ERASMUS +
KA2: Cooperation for innovation and the exchange of good practices - Sector Skills Alliances

Project acronym: DISH
Agreement Number: 2018 – 3001 / 001 - 001
Project full title: Digital & Innovation Skills Helix in Health
Project Number: 601008-EPP-1-2018-1-DK-EPPKA2-SSA
Call identifier: EAC/A05/2017

The DISH Tools

TEMPLATES

Table of contents

1 Templates - On-The-Job Training Tool

1.1 Checklist for Planning The Training

Topics:	Questions to be answered:	
How can we help the healthcare professionals, in relation to using technology in Health Care? ***How can we break down strategies into pieces that are clear to everybody?***	- What is the technology in question? - Is there a purpose? (The HC professionals shall be able to see the purpose) - What is the urgency? - Is it of value to the health care professionals? - Is it of value to the patient? - Is there an advantage in using it? - Is management involved? - Is the individual nurse involved? - Is it available? - Is there a reward for using the technology → e.g. a national certificate or a bonus/ higher salary? - Can we advertise for the technology? For instance, if patients live far away, they have the opportunity to have e.g. video-consultation - What is the behaviour we want the healthcare staff to display? - What is the barrier holding healthcare staff from using the technology? - What is the solution to remove the barrier(s)?	
How can we make it easy? (Easiness trumps motivation)	- Can everybody see the value? - Does it seem practical to use in the daily work? - How are the competencies in relation to the need? - <u>Is the organization around feedback in place for instance:</u> - Is there a short description/information about the technology? - Is there a person in charge to solve the problems and to follow-up? - Are the support issues solved? - Is the cooperation between the nurses/Health Professional and the IT/computer professionals in place? - Honest value → sit down with people who have to use it - Do we have the capacity? - Do we need additional resources in the start-up phase? - Is the information and knowledge level in place? - How can we make first time use a success? - How can we assure involvement from the beginning? - Have we make it flexible?	

Can it pass the video- and /or calendar test?	- How do we involve staff in describing how the use of technology can be specific enough to pass the calendar and video test?	
How can we create something memorable from the "on the job training"	- How should the training end? - What should the participant take …from the training? - Is there a tight "follow-up" schedule?	
Can we create a social proof – " We do as the others do"	- Is there a participant involved that has impact in the organization? (e.g. a role model) - Have we involved key nurses/champions in every shift? - What is the value for the nurses? - What is the value for the patient and for the hospitals?	

1.2 Template Learning Objectives and Assessment Frame

Name of the learner:		
Name of Hospital:		
Name of the Unit:		
Reference to the qualification:		

ecvet
European Credit system for Vocational Education & Training

Area of work tasks:	EQF-level:	National level:
Description of the Unit:		
Organisation and content of the training:		

Learning Objectives		
Knowledge	Skills	Competence / work behavior
He/she should be able to:	He/she should be able to:	He/she should be able to:

Assessment method / process:	

Asessment results		
Knowledge	Skills	Competence / work behavior
He/she is able to:	He/she is able to:	He/she is able to:

Additional information:
<describe the reference to syllabi or general training plans of the basic vocational education the work placement should fit in>

Developed by: <author, organisation>

1.3 Planning On-the-job Training

Aims:		
Learning aims	**Content elaboration**	**Suggestions to teaching methods and materials**
Aims:		
Learning aims	**Content elaboration**	**Suggestions to teaching methods and materials**

1.4 A Completed Example of Planning The On-the-job Training

<table>
<tr><td colspan="3">Aims:</td></tr>
<tr><td colspan="3">That participants, through active participation in the training, acquire a common professional foundation in using the technology related to their own work areas.
That participants acquire knowledge, skills and competences, so that they can independently act, according to the ward's needs of using the given technology.
That the participants acquire knowledge about which situations the given technology can contribute with quality in other work-related situations.</td></tr>
<tr><td>Learning aims</td><td>Content elaboration</td><td>Suggestions to teaching methods and materials</td></tr>
<tr><td rowspan="2">• Knowledge about and the qualification in working with the given technology in the daily work.
• Understanding the importance of the professional and ethical assessment of using technology.
• Training in the use of the concrete technology.</td><td rowspan="2">• The involvement of users throughout the day according to the activity model
• Secure and competent use of technology
• Readjustment to technological changes
• Participation in technological innovation
• Reflecting on ethics and critical relationship with technology
• Concrete aims</td><td>• Dialogue-based teaching
• Practical training based on own cases, according to the activity model
• Individual and shared reflections on own practices regarding the knowledge, skills and competences, as well as regarding the training itself</td></tr>
<tr><td>• User manuals
• Regional guides
• Shared Decision Making template
• On-the-job training checklist
• Different technologies</td></tr>
<tr><td colspan="3">Aims:</td></tr>
<tr><td colspan="3">That participants, through active participation in the training, acquire a shared professional foundation for working with the technologies in relation to supervision of colleagues, citizens and patients.
That participants acquire knowledge, skills and competences, so that participants can independently suggest new ways of using the given digital solutions to the wards' problem solving process</td></tr>
<tr><td>Learning aims</td><td>Content elaboration</td><td>Suggestions to teaching methods and materials</td></tr>
<tr><td rowspan="2">• Knowledge about and the qualification in working with supervision of other users
• Understanding the importance of the professional and ethical assessment of supervision
• Training in supervision regarding the concrete technology</td><td rowspan="2">• The involvement of users throughout the day according to the activity model
• Secure and competent use of technology
• Supporting colleagues/patients/citizens in the use of technology
• Readjustment to technological changes
• Participation in technological innovation
• Reflecting on ethics and critical relationship with technology
• Concrete aims</td><td>• Dialogue-based teaching
• Practical training based on own cases, according to the activity model
• Individual and shared reflections on own practices regarding the knowledge, skills and competences, as well as regarding the training itself</td></tr>
<tr><td>• User manual
• Regional guide
• Shared Decision Making template
• On-the-job training checklist
• Different technologies</td></tr>
</table>

1.5 European Qualification Framework Levels

	Knowledge	**Skills**	**Responsibility and autonomy**
	In the context of EQF, knowledge is described as theoretical and/or factual.	**In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).**	**In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility**
Level 1 The learning outcomes relevant to Level 1 are	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to Level 2 are	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3 The learning outcomes relevant to Level 3 are	Knowledge of facts, principles, processes and general tools, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4 The learning outcomes relevant to Level 4 are	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	**In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).**	**In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility**
Level 5 The learning outcomes relevant to Level 5 are	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6 The learning outcomes relevant to Level 6 are	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7 The learning outcomes relevant to Level 7 are	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study	The most advanced and specialised skills and techniques, including	Demonstrate substantial authority, innovation, autonomy, scholarly and

	Knowledge	**Skills**	**Responsibility and autonomy**
	In the context of EQF, knowledge is described as theoretical and/or factual.	**In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).**	**In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility**
The learning outcomes relevant to Level 8 are	and at the interface between fields	synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research