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Competence Profiles for Learning
Supporters in Elderly Care

***Indicators of the UK Competence Profile
for Learning Supporters in Elderly Care***

developed by the Leonardo da Vinci-project team
„Competence Profiles for Learning Supporters in Elderly Care“

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Leonardo da Vinci





Indicators of the UK Competence Profile for Learning Supporters in Elderly Care

General Competency

1. Accountability
2. Ability to meeting targets
3. Lifelong learning and professional development
4. Not being ring fenced by policy - Autonomy and support
5. Ability to review learning needs
6. Able to multi task and a broad and in depth knowledge
7. Commitment and belief in work
8. Stress management
9. Professional respect
10. Listening and learning
11. Continuity and dependability
12. Team working and mutual team support
13. Management and supervisory skills
14. Reflective and reflexive skills
15. Pedagogical transfer
16. Commissioning
17. Communication skills
18. Organisational skills
19. Partnership working
20. Thinking on your feet and adaptability
21. Customer focused provision



Description of the general competencies

1. Accountability

Being accountable for actions and decisions to clients, relatives and professional standards agencies.

2. Ability to meet targets

Ability to manage workloads and set priorities so that work can be completed within a set time scale and framework.

3. Lifelong learning and professional development

Willingness to learn new procedures, skills which will improve care and quality standards

4. Not being ring fenced by policy - Autonomy and support

Freedom to make independent decisions on a day to day basis without fear of reprimand. Using a common sense approach to assessing client / staff needs. Being acknowledged as a professional.

5. Ability to review learning needs

Able to ensure appraisal and staff development requirements are identified and actioned.

6. Able to multi task and a broad and in depth knowledge

Have a broad range of skills designed to meet needs as well as have specialist in depth knowledge of specific specialism(s).

7. Commitment and belief in work

Commitment to staff, training and professional development and acknowledge the different training needs of individual members of staff. Ensure staff development is both purposeful and appropriate.

8. Stress management

Able to identify signs of stress and provide or seek support to manage stress positively.



9. Professional respect

The importance of being valued and acknowledged as a professional as well as having respect for the opinions and input of other professionals

10. Listening and learning

Acknowledging that work competency is related to listening and learning from fellow professionals as well as clients.

11. Continuity and dependability

To be consistent, to follow through work to high standards reliably.

12. Team working and mutual team support

The importance of working and encouraging team work and equity in decision making and actions.

13. Management and supervisory skills

Ability to ensure management procedures and protocols are put in place and adhered to by staff. To supervise and support staff appropriately and to ensure that management is reflexive to staff needs with the policy framework.

14. Reflective and reflexive skills

To reflect on one's own practice and accept personal strengths and limitations positively while at the same time being reflexive and where possible reactive to the needs of others.

15. Pedagogical transfer

To identify and ensure awareness of best practice in training and teaching. Providing adequate support where it is needed and appreciate that training often requires appropriate blended delivery styles tailored to the individual. To ensure that best practice is shared between providers.





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