.:**
  - Norms and standards in cleaning
  - Energy costs (heating, hot water, air conditioning and circulation)
  - Laundry delivery costs
- **Architecture, design and construction of buildings, e.g.:**
  - Norms and standards for nursing-home construction
  - Designing for the elderly
  - Design thinking and universal design
- **Room and function programme, e.g.:**
  - Different programmes and types of nursing homes (e.g., "4 generations")
  - Examples of room and function programmes
- **Relevant legal provisions, e.g.:**
  - Building regulations
  - Fire protection regulations (materials and measures)
  - Safety standards
  - Hygiene standards
  - Worker protection



- **Outsourcing and insourcing, e.g.:**
  - Advantages and disadvantages
  - Calculations for “make or buy” decisions
  - Sector benchmarks
  - Contracting models (plant or energy contracting)
  
- **Orientation concepts (with a focus on geriatric institutions), e.g.:**
  - Examples, especially concerning reduced awareness in the elderly
  - Examples from the psychology of colours
  
- **Building life-cycle assessment, e.g.:**
  - How to calculate total construction costs
  - Total costs for the technical systems in the building
  
- **Goods and warehouse management, including logistics, e.g.:**
  - Cost management
  
- **Personnel concepts and requirements for building services, housekeeping, catering, e.g.:**
  - Job descriptions
  - Regulatory framework
  - Hazard Analysis and Critical Control Points (HACCP)

## Module 10: Process and project management

### Relevance of the module for management in the care sector

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?



Successful project management in the health and social care sector is an important factor for the systematic development and competitiveness of a company. Managers should have the necessary basic knowledge to successfully implement projects. Project planning and project implementation, the correct definition of project goals and project controlling are essential.

### **Characteristics, main pillars and professional competences**

#### **BASIC**

- The basic tools of process management and support processes in social institutions;
- distinguishing process management from quality management, document control, and complaint management;
- possible areas of application of project management in their field of activity;
- the benefits of phase-oriented project management;
- project planning tools and their use as essential success factors in project work;
- initiating projects and creating organisational conditions for successful project work.

At the end of the module, participants will understand and be familiar with the basics and tools of process management as well as core and support processes in social institutions. They will be able to distinguish process management from quality management. Participants will be familiarised with the possible project management application areas in their field of activity, with defining change plans as projects, and with the benefits of phase-oriented project management. They will learn how to initiate projects, create organisational conditions for successful project work, and to use project planning tools as essential success factors in project work.

#### **ADVANCED**

- Project Identifying and defining;
- professional process management and working in a practical way with the help of sample processes;
- involving in change processes the people affected by such changes, and applying project management and organisational development principles;
- developing an awareness of the impact of resistance and fear of change on project progress.

At the end of the module, participants will know how to identify and define processes, how to manage processes professionally and how to work in a practical way with the help of sample processes. They will know how to involve in change processes the

people affected by such changes, how to apply project management and organisational development principles, and how to develop an awareness of the impact of resistance and fear of change on project progress.

### PROFESSIONAL

- Applying performance measurement and key figures in process management and successful work with processes;
- reflection on the requirements for managers in change situations or projects.

At the end of the module, participants will be able to apply performance measurement and key figures in process management and work successfully with processes in general. Participants will know how to learn from project progress and reflect on change processes. They will be able to reflect on the requirements for managers in change situations or projects.

### Transversal competencies

- The participants will know about specific ethical, value-oriented and social issues in process and project management in long-term care;
- they will be able to effectively manage processes and projects, at both intra- and inter-organisational levels;
- they will have the ability to appropriately assess the need for development and to identify resources for effective process and project management.

### Topics

- **Process management, e.g.:**
  - The basic process management tools
  - The process map: core and support processes
  - Process definition and analysis
  - Process key figures
  - Documentation, communication and information in process management
  - Control of documents, document management
  - Process responsibility, process owner
- **Project management, e.g.:**
  - Clarification of the project concept
  - Analyses: risk and environment analyses
  - Project management phases and tools

- Success factors and stumbling blocks in achieving project goals
- Defining project objectives and results in the project
- Documentation, information in the project
- Project planning: scheduling and process planning, resource planning
- Project controlling and project progress
- Project completion
- Synergies between project management and organisational development, change management

## Module 11: Digitalisation, technologies

### Relevance of the module for management in the care sector

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.

## Characteristics, main pillars and professional competences

### BASIC

- An explanation of the technical possibilities in care processes, with their limit and benefit aspects;
- improving the quality of care by systematically supporting new technologies in ICT, documentation and infotainment;
- ethical aspects and the General Data Protection Regulation—its possibilities and limitations.

At the end of the module, participants will get an overview of the various technical models for the electronic documentation of care processes and their advantages and disadvantages, and will be able to apply them in their own company. They will also know about new methods of digital communication with their employees and be able to implement them in their own company. The necessary data protection will be interpreted on the basis of the GDPR for practical purposes.

### ADVANCED

- Sensor technology, tracking, eHealth, Ambient Assisted Living and robotics in the home and in-home care with their possible applications and limitations;
- changes in the organisational structure and work processes in long-term care in connection with the use of new technologies;
- the ethical principles and challenges of digitalisation.

At the end of the module, participants will get an overview of the most common assistive technologies with their applications and limitations. The transparency of care processes and the use of assistive technologies will be addressed through an ethical debate using the 'client, provider partner, provider' triangle.

### PROFESSIONAL

- Telemedicine and telenursing as building blocks:
  - supporting services for the self-determined lives of the people concerned
  - as an interface between professionals
- the ethical aspects of digitalisation (ICT, AAL, robotics, telemedicine and telenursing) from the perspective of:
  - self-determination and autonomy
  - interaction with the social environment
  - safety and support for professionals

- the effects of technologies on normative, strategic and operational management and digitalisation as a vision of the future for organisations in social services sector.

At the end of the module, participants will understand the advantages and disadvantages of supporting services and technologies such as telemedicine and telenursing, AAL concepts, ICT applications in practice and robotics. Students will be able to apply the concepts of digitisation and new technologies in the context of normative, strategic and operational management, and be able to develop innovative future scenarios.

### **Transversal competencies**

- The participants will be able to use digital communication tools and digital tools in their fields of social and health care;
- they will be able to interpret and apply ethical principles in the use of new information and communication technologies;
- they will understand the creation of innovative visions of the future and modern nursing and care with the use of new information and communication technologies.

### **Topics**

- **Care processes, e.g.:**
  - Digital communication - ICT
  - Documentation
  - Infotainment
  - New technologies adapted to new social care services, and how they can be used in care processes
  - GDPR
- **Monitoring and supporting assistance, e.g.:**
  - Supporting technologies
  - Technologies for monitoring and assessment in terms of the evaluation of monitoring results
  - The benefits/limits of using new technologies
  - Digitisation and traditional care for older persons and persons with disabilities
  - Nanotechnology
  - Artificial Intelligence (AI)
  - Robotics

- **The medicine, care, ethics and management interface, e.g.:**
  - Telemedicine
  - Telenursing
  - The ethical aspects of digitisation and its impact on self-determination and autonomy, interaction with the social environment, security and support for professionals
- **The impact of digitalisation on normative, strategic and operational management, e.g.:**
  - New communication forms based on ICT
  - Digitalisation of data and data sharing
  - How to manage technologies, cybersecurity and the GDPR (staff training)
  - Meeting management
  - How to behave safely on social media
  - Using technologies to adapt processes in LTC



Communication  
topics only

## Module 12: Communication, public relations, marketing

### Relevance of the module for management in the care sector

Communication, marketing and public relations (PR) 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 donators, 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.

### Characteristics, main pillars and professional competences

#### BASIC

- Presentation and moderation techniques;
- communication theories;
- corporate design & branding, internal and external communication, simple language and images.

At the end of the module, participants will understand the importance of marketing and public relations, and will know the main tools and their use. They will be able to set the communication channels in their organisation and will know how to check their efficiency. Participants will understand PR tools and how they are being used vis-à-vis the target group as well.

**ADVANCED**

- External analysis of relevant stakeholders, implementation of regular professional communication, social media;
- analysis of communication tools: efficiency, work and communication with relatives, professional complaint management, development of a positive error culture.

At the end of the module, participants will know how to manage public relations vis-à-vis the target groups. They will learn how to communicate and solve crisis situations and also how to use marketing tools with staff. They will be able to work with public opinion and will know how to build up their own brand and “good reputation”.

**PROFESSIONAL**

- Crisis communication;
- dealing with the media, media training, marketing strategy and planning.

At the end of the module, participants will learn basic skills to succeed in the newsroom, print journalism, public relations, broadcasting media, TV, internet media etc. They will understand and be able to evaluate strategies focused on marketing, public relations and communication.

**Transversal competencies**

- The participants will be able to effectively prevent and resolve communication biases while respecting the values and principles of integrated care;
- they will be able to use various communication tools and techniques for effective work at different hierarchical, intra- and inter-organisational levels;
- they will have the ability to manage communication resources for personal and professional development in the marketing and PR of care.

**Topics**

- **Communication, e.g.:**
  - Presentation and moderation techniques
  - Professional communication
  - Work and communication with relatives
  - Internal communication in an organisation
  - Crisis communication
  - Inter and intra-institutional communication: the institution’s website, social network accounts, social media employee and caregiver groups
  - Complaint and error management

- **Public relations, e.g.:**
  - Social media—the possibilities and limits
  - The public relations process
  - Public opinion
  - PR campaigns and the relationship with the media
  - Fundraising and professional lobbying
  
- **Marketing, e.g.:**
  - Corporate design & branding
  - Corporate reputation and image
  - How to create a good “brand” for your organisation
  - Marketing and public relations in the non-profit sector
  - Building your own brand by offering a quality service
  - Marketing and profitability of the services offered
  - Specifics of marketing in the social sector
  - New marketing strategies
  - Social marketing and health communication
  - Integrated marketing communication



## 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.



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