

Maj Berg and Marie Hertin

English translation by
Alexander Braddell and
Kerstin Sjösvärd

ArbetSam

Arbetsplatslärande

Copyright: Lidingö stad och Stiftelsen Stockholms läns Äldrecentrum
Ändringar i materialet får endast göras efter författarnas medgivande



The learning workplace

A guide for teachers



Written by Maj Berg and Marie Hertin
English translation by Alexander Braddell with Kerstin Sjösvärd
Layout and photo: Lars Bergström
Publisher: Lidingö stad (Lidingö city, Sweden)
Januari 2014

TABLE OF CONTENTS

FOREWORD	5	During the programme's start-up period	34
INTRODUCTION	6	Validation – a way of valuing prior learning	40
Project SpråkSam (2009-2011)	6	Language development activities	45
Project ArbetSam (2011-2013)	6	Language development and learning meetings between participants	46
Key terms and concepts	7		
PART 1 – WORKPLACE LEARNING	9	Working methods used by SpråkSam teachers	47
Knowledge	9	Integrated care and Swedish language learning for SpråkSam groups with low levels of language	47
Competence	10		
Competence in an organisation	11	Integrated care and Swedish language learning for SpråkSam groups with relatively good knowledge of Swedish	50
Learning	11	Adapting and integrating care topics and Swedish language learning in mixed level groups	51
Workplace learning programmes	12		
Integrated workplace learning	13	Integrating health and social care learning with language development, using a course book	53
The learning workplace	13	Real-life case study – co-developed by workplace manager and teacher	53
The learning workplace summarised	14		
Role of the teacher	15	Teachers and managers collaborate in the workplace – integrated workplace learning	54
Learning model informed by Sense of Coherence (SOC)	21	Integrated workplace teaching of social documentation	55
SOC - a tool for workplace learning programmes	21	Project work that integrates individual and organisational learning	57
Competence of staff in care work	23	Reflection	58
Occupational competence	23	Evaluation and conclusion of learning programme	61
Language skills	24	REFERENCES AND POINTERS TO LITERATURE AND REPORTS	62
Language competence	25	APPENDIX 1: three-way discussion	64
Planning for integrated workplace learning	29	APPENDIX 2: Local learning programme plan	66
Integrating health and social care courses and courses in Swedish as an additional language	30	APPENDIX 3: Templates for individual learning plans	72
PART 2 – PLANNING, METHODS AND ACTIVITIES	33		
Before teaching starts	33		

Thank you!

We would like to thank all the teachers who have participated in the SpråkSam and ArbetSam projects. The contents of this guide are based on your experience of facilitating workplace learning. We hope your generously shared experience and working methods will support and inspire other teachers in the future.

Lidingö, May 2013

Maj and Marie

FOREWORD

This guide is intended for care trainers and for adult education second language teachers working with care staff. It should also be of interest to teachers working in adult and community learning classrooms who want to explore new ways teaching.

Maj Berg and Marie Hertin, the authors of the guide, have a background in nursing and extensive experience as health and social care trainers, both in the workplace and in institutions of further education. Their work as trainers includes collaboration with teachers of Swedish as an additional language to integrate language learning into vocational training. Marie also has experience as a supervisor in psychosocial work and has tutored staff in how to lead reflective practice groups. For ArbetSam, Maj and Marie took on project leader roles.

ArbetSam took place in the Stockholm region between 2011 and 2013. This major EU-funded project combined vocational skills development with language development for frontline care staff working with elderly and disabled people. Previously, Maj and Marie had taken similar roles in SpråkSam, a predecessor project which foreshadowed many aspects of ArbetSam.

With fellow ArbetSam project leaders, Kerstin Lahti and Marie Soderström, Marie developed training for reflective practice group leaders while Maj worked with ArbetSam's main project leader Kerstin Sjösvärd to develop training for the ArbetSam's workplace language advocates.

Much of the work in both ArbetSam and SpråkSam was carried out in small groups, in the workplace. The training was aimed at staff who needed to develop their professional skills and their language skills to cope with the requirements of their job.

As project leaders in ArbetSam, Maj and Marie designed initial teacher-training and on-going networking meetings for teachers. Along with others in the project management team, they also provided support and guidance to teachers, care managers, language advocates and reflective discussion leaders, in line with the project's work to build learning and language development workplaces.

For some of the teachers involved, ArbetSam represented a challenge and a completely new approach. Learning design was based on the workplace and the needs of staff. Teaching of

Swedish as an additional language took place in the context of the health and social care curriculum.

Workplace learning programmes make very different demands of the language teacher than those made by the traditional classroom setting. The teacher needs to address the objectives of the employer as well as those of the learners. The teacher's role is more consultative and they must engage with business development issues.

Preparation starts with the teacher working together with the manager and key personnel to develop a local curriculum based around the objectives of the business. In this preparation phase, the teacher also identifies the vocational and language needs of the staff who will be participating in the course.

Whereas language teachers traditionally work on their own, referencing curriculum objectives that are already specified, workplace learning requires a much greater degree of flexibility and communication and interpersonal skills. The need for language teachers to coordinate their work with vocational trainers is a case in point.

Throughout the project period, Maj and Marie maintained an open-ended dialogue with the project's teachers, including guidance in the workplace and the networking meetings that brought vocational and language teachers together. This ensured the close involvement of project teachers in the development of the methods and tools for workplace learning described in this guide. These tools and methods have been tested and refined across successive projects over a significant period of time – whether they concern language assessment, validation of knowledge and skills, identification of vocational and language skills, portfolio-building or exercises and assignments in class.

The handbook begins by examining some of the theoretical concepts that underpin the project's approach to workplace learning. These concepts come from project experiences as well as studies and research. For anyone interested in workplace learning, some familiarity with theory is likely to prove useful.

Lars Bergström, Information Officer,
Project ArbetSam

INTRODUCTION

This guide is based on results from the workplace learning and language development projects, SpråkSam and ArbetSam. The projects involved a total of 130 workplaces in elderly care and care for people with disabilities in the Stockholm region. The European Social Fund supported both SpråkSam and ArbetSam.

Project SpråkSam (2009–2011)

SpråkSam put the focus on language. The project delivered language learning through vocational training to 300 employees in thirty health and social care workplaces. The training aimed to help employees with Swedish as an additional language to develop the language skills needed to complete work tasks and also participate meaningfully in vocational training. The project enabled vocational care trainers and teachers of Swedish for Immigrants to work together with local care managers and peer language advocates. These 'language advocates' were care staff volunteers¹ trained by the project to support language development in their workplaces. This included helping colleagues with homework, with workplace documentation and with communication with people who use services and their families, and with colleagues. To help embed this support for language learning in their organisations, the advocates were also trained to raise awareness among colleagues and managers about how people learn second languages.

The SpråkSam interim evaluation persuaded Stockholm City Council to contribute to an additional 10 million kronor enabling the project to extend its work across more workplaces in the city. This allowed another 300 employees to improve their language skills and a further thirty workplaces (employing some 1,500 staff) to benefit from the SpråkSam approach.

SpråkSam was based on the realization that workplace learning must involve the workplace. Its central premise was that the responsibility for language development is best shared equally by everyone at work.

Project ArbetSam (2011–2013)

ArbetSam was a further development of the methods and techniques developed by SpråkSam and other previous workplace learning projects in the Stockholm region, such as Kompetensstegen, Learning Fund and APU (Workplace development, 2007-2008).

ArbetSam delivered a programme of health and social care training to 650 employees for half a day a week over three to four semesters, embedding Swedish language learning according to participants' training needs. Training content was based on consultation in the local workplace and ArbetSam's teachers worked much more closely with local care managers than is the norm in more conventional programmes.

Alongside its formal training, ArbetSam provided support and guidance to workplaces with the goal of building a sustainable culture of workplace learning. With this end in mind, ArbetSam developed two key roles, the workplace language advocate and the workplace reflective discussion leader. Altogether the project trained 100 language advocates and 80 reflective discussion leaders. Reflective discussion leaders and their workplaces also received guidance on how to structure reflection in the workplace. The reflective discussion is a forum where employees can debrief together regarding difficult situations in everyday work and make connections between theory and practice – equipping employees through the discussion to deal professionally with a range of different care situations.

ArbetSam is one of the more important projects funded by the European Social Fund. The project had a turnover of 35.7 million kronor and impacted on approximately 3,000 employees.

Lars Bergström, Information Officer,
Projekt ArbetSam

¹Translator's note: That is, members of the care staff who took on the role of language advocate voluntarily and received no extra pay for carrying out the role.

ArbetSam project (2011–2013)

PROJECT OBJECTIVES:

- Build learning workplaces
- Create opportunities for language development
- Strengthen professional skills

ArbetSam was developed and delivered by the city of Lidingö in collaboration with the Stockholm Gerontology Research Center. The project was funded by the European Social Fund.

Partners included the local authorities of Stockholm, Solna, Sundbyberg; also Botkyrka, Tyresö, Norrtälje and Järfälla. Employer partners included Temabo, Legevisitten, Inblasa, Silverhemmen and Förenade Care.

Associated partners included Stockholm University, Södertörn University, County Administrative Board of Stockholm County, the National Centre for Swedish as a second language, Norrtälje municipal adult education, MedLearn, Carpe and Äldrediv.

Transnational cooperation with similar projects and activities in other countries included ÖKUS in Germany, Cornwall Works 50 + and Skills for Care in the UK.

Projects in Sweden included Inclusive Europe, and Networking Europe.

ArbetSam in numbers

35.7 million Swedish kronor budget [approx. €4 million / £3.4 million]

650 employees received training in the workplace

75 different sites involved in the project

3,000 employees involved in workplace learning

100 language advocates and 80 reflective discussion leaders trained to support colleagues and improve quality.

Key terms and concepts

Here, we discuss and explain some of the concepts at the heart of the guide. For reasons of space and style we have chosen in some cases a word rather than a longer and more precise characterization. We also describe some of the key participants in the ArbetSam project.

Staff

Staff in elderly care and care for people with disabilities are referred to in different ways in different contexts, including health professionals, health and social care staff or care staff. We have therefore chosen to use the term staff to cover all those who directly provide health and social care services to elderly people and people with disabilities.

Care

When we use this term we are referring to care for the elderly and/or care for people with disabilities.

Manager

This term refers to managers in care organisations.

Participants and learners

By participant we mean an employee participating in training in the workplace. By learner we mean a person formally enrolled on a course at an institution of adult education.

Teacher of Swedish as a second language

Teacher of Swedish as a second language refers to teachers qualified to teach within the SFI or SVA programmes.



SFI

SFI is Sweden's official Swedish language learning programme for immigrants. SFI courses range from entry to intermediate level.

SVA

SVA is instruction in Swedish as a second language. SVA courses range from intermediate to advanced levels.

Course material

Course material refers to the materials used in regular adult education.

Key staff

By key staff in the workplace, we mean in this context staff, such as auxiliary nurses, nurses, therapists and others who have a specific educational role in their workplace. This may be as a reflective discussion leader, mentor, language advocate, documentation supporter, nutrition champion, or other. The SpråkSam project developed language advocates in the workplace and ArbetSam developed language advocates and reflective discussion leaders.

Reflective discussion leader

ArbetSam trained reflective discussion leaders. The training aimed to equip reflective discussion leaders to lead reflective discussions with colleagues in their respective workplaces. Trainees received seven days of face-to-face training interspersed with practical assignments on leading reflective discussions. Trainees also had group tutorials during training.

Language advocates

Language advocates received six days training on second language development and second language acquisition. They received instruction and training in how to recognise and then support the opportunities that arise at work to develop language skills. So, for example, the training included guidance on how to support colleagues to cope linguistically with different work tasks.

Language advocates worked with the teachers to provide learning support to participants, workplace materials to help teachers and more.

PART 1 – WORKPLACE LEARNING

This book is about the role of teachers on courses that take place in the participants' workplace. To make it easier to follow our reasoning, we begin by describing how we use and interpret concepts such as:

- Knowledge
- Competence
- Learning
- Workplace learning programmes
- Integrated workplace learning
- Workplace learning

These are concepts that can have different meanings not only for teachers, but also for those who interact with the teacher in the workplace. Our experience suggests that teachers, managers, key staff and participants will benefit from discussing and clarifying these concepts – in order to arrive at a shared understanding. This aids cooperation and reduces the risk of misunderstanding during the learning process.

Knowledge

The teacher's concept of knowledge affects how they plan and implement their lessons. It also affects how they interact with participants. Courses in ArbetSam and SpråkSam have been based on the premise that theoretical knowledge cannot be abstracted from practice: theory and practice go hand-in-hand. Participants' practical experience is used to develop and deepen their theoretical knowledge. This is achieved by helping participants to articulate their practical knowledge and then connect it to theoretical knowledge.

Participants' experience could be based on contact with care recipients and relatives in different care situations. In many situations, participants (in their role as care staff) will draw unconsciously on previous experience and their own values. They may use different kinds of knowledge and skills, such as ethical knowledge and empathy. Their knowledge and skills are likely to have been shaped by health and social care standards and values and the culture that characterizes the workplace. This

experience-based knowledge is often tacit (i.e. unarticulated).

To link practical experience to theoretical knowledge, participants must be able and willing to reflect on how they approach their work, including the values that underpin their approach. Care work can present staff with difficult choices. Unfamiliar situations, where the worker lacks both experience and theoretical knowledge, can leave staff unsure how to behave with care recipients, relatives and colleagues. Supporting staff to reflect on different care situations can help to address this.

By drawing on participant experiences and specific events from the workplace, the teacher allows participants to combine different forms of knowledge into a whole. We have stressed the importance of integrating practical and theoretical knowledge. To clarify the distinction between practical and theoretical knowledge: knowledge can be divided into four classes:

- **Facts** – knowing that: Factual knowledge is theoretical, quantitative in nature and universal in its validity. Knowledge acquired through formal learning is typically of this type.
- **Understanding** – knowing why: Understanding makes facts meaningful. Comprehension has a qualitative dimension and gives space to phenomena that can be understood in different ways. Facts and understanding are intimately linked. When we understand factual knowledge we grasp the point or meaning of it.
- **Skill** – knowing how: The value of knowledge is to help us know what to do and how. Skill is learned through experience and is a practical form of knowledge.
- **Familiarity** – i.e. tacit knowledge, acquired through experience: Tacit knowledge is acquired when a person experiences similar situations at different times. These experiences combine with the person's values and their understanding of their organisation's policies and procedures to inform the judgements the person makes at work.²

²Bildning och kunskap. Särtryck ur läroplanskommitténs betänkande skola för bildning (SOU 1992:94). Sid 30–34; [Education and knowledge. Reprinted from the curriculum committee's report for school education (SOU 1992:94). Pp. 30-34] Otto Granberg. Lära eller läras. Om kompetens och utbildningsplanering i arbetslivet. (Lund: Studentlitteratur, 2009). Sid 108–109.[Otto Granberg Teach or learn. About skills and education planning in the workplace. (Lund: University Press, 2009). Pp. 108-109]



Learning isn't limited to the classroom. In the workplace learning situations arise constantly, such as during a care planning meeting

Workplace learning programmes offer teachers a great opportunity to integrate these various forms of knowledge. To realise that opportunity, the teacher needs to ensure that participants are involved in their own learning. The teacher also needs to work closely with managers and key staff. We return to this later.

Competence

Competence is a broader concept than knowledge. Competence can be described as an individual's ability to perform a job or task effectively.³ We can think of a care situation where a person with dementia has to be helped to get up in the morning, use the bathroom, choose and put on their clothes. The ability of staff to act effectively is determined by how they read the situation, how they behave and how well they are monitored. Occupational competence is based on

the individual's knowledge of theory and practice. It involves a range of skills⁴ which can be divided into five categories:

- **Cognitive Skills:** Intellectual skills make it possible for a person to put their theoretical knowledge into practical work. If we assume the above example, staff can use their theoretical knowledge about dementia, rehabilitative approaches and basic hygiene in the practical work. Cognitive skills include the ability to evaluate actions.
- **Affective skills:** emotional skills that make it possible to feel empathy and commitment to care recipients and relatives.
- **Psychomotor skills:** Cognitive skills of perception linked to physical dexterity and used, for example, to do things with your

³Per-Erik Ellström och Glenn Hultman (red.). *Lärande och förändring i organisationer. Om pedagogik i arbetslivet.* (Lund: Studentlitteratur, 2004). Sid 202–203.[Per-Erik Ellström and Glenn Hultman (Eds.). *Learning and change in organisations. On education in the workplace.* (Lund: University Press, 2004). Pp. 202-203.]

⁴Ibid; Granberg, pp 99–106.

⁵Granberg

hands. In the context of care, psychomotor skills involve both practical skills and communication. The task of helping a recipient of care to change incontinence pads requires both a good touch and communication that involves and empowers the care recipient.

- **Interpersonal skills:** These affect how a person behaves. Interpersonal skills are shaped by our self-perception, self-awareness and self-esteem. Self-awareness and a positive self-image help staff cope with difficult situations in care work, such as when a relative, concerned about their loved one, questions the care that staff are providing. If staff have developed their interpersonal skills, they find it easier to step into a professional role rather than becoming personally defensive, or tending to avoid encounters with relatives.
- **Social skills:** These skills help staff form relationships with care recipients and their relatives and with colleagues. They help staff work in different types of care situation.

Competence in an organisation

We can extend the notion of competence to the organisation as a whole. What is an organisation's competence?

An organisation consists of a number of individuals all with their respective occupational competences and skills.

Organisational competence arises from the interaction of those individual competences and skills. For this to happen, the organisation needs to have a well-thought-out and clear strategy.

This increases the chances that the workplace will develop collective competence – that is, organisational competence.⁵

Learning

Learning can happen anywhere and in a variety of ways – in everyday life, at school and at work. Teachers from the world of education are used to designing instruction based on prescribed subject and course descriptions. We call this formal learning. But for participants who work in health and social care, learning also occurs in the daily care work in collaboration with colleagues, care recipients and relatives. This is informal learning and takes place through interaction with care recipients during a meal or in conversations with relatives. Other situations during the working day also offer learning opportunities, e.g. workplace meetings, reflective discussions and supervision. These are situations where non-formal learning occurs.

We can summarize the different forms of learning in health and social care as follows:

- **Formal learning:** Learning that takes place in education and that has a clear purpose, goals, and specified content.
- **Non-formal learning:** Learning that occurs in a structured way in the workplace, e.g. learning that results from workplace meetings, reflective discussions, supervision and team briefings.
- **Informal learning:** Learning that takes place in daily care work through collaboration with colleagues, care recipients and relatives.

INFORMAL LEARNING	NON-FORMAL EDUCATION	FORMAL LEARNING
Situations / events in everyday life	Reflective discussion groups	Local courses
Everyday interactions at work with care recipients, relatives and /or colleagues	Workplace meetings	National courses
	Workshops	Education
	Supervision	

In our experience, participants in workplace training may find it difficult to see and describe the learning that takes place through daily work activity. Usually, for participants, 'real' learning is formal learning. This can be due to various factors, including participants' prior educational experience, or workplace attitudes to participants' job role and responsibilities and to learning itself.

Participants' concept of learning may also mean that they look to gain knowledge from the teacher, as the educational expert. At the same time the teacher may be imbued with traditions of formal learning and classroom instruction from school.

Consequently it is important that teachers reflect on their own approach to learning. A key issue for the teacher is how to plan and facilitate learning activities so that different forms of learning can be integrated and reinforce each other. This involves making trade-offs, and finding the right balance. On the one hand, formal learning, with its facts and theories, helps participants to absorb and critically reflect on informal workplace learning. On the other hand, participants' practical experience of daily work helps them to make sense of the facts and theories of formal learning. Informal learning with examples from the workplace can lend meaning to formal learning.

Compliance and development

Learning can also be described from the perspectives of compliance and development. These concepts may be new to teachers, but they are well established in the organisational context and it is helpful if the teacher is aware of them. Compliance learning is learning that maintains or enhances a worker's competence in a range of tasks.

In developmental learning care staff critically evaluate different working methods and approaches. Staff question and analyse both their own work patterns and organisational working practices. This may be a matter of how care work is planned for a day or how incidents at work are managed. For an enterprise to maintain staff

competences while also developing itself as an organisation, both types of learning are needed.⁶

People may have different approaches to learning. The approach is not necessarily linked to learning styles, i.e. the ways an individual most readily takes on board knowledge. Some people learn best by doing things while others prefer to read how a task or procedure should be carried out.

The view of learning can also vary in different occupational sectors. Historically, learning for care staff was primarily compliance learning. Care organisations have not been in the habit of evaluating work methods and approaches at the practical level of health and social care activity. Typically employees have learned the job more by rote, through short one- or two-day inductions.

However, this is beginning to change and many workplaces are starting to take a more integrated approach to learning. Theory and practice need to work together and fertilize each other. For organisations to evolve, they need both compliance learning and developmental learning.

The teacher has an important part to play in creating a shared understanding of learning in the workplace. She/he should work to help participants recognise and value different types of learning, not least experience-based learning. Participants frequently minimise knowledge gained through work activity. In addition, the teacher needs to maintain a dialogue with the manager so that the manager understands the benefits of actively supporting the programme and workplace learning.

Workplace learning programmes

In SpråkSam and ArbetSam, learning activity has been located in the workplace or in the shared facilities of a private company, a district or a municipality. For both teachers and participants, there are advantages and disadvantages of siting learning in the workplace. Advantages include proximity for the participants: the learning is close at hand. For teachers, there are frequent

⁶ Ellström och Hultman.

opportunities for informal and formal meetings with the manager who commissioned the training.

Teachers may also have easier access to workplace materials, which can enhance learning for participants. Material that links learning concretely to workplace realities tends to increase participants' motivation for learning.

Proximity can also be a negative. These projects found that it was not always easy for participants to leave their work stations. Some participants found having to complete midday work tasks, manage lunch for care recipients and fit in their own lunch before a learning session began was stressful.

To create a positive learning environment for participants, the employer needs to put in place arrangements, e.g. agency staff to backfill, so that participants can be released in good time for learning sessions. Likewise, participants' colleagues need to be aware that participants are being released. The participants themselves should not be left in the position of having to negotiate their own release with colleagues to attend learning sessions.

Workplace learning can either be an integral part of an organisation's development or discrete training for particular individuals. The key to integrating workplace learning is effective cooperation between teachers, managers and key staff.

Without that engagement and cooperation, impact on the organisation's development will be minimal and any benefit limited to individual employees.

Integrated workplace learning

By integrated workplace learning, we mean learning that is completely based on the organisation's health and social care objectives. The manager, together with key staff, decides the content of the learning. Specific topics are determined by the participants, consistent with the organisation's training needs.

Programme structure and content are developed collaboratively by teachers, managers and key staff. A strategy is in place to support partnership working between the organisation and the learning provider.

In integrated workplace learning, it is important to use materials from the workplace as sources of knowledge. Teachers need to draw from workplace instructions, manuals, training materials, documentation systems, and more.

Our experience is that there are major benefits to using workplace material. But before the material is used in teaching it needs to be checked and possibly supplemented with glossaries.

Participants may struggle with workplace materials due to limited language skills. Also, authentic workplace materials may not easily support learning. Teachers therefore need to find a balance between authentic workplace materials and material specifically designed to support learning.

For some participants, learning is enhanced by formal learning material. It can help participants build effective study techniques. Another positive aspect of formal learning material is that it may raise the status of the learning in the eyes of participants, which in itself promotes learning. But it is important that the teacher does not rely exclusively on the course material to determine session content. Integrated workplace learning has to be responsive to the immediate needs and concerns of participants.

A workplace, for example, might be trying to improve the meal situation for care recipients, at the same time that the learning programme is going on. The teacher should then be flexible and respond to the issue of the moment by inserting the topic of meals into the learning programme.

Joining up the learning programme in this way with the current concerns of the workplace will help participants to learn.

The learning workplace

Our definition of workplace learning encompasses the different forms of learning: formal, non-formal and informal. These different types of learning interact and reinforce each other.

In workplace learning, it is also important to create space for both compliance-oriented and development-oriented learning.

It takes strategic and purposeful management of competency development to build a long-term culture of workplace learning – in other words, a

learning workplace.

Formal learning may be implemented in different ways and initiated for different reasons. It may be the staff member who takes the initiative to take a course, or the manager who sees a need to develop staff competencies. Learning can take place on-site with internal or external trainers, or it can take place off-site, for example at a college. To develop a learning workplace, it is not enough simply to make learning available at the level of the individual. For learning to become part of work activity in a way that really benefits the organisation, it is also essential that:

- Knowledge and competence are integrated through learning at work
- Staff participate actively in formal learning and in their own learning processes
- There is opportunity for reflection in formal learning and in the workplace generally
- Evaluation (i.e. critical analysis of working methods) is encouraged in order to develop the organization
- The organisation embraces new knowledge and then uses that knowledge to improve the processes and procedures of daily care work.

Through ArbetSam we have found examples of workplaces that have succeeded in becoming learning workplaces. What has distinguished these workplaces includes:

- Managers who are engaged and committed to the learning workplace
- Strategic and purposeful approach to competence development, at both individual and organisational levels
- Consciously working to ensure staff attitudes and norms are positive towards development
- Staff taking joint responsibility for organisational development
- Staff support each other

- Communication takes place across different levels of the organisation; managers, participants, key personnel and other employees are in dialogue
- The employee-participant is actively involved in and helps to shape learning programmes. Close collaboration between teachers, managers and key employees
- Teachers delivering the workplace learning programme know what is going on in the workplace and take a consultative approach
- Teachers take a coaching and validating approach with participants (see page [35] for more about validation)
- Formal learning takes account of and responds to the needs both of participants and of the workplace
- Instruction links learning of Swedish as a second language to health and social care learning
- The workplace takes advantage of any knowledge that employees have acquired outside the workplace
- The workplace has a structure of key staff; the roles of reflective discussion leaders and language advocates are clear; the workplace has scheduled time for group reflection and language advocates have scheduled time to provide support to colleagues.

The learning workplace summarised

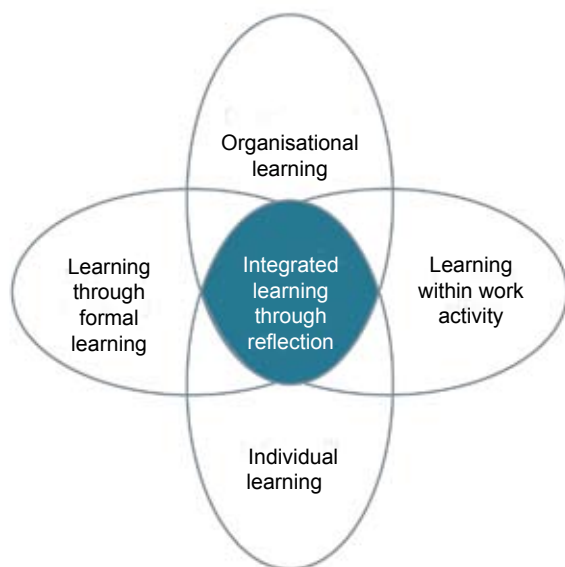
The picture on the next page is designed by APeL⁷ and summarizes the various elements of the learning workplace.

Learning can, as we described earlier, take place in different ways. The individual learning that occurs in everyday work needs to be complemented and integrated with formal learning so that formal and informal learning connect and reinforce each other. For learning to be organisational the organisation needs to be able to absorb the

⁷APeL, research and development. www.apel-fou.se. "APeL, researching and developing learning in and between organisations. Our ambition is for all levels of the organisation to learn along with us, so that new, shared knowledge can be developed. We add models and theories that we connect to the organisation's and employees' own practical experience. Reflection and analysis of what we discover gives directions for further development."

new knowledge which individuals or groups have learned and incorporate it into daily care work.

In the learning workplace, there are strategic objectives and a structure for learning based on the competence needs of the organisation. The culture of the workplace is open and tolerant and encourages staff creativity and reflection. Staff review working practices and critically evaluate them. In the mature learning workplace staff shape and participate actively in the formal learning they undertake.



Role of the teacher

In this section, we describe the factors that influence teachers' pedagogical work in commissioned programmes. We also describe the competencies that teachers need for this type of work.

By and large, the teachers involved in the ArbetSam and SpråkSam projects had a positive experience. But some teachers felt unprepared for the demands placed on the teacher by integrated workplace learning. The different situations that arose frequently asked them to step outside of what they saw as the normal role of the teacher.

There are certainly many similarities between teaching in an educational setting and working as a teacher in an integrated workplace learning programme, but there are also important differences.

In integrated workplace learning, the teacher

takes on a consultative role with managers and key staff. By 'consultative role' we mean that the teacher comes into the organisation with specific educational expertise. The teacher can outline how to plan and deliver programmes that promote learning in the workplace. With the manager and key staff, the teacher can look for barriers to learning and agree how these barriers can best be overcome – including barriers to both individual and organisational learning.



The diagram shows what a learning and development team might look like in a learning workplace. The example is taken from ArbetSam.

The teacher has a central role in the integrated workplace learning team. In addition to teachers, this team may consist of operational managers, learning and development managers and key staff, such as language advocates, reflective discussion leaders, project leaders and other employees. It is important that the teacher has the confidence to step forward and actively contribute their expertise in learning. Then the teacher has a real opportunity to promote the learning workplace and to help the organisation develop.

Discussions with the teachers involved frequently suggested that the vocational health and social care teachers found it easier to take on this consultative role than the SVA language teachers⁸ did. This may be due to various factors.

⁸ Translator's note: Teachers of Swedish for speakers of other languages

One factor could be that the vocational teachers felt more at home in that environment. In addition, the vocational teachers typically had relevant experience, e.g. as a nurse or therapist, and were therefore used to working with health and social care teams.

A prerequisite for success is that the teacher arrives at a clear specification for the learning programme or project. What is the purpose and what are the objectives of this learning programme?

Projects are often initiated at higher levels of government with aims, objectives and scope expressed only in general terms. In these circumstances, it falls to the teacher and the operational manager to agree what this means concretely in their context. Our experience is that teachers should start working with the manager as soon as possible. Information-sharing and joint planning should begin at once. This then helps prevent misunderstandings and avoid obstacles that may negatively affect the outcomes of the learning programme – for both participants and the workplace.

What factors may shape the aims and objectives of learning programmes?

Today, there is a debate in society about the levels of competence required of staff working in care for older people and care for people with disabilities. There is a call for better-qualified staff. This pressure can come from care recipients' relatives, from politicians or from the authorities responsible for social services. These demands for higher skill levels may mean the care employer has specific goals for the learning programme. One goal may be to improve levels of staff competence through accredited health and social care courses. Another might be for the learning programme to develop competence in a specific area such as record-keeping and reporting, communication, or care and support for people with dementia.

There is a risk, when a learning programme is required to achieve targets, that these targets become the focus of the programme, rather than creating favourable conditions for employee learning.

For learning to develop both individual staff and the organization, both teacher and manager need to be involved and engaged in the planning,

implementation and evaluation of workplace learning.

In planning discussions with managers and key staff, it is important that the teacher is responsive to the organisation's needs for the learning programme. At this stage, the teacher's aim is to outline a programme that will address the needs identified, in a way that best promotes participants' learning. Teachers working as part of the integrated workplace learning team need to have effective interpersonal and social skills. They also need to be self-confident and able to build rapport with a range of different types of people.

The assignment

There are two aspects to the teacher's task in a workplace learning programme. The teacher is there to support, one, the individual participant's learning; and, two, organisational development in the workplace where the assignment is based. To undertake the assignment effectively the teacher needs to understand the organisational context:

- What are the organisation's aims and objectives?
- How is the organisation structured?
- How does decision-making work in the organisation?
- What does the organisation's business development plan look like?
- What scope is there in the organisation for integrated workplace learning?
- What other organisational initiatives are taking place over the period of the integrated workplace learning? Can the learning programme link to these initiatives? Does the teacher need to take these initiatives into account during the planning phase and during delivery?

To understand how the organisation works, the teacher needs to develop a good working relationship with the operational manager or whoever in the organisation is taking responsibility for the learning intervention.

There is no reason to expect health and social care managers to know how to coordinate and

run a development project so that it results in both individual and organisational learning. Many managers today have heavy operational workloads and are responsible for many staff, all of which may impede their ability to drive development processes in the workplace.

Teachers then can provide support with their specific skills and actively participate in the planning of workplace learning programmes. A well-planned learning programme with clear objectives is important, but it does not automatically create a learning environment for participants. Structures are needed to facilitate and support learning in the workplace.

What distinguishes integrated workplace learning from education is that it is usually initiated by the participants' manager. The teacher needs to know what criteria the manager has used to select staff for the programme and also how the participant sees it. Are participants motivated and wanting to participate, or are they there simply because they've been told to attend – more or less ordered?

Social pressure and reality

Society is making increasing demands on staff competence and health and social care training programmes to improve quality in adult social care. But while the standards governing care providers have risen, the workplace has not had time yet to reflect these changes. It's a dilemma that there are still workplaces that:

- Do not create time and space for reflection and learning.
Give new employees only a one to two day induction
- Take on staff with no qualifications and limited language skills
- Make no attempt to support language development despite the needs of staff
- Assign care work to staff irrespective of their ability level
- Do not allow staff to progress and undertake more demanding tasks despite training and CPD
- Do not create time and space for reflection and learning.

There can be an enormous gap between the expectations placed on the organisation and how staff actually carry out daily care work. Many participants feel that they have difficulties that impact on their ability to carry out tasks. Often there simply isn't enough time to get through everything they are meant to do. Therefore, it can be difficult for participants to feel motivated and committed to formal learning.

Teachers need to understand that motivation may be an issue when they are planning training and first meeting participants.

Hopefully, the teacher arrives with commitment and enthusiasm, full of ideas on how to organise the learning programme. If the teacher then is met by participants who are unmotivated and surprised that they are expected to take a course, the situation can be tricky for the teacher. One factor that may inhibit motivation is that the participant does not see or understand the value of learning. Other factors that can hinder learning are fear and uncertainty. "What is my boss expecting of me if I take this course? What happens if I fail? Can I lose my job?"

This uncertainty and fear can give rise to a range of defence mechanisms in participants, including fear, anxiety, aggression, sadness, absence, forgetfulness and more.

Barriers to learning may also include collective and organisational norms and attitudes in the workplace. Negative attitudes to formal learning and collective reflection, for example, may limit participants' desire to engage in learning.

On the other hand, if the learning programme offers staff positive outcomes – such as more interesting and responsible tasks or better pay – then learning will seem meaningful.

Environmental influences on learning

There are many different factors that affect the learning environment. Teachers cannot, on their own, create a good environment for learning. Managers, key staff, employees, participants and teachers have a shared responsibility. Teachers need to emphasise this shared responsibility when planning with the operational manager. To create a good learning environment the learning programme needs a plan with aims, objectives and content.

However, it is important that participants are

involved in the process of competence development: What do they want to develop and what do they think that the team or organisation needs to develop? How do they want learning to be designed?

Most participants have extensive experience working in health and social care. When teachers plan the learning therefore, the participants' experiences are key sources to draw from. It is important that the teacher allows the participants the opportunity to process subjective experiences that are related to the context and meaning of the workplace.⁹

Integrated workplace learning gives the teacher more opportunity to start from the participants' experiences and connect them to the subject-matter content of the learning programme.

Many low-skilled adults find it motivating if new knowledge can be directly used in daily work. The teacher can design teaching and learning activities that link participants' practical experience to theoretical knowledge. Project-based learning activities work well in integrated workplace learning since participants have an opportunity to investigate issues and problems that they wish to immerse themselves in. They can test new methods of work and then evaluate them together with their team and manager.

It is essential that there are mechanisms that enable the new knowledge generated through the learning programme to be linked to and used in daily care work. The teacher needs to supply managers and key staff with tips and ideas on how the new methods can be transferred to work teams. Managers need to be involved and give their employees feedback during the learning programme. It is also important that managers are involved in evaluating and developing the learning programme while it is in progress.

Location and facilities

In our projects, we located learning in the workplace with a view to making it easier for participants to go from work to learning. Basing programmes in the workplace also

facilitates cooperation among teachers, managers and key employees. Proximity then has its advantages. Sometimes, however, attitudes towards knowledge and development within an organization can be negative. This can limit the participants' motivation and creativity. When the teacher uncovers negative attitudes, it is important to consider whether the learning programme would be better placed in an educational setting, instead of the workplace. Moving the programme to a different environment can reduce the impact of negative attitudes and make it easier to build motivation and commitment to learning among participants.

Removing the learning programme to facilities outside the workplace obviously reduces the opportunity for spontaneous and informal meetings between teachers and workplace managers, but adequate lead time and structured planning can still ensure effective cooperation between teachers and managers. What is important, however, is that workplace managers and key staff sustain the change process in the workplace in order to counteract any culture of negativity towards learning.

Premises and facilities are another factor that can affect workplace learning. The teacher needs to establish with the employer what rooms and equipment will be available in the workplace. The teacher should inspect the space designated for learning sessions. The space needs to be appropriate to the group and to the learning that will be delivered. The space ought to allow the teacher to put learners into small groups and also to use laptops or tablets. If workplace facilities are clearly inadequate then, again, teacher and manager should at least consider moving sessions to another location with better facilities.

Most of the teachers employed on ArbetSam and SpråkSam were mobile and some found it difficult to persuade their own employers that they needed equipment for their 'mobile workplace'.

Teachers certainly need to give some thought to what equipment they will need to support professional teaching in such circumstances. Education employers with little or no experience of outreach programmes may not recognise the

⁹Christian Helms Jorgensen, *Utbildningsplanering – samspel mellan utbildning och arbete*. (Lund: Studentlitteratur, 2006).
[Christian Helms Jorgensen, (2006), *Education Planning – interaction between education and work*. Lund: University Press.]

particular demands they place on the teacher. Workplace learning programmes demand a much greater degree of flexibility and resourcefulness from teacher than programmes based in education settings.

Creating a positive learning situation

We have described various factors that may inhibit learning both at the individual and organizational level. If participants exhibit strong defence mechanisms in face of the programme, the teacher needs to reflect on how best to support the participants through them.

It is important to create a social environment for learning that is both safe and challenging. Teachers should reflect on which learning processes participants are likely to respond positively to. Approaches that are out of step with the needs and capabilities of participants can easily initiate a negative learning experience that will serve only to reinforce individuals' defence mechanisms.¹⁰ Studies have shown that low-skilled staff may experience 'traditional passive schooling as oppressive and demotivating.'¹¹

Integrated workplace learning, with fewer participants per learning group, gives the teacher an opportunity to create a more active, spontaneous and playful experience than school learning. Study assignments, activities and role-play can usefully be based on problem situations participants have experienced at work.¹²

Motivational work and discussions

Good relationships between teachers and participants can promote learning and increase participants' motivation. Our projects benefited from the fact that learner groups were relatively small, 10 to 15 participants per group¹³. This helped the relationship between teachers and participants. Most participants expressed very positive feelings and motivation for workplace learning. But there were also participants who, for various reasons, showed little or no

motivation and found it hard to see their learning needs. The teacher was then obliged to try to motivate these participants. Sometimes this meant the teacher having to break through defence mechanisms, showing persistence, providing support and driving the learning process forward.

This process could generate strong feelings in both participants and teachers. It was important then for the teacher to empathise with the participant. By empathy, we mean being able to feel with and be committed to the participant – but also be able to guide the participant forward, consistent with the participant's circumstances and abilities.

An ethical dilemma for teachers working closely with both participants and their manager is how to discuss participants' progress. In an educational setting, there is opportunity for one-to-one progress reviews between teacher and student. In workplace learning programmes, questions regarding the progress and performance of individual participants may involve discussions between manager and teacher. It is important that the teacher respects the confidentiality of the learning process even when it is the employer who has initiated and paid for that process.

In addition to the individual tutorials that teachers had with each participant, ArbetSam also featured three-way discussions. The three-way discussion brings together teacher, participant and manager to discuss the participants' learning progress and goals. This three-way discussion ensures that the parties involved talk to each other and not about each other.

Some of our teachers were not used to having individual conversations with learners and therefore wanted a discussion template. Appendix 1 offers a template to support teachers and managers in the three-way discussion.

¹⁰ Ibid. Christian Helms Jorgensen, (2006), Education Planning – interaction between education and work. Lund: University Press.

¹¹ Ibid. p146

¹² bid.

¹³ ArbetSam senior project leader's note: 'In SpråkSam the groups were between five and ten. This could be too small for a dynamic discussion, so we tried to make the groups bigger. In regular education the groups are between 30 and 40, so compared to that our groups were small.'

The teacher's competence

The teachers in SpråkSam and ArbetSam had different backgrounds in terms of teacher training and professional experience. Of course, they also had different social and cultural backgrounds. These factors meant that they had different views on adult social care and on their own role in the projects.

Teaching was also influenced by the teacher's attitude towards the participants and by interaction between participants and teachers.

We have already noted that teachers need personal and social skills, including the ability to empathise with participants. In addition, the teacher needs to have a grasp of the standards and quality frameworks that underpin and structure educational work. They must also be able to develop a course that relates to the practical work of the participants.

The teacher's communication skills are important for interaction with the participants, managers and other key employees. The teacher needs to have the ability to conduct various forms of discussion with participants, such as the individual tutorial, the validation discussion¹⁴ and the assessment interview. Another important teaching skill is being able to make theoretical knowledge accessible and of practical value. This applies to vocational courses in health and social care as well as classes in Swedish for speakers of other languages.

The following points may serve as useful prompts when considering what teaching skills integrated workplace learning requires:

- **Assumptions about knowledge** and learning: How do I value theoretical and practical knowledge in relation to each other? How can informal learning be connected with formal learning in the workplace?
- **Values:** What are the basic values I base my teaching on?
- **Concept of the learner:** How do I see the participants? Do I see them holistically as competent individuals with a range of experiences, or do I take a reductionist approach and pigeon-hole them based for

example on their linguistic level? How can I emphasise and use the participants' knowledge and experience in teaching

- **View of society:** How do I see adult social care? What role do I have and what role does the education system have in social care learning and development?
- **Programme content:** What decides the content of the learning programme? Is the programme content decided by me, by the business and/or by participants?
- **Programme delivery:** What affects my approach to programme delivery? How do I give input, organise learning activities, and so on?

One of ArbetSam's great strengths has been its joint network meetings for teachers. These meetings have been used for professional development through seminars on topics relevant to the role of the teacher in the project. The meetings have provided a valuable opportunity for joint reflection on integrated workplace learning.

Our experience in ArbetSam suggests that it is important to create a space for this sort of networking and also that the networking benefits from being coherently structured.

The teachers began ArbetSam with four joint meetings. The meetings included sessions on:

- Adult Education
- New upper secondary school¹⁵ curriculum reform
- Importance of reflection for learning
- The teachers' role in integrated workplace learning integrating vocational care learning and Swedish language learning
- Second language acquisition and second language development
- Project goals, local area learning strategies, individual learning plans, portfolio building, three-way discussions and topic-based learning.

¹⁴ Translator's note: Validation is a process by which prior learning is recognised and acknowledged

¹⁵ Translator's note: In Sweden, the upper secondary school system provides vocational education. (See also footnote 32: 'Upper secondary education in Sweden is optional. There are 18 national programmes in secondary schools, 12 vocational programmes and six pre-university programmes. Topic plans also apply to studies at secondary level in adult education.' [From <http://www.skolverket.se/laroplaner-amnen-och-kurser/gymnasiutbildning/gymnasieskola>; accessed 24 September 2013])

We also initiated a development project that all teachers would actively participate in. The project was to map the Common European Framework of Reference for Languages (CEFR) to the health and social care context. During the project, we had regular network meetings – three to four meetings per semester. These network meetings focused partly on issues raised by teachers and partly on development needs related to achieving the objectives of ArbetSam.

Learning model informed by Sense of Coherence (SOC)

Sense of Coherence (SOC) is a theory developed by Professor Aaron Antonovsky during the 1970s. Aaron Antonovsky found in his research that our experience of wellbeing is influenced by various factors. When Antonovsky studied how women in Israel had adapted to the menopause, he made some interesting observations. The women who participated in the survey came from different ethnic groups. Some of them had survived World War II concentration camps. Despite the inhumane conditions in the camps these women experienced good health in middle age. These findings led to Aaron Antonovsky developing the salutogenic model – a model that focuses on and aims to strengthen people's wellbeing.

Antonovsky argued that it is the sense of coherence and meaningfulness that makes people experience wellbeing. The theory includes three useful concepts that the teacher may find helpful when planning learning. The concepts are *comprehensibility, manageability and meaningfulness*.¹⁶

We believe that this, within the context of SOC¹⁷, offers a simplified educational model for the learning workplace in adult social care. The model can be valuable when the teacher reflects on the programme overall. It can also act as a kind of checklist for planning learning.

SOC - a tool for workplace learning programmes:

Comprehensibility

Teachers and managers actively brief participants on:

- Objectives of the training
- What participants can be expected to achieve through the learning programme
- What are the programme's assessment arrangements for health and care courses and for Swedish language courses and what accreditation is available.

Teacher, participant and manager jointly agree an individual learning plan based on a review of participant's language and vocational skills. The individual learning plan sets out the participant's learning aims, with objectives to achieve those aims. Participants are clear about how the learning will happen in the workplace, the number of guided learning hours per week, the amount of private study expected per week, whether or not the participant will be paid for studying on their day off, where the learning will take place and so on.

Through this discussion, the participants feel heard, they get a sense of what the learning is all about and a better understanding of what will happen during the programme. This creates security and reduces uncertainty and anxiety among the participants.

Manageability

For participants to feel that the learning programme is manageable, they need a secure sense of what it involves and that any study demands will be reasonable. It is important to avoid stress triggers. Inadequate planning and preparation can cause participants stress, particularly regarding release arrangements for staff to attend programme sessions. Without cover, participants are likely to feel guilty about

¹⁶Aaron Antonovsky, *Hälsans mysterium*. (Stockholm: Bokförlaget Natur och kultur, 2005). [Aaron Antonovsky, (2005) *The mystery of health* Stockholm: Bokförlaget Natur och Kultur.]

¹⁷Sense of coherence is a global attitude that expresses the extent to which one has a pervasive and enduring but dynamic feeling of confidence that (1) the stimuli deriving from one's inner and outer world during the course of life are structured, predictable and understandable, (2) the resources needed to be able to meet the demands that these stimuli place on one are available, and (3) these demands are challenges, worthy of investment and engagement ' Aaron Antonovsky, (2005) *The mystery of health* Stockholm: Bokförlaget Natur och Kultur, p46.

leaving colleagues and care recipients to cope without them.

Some participants may have personal problems that affect their ability to cope with learning. It may be necessary to factor this into individual learning plans.

Participants may feel that they are challenged too little or too much by the programme. That will affect their motivation and commitment to learning. To arrive at the right balance, the teacher will need to be flexible, adapting and varying the learning methods according to the needs of the various participants. The teacher needs to plan the teaching environment to stimulate the learning process. Peace and quiet is important. It should also be possible to vary the layout of the room and be able to use innovative approaches.

Participants need to feel that they have the support of the teacher and that there is a commitment to the programme from teachers, managers and colleagues. Regular discussion of learning outcomes and follow-up of the individual learning plan should take place between teacher, participant and manager. It is important that these discussions take place with participants and not merely about them. Participants are adults and usually have a long life and work experience – something which must of course be taken into account and respected in the learning sessions.

Meaningfulness

Antonovsky believes that meaningfulness is the motivational component of the concept of SOC¹⁸. For the participants, learning is meaningful if it leads to competence development that benefits the participant themselves, the organization and care recipients. This increases the participant's motivation and commitment to learn. SOC can support the learning process for the participants. Questions that the participant needs to answer are:

Meaningfulness

What do I get from this?

Is this important to me, to my workplace, to the people I care for and support?

Do I understand what this learning programme is trying to achieve, and why?

Do I understand what my employer-organisation is trying to achieve, and why?

Am I committed to my employer-organisation and do I want to help it develop?

Comprehensibility

What information do I need?

What experience is important?

What knowledge needs to be updated?

Manageability

How will the learning programme be organised?

What are its requirements?

What will the training sessions be like?

How able will I be to cope, to succeed?



With the support of the SOC model, the teacher can reflect on whether the learning programme is working well or not. Meaningfulness is a precondition for comprehensibility, which in turn is a prerequisite for manageability. The SOC model stresses the importance of teachers and managers interacting on both a strategic and a practical level to create a learning workplace. Formal learning should not be viewed as an isolated event aimed at participants, but rather as part of overall organisational development.

Competence of staff in care work

In the following section we provide a background to and describe the need of staff in the care sector for occupational knowledge and language proficiency. Our experience is very definitely that having some understanding of participant backgrounds and some understanding of the requirements of the employer-organisation is of considerable help to teachers when they come to plan the learning.

The section also describes how teachers can use the CEFR to estimate participant language skills. The CEFR Council of Europe language scale¹⁹ maps to the National Agency for Education's curriculum for education in Swedish for immigrants. Therefore, the section also includes a description of the levels in the regular courses in Swedish for immigrants.

The work in adult social care for older people and for people with disabilities has recently undergone major changes. One can say that the profession has evolved from practical 'hands-on work' to more complex and skilled work. Previously the job consisted mainly of practical tasks, primarily support activities such as cleaning and shopping, as well as simple personal care tasks. Today, the tasks are more complex and bring new and higher skills requirements. One reason for this is that those who receive care through home care or assisted living facilities are often older and more subject to ill health than

was once common in the elderly. Many of them have multiple illnesses and comprehensive health and social care needs. When it comes to care for people with disabilities, developments have been similar. Care recipients in areas such as group homes or personal assistance may now be older than was common previously. This means that staff often encounter care recipients with age-related diseases, which before were rare.

Another development is the increasing prevalence of relatively new diagnostic groups such as ADHD, autism and Asperger's syndrome. In both elderly care and care of the disabled staff are now responding to very different needs than in the past. It is also the case that care recipients and their relatives are likely to have greater insight and expect more involvement in the services they use. Together these factors have increased the professional demands on staff. Longer-serving staff have repeatedly told us that the job today is quite different from how it used to be.

Occupational competence

Care staff today need both basic and advanced knowledge in several areas. *The National Authority for Social Services general guidelines for basic knowledge* required by staff working in adult social care for older people sets out the key skills and abilities that staff need:

Basic knowledge and abilities

- Values, attitudes and judgment
- Communication
- Normal aging
- Diseases of ageing
- Social care²⁰
- Maintaining independence²¹
- Intimate personal care

¹⁸Aaron Antonovsky, (2005) *The mystery of health*, Stockholm: Bokförlaget Natur och Kulturr

¹⁹ArbetSam mapped the CEFR to health and social care

²⁰Translator's note: This includes: knowledge of the importance of physical, mental and social stimulation for older people's health and wellbeing; ability to support older people so that they have a meaningful existence, both individually and in community with others.

²¹Includes: knowledge of how physical activity affects older people's health and wellbeing; ability to motivate older people to be physically active and to provide necessary support; knowledge of how to maintain and enable independence; knowledge of aids for independent living; knowledge of health and safety and risk management

- Meals, food and nutrition
- Regulatory framework governing the work within elderly care
- End-Of-life care
- Health care²²

Specific areas of knowledge

- End of life care
- Dementia
- Mental Illness
- Meals, food and nutrition
- Maintaining independence

The table lists the knowledge and skills outlined by the National Authority for Social Services in their general advice on the basic skills of staff working in adult social care for older people (SOSFS 2011:12).

Project Carpe²³ has developed a competency framework for staff who support people with disabilities. This competency framework (Professional requirements: Generic skills for employees in the field of support and services to people with disabilities, excluding mental health²⁴) identifies six areas of competence.

These areas are broken down into a total of 50 knowledge objectives and 200 learning objectives. These knowledge and learning objectives are described on www.projektcarpe.se.

Levels of operational competence vary across municipalities in the country. Our experience is limited to Stockholm, where a large proportion of care staff lack both basic training and adequate knowledge of Swedish. Consequently the need for competence development in many workplaces is significant.

Language skills

The ability of staff to communicate orally and in writing has become increasingly important and must now be considered a requirement of the job. Care work requires workers to communicate in different ways and at different levels. For example, health and social care staff are required by law to maintain records. The worker needs to be able to receive information and pass it on. To cope satisfactorily requires both essential vocational knowledge and relatively advanced spoken and written language, as well as knowing how to use a computer.

A command of the language is also essential to learn the skills that employees today need to manage their tasks. In many workplaces staff participate in some form of training more or less continuously. This is often done as project-work focused on a particular area, such as nutrition and meal, values, care for dementia, and so on. In other cases, individual employees study courses in adult education.

The majority of staff working in social care in Stockholm County speak Swedish as an

Essential knowledge and abilities

Subject areas

Contact and interaction	History and traditions, qualities and needs of different disabilities, attitude, communication, mental illness, substance abuse problems and challenging behaviour
Activities and relationships	Motor skills and physiology, leisure, culture and meaningful activities, social interaction, communicating with relatives
Support and service	Everyday contact, everyday support
Promoting health and wellbeing	Prevention and promotion work, personal care, meals and nutrition, health care, medicines
Planning and administration	Planning and prioritising work, record-keeping and reporting
Development in the workplace	Leadership, goals and organization, communication in the professional role, induction of new employees and students, CPD and quality development

²² Includes: knowledge of health care; knowledge of basic hygiene and to prevent infection and disease transmission; knowledge about drugs and drug use in older people

²³Project Carpe involved 19 municipalities in Stockholm County working together on competence for care work in the field of disability. The project ran for three years from 2009 to 2012. In April 2012, Carpe 2, a continuation of the previous project, was initiated.

²⁴ See <http://www.projektcarpe.se/dokument/yrkeskrav/YRKESKRAV%20komplett.pdf> [accessed 28 September 2013]

additional language. The exact ratio varies between municipalities, as well as between sites. Of course, how well those non-native speakers speak Swedish also varies and many of them speak good Swedish. There are also, however, many who lack the language skills required to work autonomously.

Even those who have Swedish as their mother tongue may need to develop their language skills to function at work and cope with their studies.

For staff who have worked in the field for many years, getting by well enough without training, the new requirements pose a difficult challenge. Some may have started working in the sector when the need for communication skills beyond spoken communication was not as clear as today. Examples of tasks that place high demands on the worker's language and communication skills include contributing to the care plans and daily care records required by social care regulation. Gathering the information to be documented requires communication at different levels. Staff need to hold conversations with and ask relevant questions of care recipients and sometimes even their families. They also need to talk to colleagues and other professionals to receive and pass on information. When the worker comes to write up the required records, these should be completed correctly, using appropriate language with accurate spelling. In SpråkSam and ArbetSam teachers have experimented with various language development methods, including reflection, creative writing and role play. In our experience, participants with Swedish as their mother tongue may benefit from language development support by teachers of Swedish.

Language competence

By language competence in this context, we mean the ability to use Swedish based on the different skills outlined in the Council of Europe language scale.

Council of Europe language scale

The Council of Europe language scale, the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR) is a resource that the Council of Europe has developed through years of work on language and language learning. The idea behind the framework is that language trainers, for example, assessors, students, training commissioners and employers need a common language scale to refer to. This should be a tool that enables us to describe the knowledge and skills needed to communicate in different situations. Another goal is to give us common ground when we talk about language and objective criteria when describing language proficiency. The Council of Europe language scale consists of six specified reference levels:

- A1 and A2 describes the language ability of a basic user,
- B1 and B2 describes the language ability of an independent user
- C1 and C2 describes the language ability of a proficient user.

Skills	A1	A2	B1	B2	C1	C2
Listening	X	X	X			
Reading	X	X				
Spoken interaction	X	X	X	X		
Spoken production	X	X	X			
Writing	X					



This language profile allows both participant and teacher to identify the skills participants need to develop. Another important benefit of the profile is that it shows that the participant may have strengths even if they have deficiencies in certain skill areas. To see what one can actually do, helps strengthen the motivation of the participant. The participant gains a better awareness of their own language competence and has a scale to use in regularly measuring their progress. In the project SpråkSam participants and teachers informally assessed participants' language levels on three occasions during the learning programme, at the beginning, middle and end. Both teachers and participants found the CEFR a useful tool. It gave a good picture of participants' language skills at the start of the learning programme and the subsequent informal assessments showed how their language was developing during the programme. That said, teachers and participants also felt that skills in the CEFR self-assessment material were specified in a way that was too abstract and decontextualized. Participants found it hard to relate the CEFR levels to their own language skills and job requirements. Equally, many of the teachers found it difficult to assess the participants' language competence in relation to

the needs of the workplace. Consequently, a number of teachers suggested that language courses should be anchored to the specified objectives of the Swedish National Agency for Education's Health and Social Care programme and also to the practical work of participants. In its guidance to learning providers delivering the Health and Social Care programme, the National Agency noted the importance of developing communication skills. *Learning programmes shall develop the capacity for verbal and written communication, as it provides a basis for good cooperation and the provision of accurate and complex information to patients and other users. Rich and varied language is also a tool for reflection and learning.*²⁵

Adapting the CEFR for care work

Against this background, a couple of experiments were made during SpråkSam to map the CEFR to practical care work. The conclusion of both was that care staff needed language skills at level B1/B2. Skills at A1 and A2 are not enough for care work. Staff with Swedish at those levels need access to language support in the workplace and/or SFI²⁶ language instruction. If this happens, there are good opportunities for language development.²⁷

²⁵<http://www.skolverket.se/forskola-och-skola/gymnasieutbildning/amnes-och-laroplaner>

²⁶SFI is the state-sponsored Swedish for Immigrants programme. See Key terms and concepts on page 8

²⁷A more detailed description of these conclusions are contained in Project ArbetSam (2013). Adaptation of the Council of Europe language levels for work in elder care and care for people with disabilities. www.lidingo.se/arbetsam och i Skeppstедt I. utvärdering av utbildningen inom SpråkSam, www.aldrecentrum.se/Utbildning1/SprakSam/

When ArbetSam started, this idea of concretising and personalizing the language of the CEFR was still with us and development work started in the autumn of 2011. The teachers in the project, along with consultant Ingrid Skeppstedt adapted CEFR for the health and social care context. The material includes a guide describing how to use the adapted language scale in the context of care work. The guide is intended for teachers and learners as well as for managers and employees.²⁸

Education levels in SFI and SVA²⁹

In state education, Swedish for adult immigrants begins with SFI courses A, B, C and D. There are three different pathways, depending on the student's previous school background and study skills. The learning provider makes an individual assessment based on interviews and testing to determine which course of study and courses might be suitable for that person.

- Study route 1: Courses A and B, for those who with no or very little previous schooling. Learners progress to courses C and D.
- Study route 2: Course B and C, for people with up to 12 years of schooling (equivalent to high school in Sweden). Learners progress to course D.
- Study route 3: Course C and D, for independent learners with good study skills. In courses A–D, a grade is awarded on completion of the course. Completion of courses B, C and D is followed by a final compulsory, national test.

'By the time a learner has achieved the SFI course D level, they have the language to express themselves clearly and fluently. They are able to communicate in different contexts without having to worry about language rules. Gaining SFI course D accreditation qualifies the learner to enrol on a course in Swedish as an additional

language (SVA), equivalent to Swedish basic elementary school grades 7-9. The learner progresses to SVA courses 1, 2 and 3, which are at an equivalent level to secondary education.

The National Agency for Education's syllabus in SFI and the basic level of SVA is mapped to the Council of Europe language scale:

Sfi / SVA	CEFR level
SFI course A	Pre-A1/A1
SFI course B	A1/A2
SFI course C	A2/A2 +
SFI course D	B1/B1 +
SVA, basic level	B1 +

Language is linked to identity

Many teachers feel that it can be difficult to raise and discuss language competence appropriately with participants. This is the case even in situations where it might seem natural to raise the question, such as individual tutorials, for example. This reluctance can be based on previous experiences where attempts to raise the issue led to misunderstandings that quickly became awkward. The teacher's aim in raising the issue is open to misinterpretation and the participant may consider that the teacher is making a judgement based on purely subjective criteria. Worse, the participant can feel the teacher is assessing them as a person, not just their communicative competence in Swedish.

One explanation for the sensitivity of the subject may lie in language being closely linked to identity. Our identity is formed, changed and reshaped by our interactions with others, which is mainly done through language³⁰. Language and how well we are able to interact with others is crucial to how we perceive ourselves and our

²⁸Project ArbetSam (2013). Adaptation of the Council of Europe language levels for work in elder care and care for people with disabilities. www.lidingo.se/arbetsam

²⁹SVA stands for Swedish as an Additional Language. See Key terms and concepts on page 8

³⁰K Hyltenstam, Att återerövra sin mänsklighet. I Arnstberg, K.-O. (red), Kultur, kultur, kultur – perspektiv på kulturmöten i Sverige. Stockholm: Liber utbildning, 1993; Ingrid Lindberg, Andraspråksresan. (Folkuniversitetet, 2008). [K Hyltenstam, Reclaiming his humanity. In Arnstberg, K.-O. (eds), (1993), Culture, culture, culture - perspectives on cultural encounters in Sweden. Stockholm: Liber utbildning; Ingrid Lindberg, (2008) Second language journey. Stockholm: Folkuniversitetet.]



place in society.

How we are treated by the environment affects our self-image. This is even more so when you are dependent on communicating in a language you do not understand so well. Limited ability to communicate in the majority language can be mistaken for limited knowledge and skills in areas other than language. Thus a study by Marie Carlson³¹ describes how a group of young women with limited Swedish felt drained of past experience. Those around them seemed to believe that they had no knowledge at all because they could not express themselves effectively in Swedish. As teachers, we need to be aware that many of the participants have probably had similar experiences and a similarly poor self-image. They may have feelings of inferiority and a fear that participating in the learning programme will expose the limitations of their language.

The adapted version of the CEFR can help both parties discuss language and language skills in objective and concrete terms. Linking the participant's language skills to concrete tasks helps avoid the discussion being seen as a subjective assessment of the participant as a person. Project experience suggests that this raises participants' awareness of their language level and where they need to develop.

Another insight gained through project work is that language is also linked to participants' cultural background, something it is important to factor into teaching. This applies to the way we use many of the abstract words and concepts that are common in care work and in the National Agency's Health and Social Care programme. These abstract terms can be difficult to absorb even for those who have Swedish as their mother tongue. When the participant comes from a culture where terms

such as 'empathy', 'integrity', 'holistic' and 'values' have no simple equivalent in the mother tongue, it becomes even more difficult. The participant has nothing to relate the terms to, which makes it difficult both to understand the meaning of words and to place them in the context of practical care work. The risk is that learning then becomes instrumental and that the participant is unable to connect the theoretical knowledge to the reality of practical work. By 'instrumental learning' here we mean that the participant learns the correct answer without understanding the underlying meaning, in other words: rote learning. Thus, for example, the participant may learn to explain the concept of holistic on a theoretical level without actually having understood what the terms means in the context of practical care work. Therefore it is important that the teacher consciously gives participants help to make abstract words and concepts meaningful in a concrete way. Here we give some examples of how ArbetSam's teachers worked to concretize certain words and concepts:

'You have to give a few different explanations so that participants get a feel of the concept.'

'To explain the term "intimacy" we have placed ourselves too close to someone or discussed in the group how it can feel to get an intrusive question, in different ways and in different situations. We have done short role plays based on care situations when we worked with concepts such as integrity, autonomy and so on. After the role plays, we connected the participants' experience of the situations to the theoretical concepts.'

These experiences also provide examples of how facts and understanding of knowledge can be integrated.

³¹ Marie Carlsson, Svenska för invandrare – brygga eller gräns? Syn på kunskap och lärande inom SFI-undervisningen. (Göteborg: Göteborgs universitet, Sociologiska institutionen, 2002). [Marie Carlsson, (2002) Swedish for immigrants - bridge or border? Views of knowledge and learning in SFI teaching. Göteborg: Göteborg University, Department of Sociology.]

Planning for integrated workplace learning

This section is about what integrated workplace learning means for teachers when they plan learning content and methodology. We want to describe how and why teachers need to plan differently to what is usual in regular education.

Integrated workplace learning can be an important tool to strengthen participants' position both in the workplace and in the community. Workplace integration means that the learning is adapted to the workplace and the participants' need for competence development.

Needs can differ significantly between different workplaces, depending partly on the type of service (people with dementia, assisted living, group homes for persons with disabilities) and partly on the composition of the workforce. This means that teachers need to plan course content and structure in different ways for different workplaces. This is what makes planning for integrated workplace learning so completely different to planning in education. Teachers use documents and templates from participants' workplaces and base learning activities on events and situations that participants have actually experienced in their everyday work.

In education, we tend to deal in theories and constructs that are generalised rather than specifically tailored to work activity as it is experienced in real workplaces. In education, participants are not always able to see how the theory relates to their actual work, which may mean that the theory does not take root. In integrated workplace learning, however theory is always closely linked to worksite-specific practice.

That educational theory needs to be linked to workplace practice is strongly emphasized in the new upper secondary school curriculum³². The curriculum states that students in vocational programmes should be prepared so effectively that, on completing their qualification, they can move straight into role.

All courses must meet national standards and be quality assured by the National Agency

for Education. Learning pathways³³ and course specifications should be clear about the content and learning objectives.

In their planning for workplace learning, teachers should bear in mind that participants come with different abilities and needs. Participants with different levels of language need different levels of language support.

Adult students coming from working life have different levels of study skills and varied experience of previous schooling. For example, we encountered care staff who reported that lack of success with previous learning had left them reluctant to try again. Other factors too can contribute, such as an experience of school bullying or other forms of harassment. Some staff may have had only limited schooling, or none at all, while others may have completed upper secondary school level and gone on to college. For these reasons, individual participants may need a different pace of learning using different learning activities in order to engage with learning. That participants' learning should be based on their individual needs and circumstances is emphasised by the Education Act 2010 and by 2011 official guidance for adult learning. It notes that the learners should be supported and encouraged in their learning. They should be given opportunities to develop their knowledge and skills so that their position in working and social life is strengthened.

An approach that combines vocational learning with language development sits very naturally within integrated workplace learning. For this, teachers need time together to plan jointly. Time will also be needed for joint planning with workplace managers and other key staff. Especially at the start of the learning programme, those involved in planning need to be able to invest an amount of time so that less time will be needed later. It is important that teachers have the support of their own managers to get the planning time they need.

³²Translator's note: 'Upper secondary education in Sweden is optional. There are 18 national programmes in secondary schools, 12 vocational programmes and six pre-university programmes. Subject plans also apply to studies at secondary level in adult education.' [From <http://www.skolverket.se/laroplaner-amnen-och-kurser/gymnasiutbildning/gymnasieskola>; accessed 24 September 2013

³³ Translator's note: Learning pathways (studievägar) are regulated options available for learners to choose from within a programme.

Integrating health and social care courses and courses in Swedish as an additional language

This section focuses on learning for groups where participants are second-language speakers who need to develop their language ability to cope with their studies.

To cope with upper secondary school health and social care programmes, participants need to have a relatively good knowledge of Swedish. Some adult education learning providers ask for SVA basic level Swedish (CEFR level B1/B1+) for admission. Experience from SpråkSam and ArbetSam suggests that to benefit from instruction and complete the course learners need at least CEFR level B1/B2 Swedish. Participants with lower level Swedish need to combine their health and social care learning with instruction in Swedish. Even those at level B1/B2 will achieve better results when vocational learning is combined with language support designed for those levels.

Needs and benefits of subject integration

Studying care topics and Swedish separately does not give participants the opportunity to develop the language they need for work that arises when subjects are integrated. Monika Axelsson³⁴ describes in her report that it is simply unrealistic to expect programmes of Swedish as an additional language to equip participants with both the specialised language needed for different fields of work and the everyday language of social interaction. When it comes to subject learning in education, the focus is on the knowledge content. No particular attention is paid to language issues. Were subject teachers, such as care educators, able instead to work with participants on the language used in texts and other materials, this focus on the language would become a route to learning. Studies and practical experience demonstrate that a large part of subject teaching simply fails to reach learners with limited language skills.

In education it is generally the case that teachers in Swedish as an additional language

are responsible for all language instruction. For the most part they are also responsible for the participants' language development. To support participants' language development effectively, though, it's important that care teachers use methods of teaching that also provide participants with opportunity to practise and develop their language skills. This increases the likelihood that all participants will both assimilate knowledge and develop their work-related language. There is a need for language development in most groups of participants in the health and social care programme and not just for participants who speak Swedish as an additional language. Even those with Swedish as their mother tongue, as we have already mentioned, often need to develop their language and communication skills. *Research shows that communicative, richly-textured teaching which focuses on the role of language in all subjects is beneficial to all students and absolutely necessary for multilingual students.*³⁵

By consciously focusing on language in this way, the care teacher will enhance participants' ability to benefit from instruction. In order to develop an effective, multifaceted language for study, work and social life, however, the care teacher's skills are unlikely to be sufficient. It requires the skills of the language teacher to combine subject teaching with teaching of Swedish as an additional language. Examples of the language teacher's specific areas of expertise include: second language development, second language acquisition, the significance of mother tongue, importance of language for identity, intercultural communication, grammar, pronunciation, forms of assessment, basic literacy and development of reading and writing skills.

When teaching in health and social care is integrated with the teaching of Swedish as an additional language, teachers can complement each other based on their respective areas of expertise. They plan and implement teaching together and are equally involved and responsible for the delivery of the learning programme. This

³⁴Monika Axelsson, Mikael Olofsson, Anders Philipsson, Carin Rosander och Mariana Sellgren, Ämne och språk – språkliga dimensioner i ämnesundervisningen. (Rapport inom Kompetensfonden Stockholm, 2006). [Monika Axelsson, Mikael Olofsson, Anders Phillips, Carin Rosander and Mariana Sellgren, (2006), Subject and language – linguistic dimensions of the curriculum. Stockholm: Rapport inom Kompetensfonden]

³⁵Direct quote from the National Centre for Second Language, University of Stockholm ([www.andrasprak.su.se / common-questions / elementary school / what-is-language-and-knowledge-development](http://www.andrasprak.su.se/common-questions/elementary-school/what-is-language-and-knowledge-development)). There are also ideas and tips on how such education can be designed.

means that teaching is carried out with a focus on both subjects at once. Teachers in Swedish as an additional language might, for example, change and adapt the health and social care texts used based on participants' language levels. The teacher might create learning activities in the form of, for example, dictation and dictogloss³⁶, integrating both subject knowledge and Swedish.

Examples of how tasks can be integrated are described in Part 2.

Teachers themselves reported benefits from integrated working:

- Knowledge of each other's disciplines
- Development of their teaching role
- Increased understanding of both the vocational and the language skills required by participants' jobs
- Recognition by care educators that theory-based elements of the health and social care programme can pose significant problems for staff who speak Swedish as an additional language. Care educators have also become more aware regular care courses allow insufficient time to address language issues.

When a learning programme is located in a workplace where participants speak Swedish as an additional language, we have seen the benefit of assessing participants' language levels before the learning programme begins. The aim is to find out who needs to combine care learning with Swedish language learning and to get an idea of participants' language levels.

Assessment of language levels can be done either through a placement test in SFI or by using the customized CEFR. It is important that this assessment is conducted by a teacher with expertise in Swedish as an additional language.

Should participants be grouped by language ability?

During the project teachers discussed the pros and cons of splitting participants into learning

groups based on language ability. The question was whether to aim for mixed-ability or similar-ability groups. Assignment to different groups is of course only possible if the number of participants allows for more than one group.

Teachers have reported different experiences and it is clear that there are pros and cons with both options.

In the mixed-ability groups, participants' varying levels of language ability create opportunities for learners to help and support each other, which affects learning positively.

For those who are weaker, language can be a spur and seeing how others have progressed in their language development can strengthen motivation. Teachers have told us about experiences when they think 'the participant would never have got so far' if everyone in the group had been at a low level. This is provided, of course, that the atmosphere in the group is positive and tolerant, and that participants feel safe in the group.

It also presents teachers with the challenge of adapting their teaching to each individual participant's needs and requirements. Adequate time for joint planning, then, and a good understanding between both teachers are needed to ensure effective teaching and engaged learning. It is important also to have access to a space that allows the teacher to put participants into small groups based on different language levels during the session.

Teachers also reported other, less positive experiences of mixed-ability groups. Examples include learning being hampered by participants being at different language levels. Lower level participants can feel nervous and worried that they are holding things up. They may feel disadvantaged by participants who are more advanced in their language development. On the other hand, students at higher levels can feel frustrated at having to wait for those who need to learn at a slower pace. By contrast, dividing participants into groups based on language levels produces more homogeneous groups. This makes it easier to create a supportive learning

³⁶Dictogloss is a method for developing language writing exercises practicing grammatical structures of the language. More information and a description of the tutorials available on the National Centre for Swedish as an additional language. http://www.andrasprak.su.se/polopoly_fs/1.96098.1343287170!/menu/standard/file/kristina



environment and to employ level-appropriate materials and methods. The teaching can be aimed at a level that is appropriate for the entire group. It may also be easier for participants to support and learn from each other when everyone in the group is on the same level. For example, texts can be read aloud without fear that others are thinking the pace is too slow.

Topic teaching and integrated health and social care programme courses

Above, we described the integration of health and social care learning with learning in Swedish as an additional language. In integrated workplace learning there are also advantages to integrating the different courses that make up the health and social care programme. Our experience from the project is that it brings considerable benefits to participants coming from working life. It allows these participants the opportunity to use and enhance the skills and experience they bring to the programme with them.

Integrating different courses means that participants study two or more courses from the programme at the same time, instead of

studying one course at a time. In their planning, the teachers start by identifying the topic areas relevant to the competence development needed by the workplace and by the participants. Topic examples include knowledge about dementia, nutrition and meals, interpersonal skills, record-keeping and reporting, and so on. When the teachers, the manager and the participants have agreed which topics to include, the care teacher goes through the relevant courses in the health and social care programme. The teacher then plans which courses can be integrated based on the topics to be studied and which course participants have not taken already.

Subject integration may mean that all participants in a group are not always studying the same course or courses. Teachers therefore need to be well versed in the health and social care programme as a whole. If the teacher is familiar with the content of the various courses and their knowledge requirements, then planning is much easier. In Part 2 there is an example of a plan-of-work showing what this sort of arrangement can look like (see page 8).

Part 2– Planning, methods and activities

Part 2 contains practical examples from the projects. The examples come from different teachers, so approach and style vary. We start with the planning of the learning programme and then go on to examples that illustrate the workplace learning process. Our hope is that Part 2 will provide tips and ideas that teachers can benefit from before and while working on the programme. The material can also be used as a teaching resource for learning programmes. Our intention is that this part should complement and enhance the guide's first part.

Before teaching starts

- Consultation with learning provider management
- Consultation with workplace managers
- Local training plan, developed in consultation with workplace managers.

Dialogue with learning provider management

As we noted earlier, integrated workplace learning presents teachers with demands and opportunities different from those encountered in regular educational settings. To deliver a workplace learning programme effectively, teachers need time for joint planning with workplace managers and key employees. When health and social care learning is going to be integrated with learning Swedish as an additional language, teachers need time together to plan how to do this. To get the planning time needed, it is important that teachers have the support of their own organisation. Teachers need to agree with their own managers:

- The teacher's role in the workplace learning programme, including aims and objectives
- The learning provider's role in the programme
- How the learning provider will respond if a need for additional learning support emerges, for example, participants with reading and writing difficulties
- How the learning provider will respond if a need for specialist SFI expertise emerges,

for example, participants who have had very little schooling (and so lack basic literacy).

- Teaching and planning time
- How the learning provider will monitor and evaluate teaching on the learning programme
- Professional development needs and opportunities for teachers.

Consultation with workplace managers

Before the learning programme begins, teachers should also consult with participants' managers to discuss:

- How managers hope the learning programme will benefit the workplace
- What participants have been told about the learning programme and how they have been selected for it. Staff who are going to participate in the programme need to be well briefed about its purpose well before the programme actually starts. Teachers need to be aware of exactly what has been said about the programme between managers and participants, as this has a strong influence on motivation for learning. Teachers may need to continue motivation work with participants once the programme is underway, but the foundation should be laid by managers at an early stage.
- How to tell participants to bring in details of all their previous qualifications and certificates at the start of the programme. It is important that participants understand the reason for this request – i.e. that this formally recognised occupational competence will provide a starting point for the individual learning plans that they will create with the teacher.
- Participants' language levels. Participants who are second-language speakers should take a language test in SFI, or go through a mapping exercise using the Council of Europe language scale (CEFR), before the programme begins. If there are enough participants for more than one group, teachers should decide whether to divide them according to language level. See Part 1, page 8.

- Participant group size and composition. In SpråkSam groups were typically made up of five to ten participants, which most of the teachers felt was too small. It was difficult to get enough momentum in the groups. ArbetSam's groups of ten to 15 participants worked well because they made it possible to take participants' different circumstances into account.
- How other employees have been told about the program and what the programme will mean for the workplace.
- How participants' work schedules will be organized so that they can attend sessions without feeling that they are 'leaving care recipients and their colleagues in the lurch'
- Who will become key staff, i.e. the reflective discussion leaders, language advocates, documentation supporters³⁷
- What arrangements have been agreed between participants and managers regarding release for learning, studying on days-off, monitoring and evaluation of participants' development and so on
- Appropriate local training facilities and access to learning resources, including computers, projectors and so on
- Procedures for the purchase of course books and other materials

Local learning plan

With the broader issues agreed, teacher and manager can begin to plan the learning programme. They should start by developing together a programme specifically for the local workplace. When participants come from several different workplaces in a municipality, a city district or a firm, a shared learning programme can be planned for the municipality / district / firm. The manager supplies the workplace aims and objectives for the learning programme and the teacher provides the learning design. Not every aspect of the learning programme can be specified before teachers meet

the participants and establish their skills and learning goals, but an outline plan has to be made at this stage if the learning programme is to be planned.

The local learning programme plan should describe:

- What has informed the development goals, e.g. results of a service user survey, municipal / district development plan, etc.
- The aim of the learning programme
- Objectives of the learning programme
- What the learning should cover in order to meet workplace and participant needs
- The structure and methods for implementing the learning
- How monitoring and feedback should be arranged between teachers, workplace managers and key personnel.

Appendix 2 provides two different examples of local learning programme plans, both related to municipal elderly care services. The first example is from SpråkSam, the second from ArbetSam.

During the programme's start-up period

- Interviews/chats with individual participants
- Audit of participants' formally validated vocational skills
- Audit of participants' language levels (for speakers of Swedish as an additional language)
- Individual learning plans
- ortfoliosOutline for the semester / duration of programme
- Confirming the local learning plan with workplace managers

³⁷Translators note: A documentation supporter is someone in the workplace who will help other staff with written record-keeping and reporting.

Interviews/chats with individual participants

To help participants get the most out of the learning programme an early one-to-one, conversation with each participant is valuable. Teachers can use prepared interview questions to obtain a picture of the participant's circumstances³⁸ and needs. In Appendix 3, we provide questions to use or adapt, one set for Swedish participants, another for participants who speak Swedish as an additional language. Consider issuing the questions to participants prior to the interview so they can prepare.

Audit of participants' formally validated vocational skills

At the start of the course, teachers need establish with participants any previous formal learning that participants have done related to health and social care and/or Swedish language.

This information is important in order to develop individual learning plans for participants. These then form the basis for planning the structure and content of the learning, learning plans for groups and the fulfilment of the local learning plan. The participants should be given good warning that they will need to bring in all their certificates and credits at the start of the learning programme. Then the first contact with the participants and the start-up process should go smoothly.

Audit of language levels of participants who need Swedish language support

In the first period of training, it is a great advantage if participants complete a self-assessment using the adapted European language scale (CEFR)³⁹. At the same time, the teacher should make their own initial assessment of the participants, also using the adapted CEFR. Both teacher and participant will then have an idea of what need there is for language support, facilitating programme planning.

For participants, this dual assessment process (i.e. participant self-assessment supplemented by teacher assessment) can lead to greater awareness of their strengths and weaknesses in

Swedish. Project experiences have shown that this often increases participants' motivation for studying. However, one should delay the dual assessment process until the teacher knows something of the participant's educational background and study skills. The teacher also needs time to form an impression of the participant's language level. Then the teacher can more easily identify the level of individual support the participant will need when the teacher makes their initial assessment.

It is very important that the teacher who is going to guide participants through the self-assessment process thoroughly reviews the assessment material first. The teacher needs to understand the material in order to give participants the appropriate level of support. Also, to make sense of the results the teacher has to be familiar with the material.

Participants will have different needs regarding information and support for self-assessment, depending on their study skills and their language level. The guide for the adapted European language scale offers examples of how to provide information and support at different levels.

During the learning programme, participants should self-assess on at least two further occasions. Again, the teacher should carry out their own assessment of the participant at the same time. In this way, participant and teacher can monitor how the participant's language develops. These assessments should not be undertaken too close together, as language development takes time. Helping participants in this way to watch their language skills develop during the learning programme is likely to reinforce their motivation as learners.

The teacher makes their assessment to see if the participant and the teacher's opinions coincide. No matter how well they match, it is important to discuss together both the participant's and the teacher's perceptions. In cases where perceptions differ, it is obviously important to discuss why. The results of self-assessments and teacher assessments are monitored and discussed at one-to-one tutorials.

³⁸Translator's note: Circumstances includes things such as previous experience of studying, level of study skills and effective learning strategies, time, space and opportunity to do homework, Swedish language ability and so on.

³⁹ArbetSam. (2013) Adaptation of the Council of Europe language levels for work in elderly care and care for people with disabilities. www.lidingo.se/arbetsam Click on "material"

Material from the adapted language scale can be used throughout the learning programme. For example, participants can discuss which language skills different types of study activity and task call for.

Another example is discussing what language skills are needed to apply in practice what is being covered theoretically at that point in the programme. This approach also helps to support participants' learning generally.

Reading and writing difficulties, such as dyslexia

Either when conducting the audit of participants' competences or later in the learning programme it may turn out that one or more of the participants have reading and writing difficulties. Participants may need advice and support from the teacher to diagnose the difficulties and get help. People with dyslexia are entitled through the local authority to support for learning and work. To gain access to any of this support, the participant must:

- Contact a doctor at a local health centre for a referral to a speech therapist
- Make an appointment with a licensed speech therapist. The speech therapist will assess whether it is dyslexia, or if there are other causes of the participant's reading and writing difficulties. If dyslexia is diagnosed, the speech therapist evaluates what form and degree of dyslexia it is and recommends what support arrangements should be put in place.

Entitlement to support differs between local authorities. Information about entitlements can be found on the relevant local authority website. For more information on advice and practical tips we recommend you visit the website of Dyslexiförbundet FMLS [the Dyslexia Association FMLS], www.dyslexi.org.

Individual learning plans

An individual learning plan for each participant is made during the start-up period of the learning programme. Teacher and participant do this together at a one-to-one session, based on:

- The participant's professional development goals; for example, to develop their

knowledge of an area and/or gain a qualification(s)

- Identification of the participant's formally validated competences
- Assessment of the participant's language level (if the participant speaks Swedish as an additional language)
- The participant's own perception of their job-related strengths and weaknesses
- Workplace development objectives, based on the local learning plan
- The teacher's professional judgement and knowledge of learning pathways.

Appendix 4 contains two examples of templates for individual learning plans. The first is for participants studying without language support; the second caters to participants studying health and social care integrated with Swedish for speakers of other languages.

Portfolio approach

In ArbetSam teachers used a portfolio approach. The aim of the portfolio is to support participants in their learning process. Portfolio development should be the responsibility of the participant and based on the participant's own activities, contributions and ability to reflect. The portfolio thus comes to provide a concrete and clear basis for individual discussions with participants. Being able to refer to concrete activities and work in the portfolio facilitates discussions between teacher and participant. This means more opportunity for teacher and participant to see where the participant is in their learning and what they should now be doing to promote learning.

The portfolio can be generally defined as follows:

1. It has a specific aim
2. It is developed for a specific purpose
3. It includes activities / work / study assignments
4. It has a reflective content

5. It brings out the strengths and shows or points towards the next step
6. It provides a visible record of process, product and progression in learning.⁴⁰

The portfolio gives participants the opportunity to see their own learning processes and development over the period of the learning programme. The portfolio can also support performance review discussions between participant and manager. The summary document⁴¹, certificates, materials and information contained in the portfolio may be a good starting point to work from when discussing the participant's current work situation and development goals.

Portfolios in ArbetSam contained:

- The participant's background and experience, qualifications and certificates
- The participant's self-assessment of language skills
- The participant's individual learning plan
- Learning assignments and other work
- Other types of item, e.g. personal material supplied by the individual

Portfolios helped participants and teachers discuss the learning process and monitor progression. Portfolios also supported the three-way discussion between participant, teacher and manager.

Experience

In ArbetSam, both participants and teachers sometimes had difficulty getting started with the portfolio approach.

Some participants struggled initially with organising a folder, putting documents into the correct order and so on. This may have been due to limited study experience, but also not really

understanding the purpose of the portfolio. For some teachers, it was also awkward to work with this approach. Some teachers used the portfolio, but took responsibility for it and stored it in their own homes or offices. Participants could not 'own' their own portfolio when the teacher was looking after it. The lesson we took from this is the need to be proactive in explaining the portfolio approach, its purpose and potential, and also in training teachers on how to lead discussions with participants to explain the approach.

Most of the teachers who used the portfolio approach felt that it delivered real benefits to the participants by involving them in their own learning processes. Portfolios influenced participants' motivation to learn in a positive way.

Group learning plans

When the competence development needs of the workplace and the circumstances, learning needs and goals of the participants have been clearly identified, it is time to write a learning plan. The teacher(s) develop a group learning plan for the learning period, usually a semester, based on:

- Workplace competency development needs, i.e. the local learning plan's development goals
- Participants' needs and requests for professional development, i.e. the individual learning plans
- Courses from the health and social care programme that link to topics relevant to individual learning plans
- Courses from Swedish language programmes relevant to individual learning plans.

On the next page is an excerpt from a study plan designed by two of the project's teachers.

⁴⁰Birgitta Ellmin och Ulrica Ellmin Cederholm, Portfolio för professionell utveckling – att leda sig själv och andra. (Malmö: Gleerups Utbildning AB, 2006). Sid 18. [Ellmin, Birgitta and Ellmin Cederholm, Ulrica, (2006) Portfolio of professional development - to lead oneself and others. Malmö: Gleerups Education AB. p18.]

⁴¹Translator's note: In Sweden, certificates and degrees are sometimes put together in a sort of summary document.

Content / implementation	Workplace development objectives	Core units: Health and social care work 1,200p	Core units: Diet, meals and oral health, 100p ⁴²	Core units: Diet, meals and oral health, 100p	Homework	Course book / resources
<p>Week 15</p> <p>TOPIC MEALS (continues)</p> <p>Contents: Home cooking Food composition. Review of meal plans Measure and units of weight - refresher. BMI and malnutrition - introduction. Implementation: Group work with the tasks from Ord med tanke på vård [Words with care in mind]⁴³. Compose personalised meal plans for care recipients in their charge Listening and reading comprehension.</p>	<p>Increased understanding of the importance of diet. Improved spoken interaction. Increased ability to respond to spoken requests. Expanded vocabulary. Increased capacity for creative thinking. Increased knowledge of traditional Swedish culinary traditions and the ability to reflect on them based on their own cultural experiences</p>	<p>Personal care, such as personal hygiene, oral care, diet and hydration meal situation, rest and sleep, elimination, clothes dressing and complications of prolonged bed rest. Ethical conduct in health care and social services. Service Tasks in the household, such as laundry handling, cleaning, shopping, cooking and food handling.</p>	<p>Nutritional needs, nutrition and national dietary recommendations. Cultural aspects of diet and meals Balanced diet and special diets related to health, disease and disability.</p>	<p>With some adaptation to purpose and interlocutors, informal and more formal situations in everyday life, social life and work life. Understanding clearly enunciated speech in both informal and more formal situations in everyday life, social life and work life.</p>	<p>Analyse their workplace with a focus on nutrition.</p>	<p>Ord med tanke på vård [Words with care in mind] - p 64-65. Ida's workweek. Working in social care. - Measurement exercises, p 26. Our cookbook. Your garden. BMI card. Assessment of risk patients (material from Nutricia).</p>
<p>Week 16</p> <p>TOPIC MEALS</p> <p>Contents: Work with diet binder: Nutrition, food components. Diet and health. Summary of individual learning plans (one workplace) - 3 participants Implementation: Reading aloud and reading comprehension. Discussion on texts read and issues. Writing Assignment: Meeting with the boss at work.</p>	<p>Increased ability to analyse their own residents' situation bearing in mind the risk of malnutrition. Increased awareness of workplace food policy. Increased knowledge and understanding of their own reading and writing skills.</p>	<p>Same as above. How to perform tasks in an aesthetic manner.</p>	<p>Nutritional needs, nutrition and national dietary recommendations. Cultural aspects of diet and meal. Balanced diet and special diets on health, disease and disability</p>	<p>Participants can read, understand and use simple texts with some complexity in everyday, social and working life. Write simple texts with some adaptation to purpose and audience.</p>	<p>Reading and writing homework (write work article and do reading comprehension exercise).</p>	<p>Diet binder Stockholm City, p 9-16 Enrichment Energy Malnutrition, pp. 36-37. Ord med tanke på vård [Words with care in mind] - p 14-16. Chef Students cooking for the elderly in Bjurslätt (source: Internet) - homework.</p>

⁴²Translator's note: The 'p' here refers to 'poäng' i.e. points. Poäng are a formal credit and 20 poäng equate to one week in upper secondary school.

⁴³Berggren, Anita; Lundkvist Anne. (2003) Ord med tanke på vård [Words with care in mind] Malmö: Gleerups 'For teaching Swedish as a second language with a focus on social care. The booklet deals with words and phrases that relate to and are useful in different occupations within the field. A range of tasks at levels of increasing difficulty stimulates students to persist with learning that can have direct use in their future careers or as individuals communicating with these professionals. The material allows differentiation in teaching and can also serve as an aid to higher education in the field.' From <http://www.adlibris.com/se/bok/ord-med-tanke-pa-vard>-9789140642455 [accessed 6 October 2013]



Validation – a way of valuing prior learning

Validation⁴⁴ involves the identification, assessment and evaluation of an individual's actual knowledge, skills and abilities - that is, the individual's prior learning. Validation makes no distinction as to how the person acquired the prior learning.⁴⁵

Prior learning can be acquired through:

- Formal learning, e.g. structured learning in settings such as secondary school or college (formal learning in the public education system).
- Non-formal learning, e.g. structured learning in settings such as the workplace. This includes coaching and various types of workplace development activities (formal learning outside the public education system).
- 'Informal learning, daily unstructured learning in and outside the workplace.'⁴⁶

Validation has become an increasingly common way to recognise and value the knowledge, skills and abilities people have acquired – i.e. their competence.⁴⁷ Validation can for example be used in formal learning to determine the participants' level of knowledge and adapt the content to the individual. Validation can also be used to document knowledge and skills during recruitment, or in connection with human resources development.

The validation model that we have tested and developed during ArbetSam is built on the premise of competence development at work. In our model, validation of participants' prior learning is interspersed with new learning in a single process.

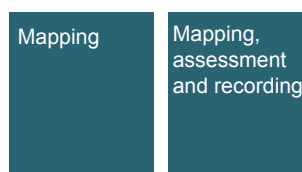
When a participant meets knowledge requirements on completing a course(s), they can obtain credit.

Validation models

Validation can be designed and carried out in different ways depending on the purpose and on what validation will lead to for the individual. As a process, validation offers two options: summative and formative.

- Summative validation aims to accredit the individual's prior learning through a formal qualification or academic credits
- Formative validation aims instead to provide information for the learning process. Formative validation determines what the person needs to complete or to study in order to obtain formal qualifications or credits.⁴⁸

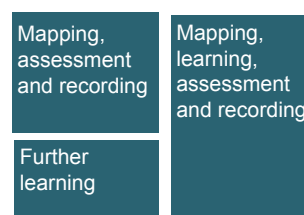
Summative validation



1a

1b

Formative validation



2

3

This diagram is adapted from Andersson and Fejes (2005, page 116).

1a and b) Summative validation is used for example in the validation of job seekers in order to match their individual skills with available jobs.

2) The formative validation in variant 2 leads on to further learning.

3) Variant 3 shows the validation process used in ArbetSam. Validation and learning take place during the same time period and are 'part of the same process.'⁴⁹

In workplace learning programmes, the participants usually have several years of work

⁴⁴ Translators note: Validation equates to recognition and/or accreditation of prior learning

⁴⁵ <https://www.valideringsinfo.se/sv/Om-validering/>

⁴⁶ Ibid.

⁴⁷ Andersson, Per, and Fejes, Andreas, (2005) Valuing knowledge – validation in theory and practice. Lund: University Press.

⁴⁸ Ibid.

⁴⁹ Ibid.

experience, which equates to several years of prior learning. There is good reason to start from the knowledge and skills of participants when planning workplace learning. Not having to start from scratch can enhance participants' motivation and commitment to study. The participant's knowledge can be confirmed or adjusted by new theoretical knowledge. This should lead to higher standards of care in the workplace.

Having their expertise validated gives participants the opportunity both to save time and to use their study time effectively. Linking new learning to practical skills and reinforcing those skills with theoretical input offers participants the opportunity to extend their professional competence.

The teacher's role in validation

A validating approach places demands on role of the teacher. Most teachers involved in workplace learning have a validating approach and work from a coaching perspective.

It is important for the teacher to take a structured approach when evaluating and assessing participant skills. Participants need to be involved in their own learning processes and see how the process of valuing and assessing expertise takes place.

For teachers who are working to integrate validation and teaching, it is important to reflect on how one looks at expertise and learning. Teachers need to focus on the present, be aware of the participants' previous experience and knowledge and be able to lead the learning process forward.

Teachers who use validation in learning programmes delivered in elderly care workplaces also need:

- Up-to-date understanding of work activity in elderly care
- Familiarity with the health and social care programme's courses in core as well as specialised knowledge in elderly care
- Consultative approach
- Structured approach

- To start from the participant's level of expertise and needs
- Flexible approach to learning.

The manager's role in the validation process

The participant's manager plays an important part in the validation process. Teacher and manager need to work together around the planning of learning and validation. They need to decide how participants will be selected and how participants and other staff are briefed and kept informed.

It is the manager who creates the conditions for the validation process based on workplace needs and opportunities. The manager schedules time for teaching and validation.

It is highly beneficial for the manager and teacher to have regular progress meetings during the process. There should also be openness between manager and teacher on issues that may disrupt the workplace learning programme.

Co-validator

In order to assess the practical elements of the courses, some workplaces in ArbetSam appointed co-validators. This co-validator might be an auxiliary nurse or a fully-qualified nurse who worked with the teacher. The co-validator assessed the participant's underpinning knowledge and practical skills in care work in the department or unit.

When a workplace appoints a co-validator it is important that they have the health and social care expertise services require. They also need to be familiar with the content of the course and its knowledge requirements. Like the teacher, the co-validator should take a coaching approach. They need the confidence of their colleagues in the workplace. The co-validator's task is to work with the teacher and give their views on how well the person being validated has carried out the practical elements.

The participant

Participants who are offered integrated learning and validation need to be committed and motivated to go through validation. It is also important that participants have sufficient language skills to undertake both spoken and written validation test. If the participant speaks

Swedish as an additional language, their language skills need to be at least at SFI course D level or SVA basic level.

Guidelines and policy documents

The Ordinance (2011:1108) on adult learning described validation as a process that involves a structured assessment, evaluation and documentation (i.e. recording). Validation must also recognise whatever knowledge and competence a person possesses, regardless of how they were acquired. Whoever gets their knowledge and competence assessed through validation should be able to get these documented (i.e. recorded) in writing.⁵⁰

In the local authority-managed adult education system, validation includes assessment tests.⁵¹ The validation is completed by testing the learner's knowledge and skills. In the test, the participant's knowledge of the course is assessed in relation to both the objectives set in the curriculum and the knowledge requirements of the syllabus.⁵²

Testing of the validated knowledge is based on nationally specified knowledge requirements. The official provisions for assessment and accreditation apply. Just as in regular learning, various forms of assessment can be used in testing. Teachers should make use of all possible information about the student's knowledge in the relation to the national knowledge requirements. Any assessment data generated during the learning and validation programme should be used for a comprehensive assessment of knowledge. This means that teachers can be flexible as to how the test is conducted. The student's knowledge can be assessed at all levels, from A to F.⁵³

Validation can have different purposes and be carried out in different ways and there may be different views on what validation means. The Authority for Higher Vocational Education, which

has a government mandate to coordinate and support a national structure for validation, has developed national validation criteria and guidelines for quality assurance and documentation (i.e. recording) of validation.⁵⁴

Formative validation in workplace learning programmes

The validation approach to workplace learning involves teachers and participants identifying participants' real-world skills then assessing their knowledge and competence. Additional learning through the programme fills any knowledge and credit gaps. Within ArbetSam, we have had the opportunity to test two different models for integrating learning and validation:

Validation according to model 1

The participants' level of learning and competence development needs are identified and then the learning programme begins. The teachers plan instruction based on topics and courses in the health and social care programme. During the learning programme, teacher and participants identify what can be validated and the topics that the participant needs to study. Validation and learning is based on one or more courses.

Validation according to model 2

Participants begin the validation process according to the formative validation model. The validation process includes the identification, assessment, evaluation and documentation of prior learning and any supplementary learning that the participant needs to achieve credits on one or more courses. The validation of practical work takes place in the participant's work environment. A teacher and / or co-validator assess and supervise the participant in the various tasks to be performed.

⁵⁰Förordningen (2011:1108), 24§ och 25§. Hämtat från <http://www.skolverket.se/lagar-och-regler>. [Ordinance (2011:1108), § 24 and § 25. Retrieved from <http://www.skolverket.se/lagar-och-regler>.]

⁵¹Skollagen (2010:800), 20 kap., 30§ och 32§.; Förordningen (2011:1108) om vuxenutbildning, 4 kap. 24§. Hämtat från <http://www.skolverket.se/lagar-och-regler>. [Education Act (2010:800), Chapter 20., § 30 and § 32.; Ordinance (2011:1108) on adult education, chapter 4. § 24. Retrieved from <http://www.skolverket.se/lagar-och-regler>.]

⁵²Skollagen (2010:800): 15 kap., 28§; 20 kap., 30§; 22 kap., 8, kap. 24–25§. Gymnasieförordningen (2010:2039): Hämtat från <http://www.skolverket.se/lagar-och-regler>. [Education Act (2010:800): 15 Chap., § 28; Chapter 20., § 30; Chapter 22., 8, Ch. § 24-25. School Ordinance (2010:2039): Retrieved from <http://www.skolverket.se/lagar-och-regler>.]

⁵³www.valderingsinfo.se

⁵⁴Education Act (2010:800): 15 Chap., § 28; Chapter 20., § 30; Chapter 22., 8, Ch. § 24-25. School Ordinance (2010:2039): Retrieved from <http://www.skolverket.se/lagar-och-regler>.



Coordination between validation and teaching

It is important that all employees in the workplace are briefed on the validation process. This briefing should include the purpose and objectives of the validation and who / which personnel will be offered the opportunity of validation. The briefing should also address how the validation will be implemented, how it can benefit service delivery and any potential issues it may pose.

The validation process:

1. Identification of prior learning

– Discussions with participants. In the discussion, the participant receives information about how validation is integrated with learning. The participant also learns what will be required of them and the support they can expect from the teacher, their manager, co-validator and others in the workplace. In ArbetSam, the validation process of identifying prior learning included two parts:

- Inventory of previous education and training, work experience and so on
- Self-assessment where participants rate their real-world competence in elderly care.

After the participant's self-assessment, teacher and participant review the results together.

2. Planning the validation and learning

Reviewing the outcomes of the participant learning and skills audit. Planning the appropriate courses to run during the workplace learning programme.

For this part of the process, the teacher needs to allow plenty of time as this is when most of the planning is done. The teacher decides which topics participants need to study and which elements and courses can be validated and how best to do the validation.

- Individual conversations with the participants about which courses are to be included in the validation and which elements of the courses to be validated will require additional learning.

It may be possible to carry out validation during care work in the workplace or in a practical training room. The validation of underpinning knowledge can be conducted orally and / or in writing, individually or in groups.

The results of the skills audit and course planning should be included in the individual learning plan, kept in the participant's portfolio. The portfolio should include previous qualifications and certificates, the individual learning plan, topics planned for the semester, assignments, and more. An important part of the learning process is that each participant takes ownership of their own portfolio.

3. Assessment, evaluation and knowledge:

Conversations before validation: The teacher and / or co-validator goes through what will be validated and how, together with the participant.

Implementation of validation:

Validation of practical elements can be carried out in the workplace during care work or in a practical training room. The validation of underpinning knowledge can be conducted orally and / or in writing, individually or in groups.

Discussing the practical elements after the validation:

Examples of what a teacher or co-validator can highlight in the discussion after a validation situation.

- Establishing the context:
The aim of the discussion and how feedback will be given
What is being validated?
What knowledge requirements are being assessed?
Did anything occur during the validation that ought to be considered?
- Tell us about the care situation / element / knowledge content
What went well? Why did it go well?
Was anything difficult? What made it feel difficult? (For example, a stressful situation, uncertainty, dealing with a care recipient, etc.) How did the participant behave in the situation?
- Summarize the discussion, rehearsing the points that have come up. Pick up on both matters of fact and perceived feelings.
- In the transition to feedback and assessment, the teacher and/or co-validator confirms

what has emerged during the discussion.

When assessing the elements validated and providing feedback, it is important to start from 'I' statements.

- Connect the participant's knowledge and experience of the validation element to the relevant underpinning knowledge area and the care recipient's perspective – evidence-based practice.
- Summarize the discussion
- Confirm that all involved feel that the conversation view is achieved.

Decide together with the participant and (where appropriate) the co-validator if proficiency is approved or not.

If the participant does not achieve an element, arrange either a time for another validation, or for the participant to undertake further learning to gain the competence in question.

Finally record that the validation exercise was carried one and then amend the participant's individual learning plan.

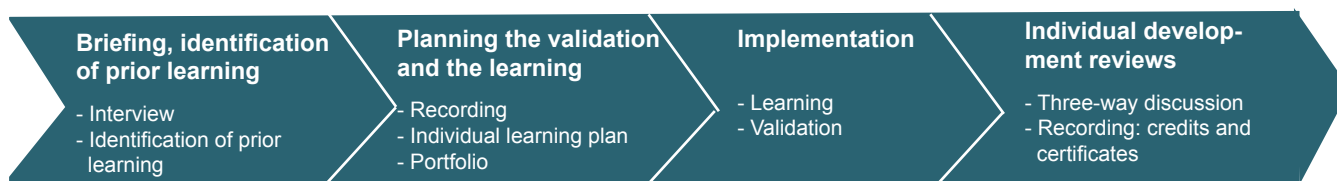
4. Individual development reviews

The teacher carries out an individual development review with each participant and the participant's manager: the three-way discussion. In this discussion, they go through the participant's individual learning plan and relate it to the workplace development plan:

Where is the participant in terms of competence? *What competence development does the participant need and how should it be planned? What support can the workplace give the participant and what objectives and opportunities does the participant identify?*

Recording of knowledge requirements met, as evidenced through tests and certification.

The validation process can be summarized in four steps:



Validation resources can be found on the ArbetSam website, www.lidingo.se/arbetsam/material, Workplace learning – learning integrated with validation in the project ArbetSam (Arbetsplatsförlagd utbildning – undervisning integrerad med validering inom projekt ArbetSam). Resources include examples of resources to support the identification of prior learning, interview questions and more.

Language development activities

Role play

A number of teachers in the projects used role play as a method of making abstract theories more concrete. This proved an effective way to connect theoretical learning to participants' practical experience in everyday work. Role play can make it easier for participants to grasp concepts and to understand them more deeply. In addition, it provides participants with an opportunity to practice their language and communication skills while they analyse and reflect on their work. Most participants immerse themselves in their role, which is an excellent way to deepen and consolidate knowledge. In addition, the participant is often so involved in their role that they forget to worry about not being able to articulate and express themselves in correct language.⁵⁵ All this means that participants may take in and process knowledge in different ways. They use their body and their various different senses, which can also lead to deeper knowledge.

However, it is important that the role play is well prepared and that the teacher follows it up with thoughtful, productive discussion questions and assignments. Otherwise the risk is that the learning programme topic is lost and that 'the activity is seen as simply a fun way to pass the time'.⁵⁶ An important prerequisite of course is that the participants are interested and willing to engage in role play.

Writing exercises

Experience from both SpråkSam and ArbetSam suggests that writing is the language skill that most participants find hardest. Teachers as well as participants have told us that participants are often fearful and anxious when required to express themselves in writing. In their report, Landqvist and Tykesson⁵⁷ note how difficult it can be to motivate participants to write. Once they had found various forms of writing exercises that worked, however, they could see that the

writing had a positive impact on participants' reflectivity. Moreover, they acknowledge in the report that pleasurable writing exercises can even get those who see all forms of writing as a disagreeable duty to develop a more positive attitude.

This is the method that Landqvist and Tykessons found worked best:

Three-step method

The writing process is divided into three separate stages (three-step approach), as follows:

- **Step 1.** The theme is... (e.g. "A man I met"). Make a list of all your associations with the theme. Be as specific as possible, but allow yourself to free-associate. The main thing is to write down as many ideas as you can (5 minutes).
- **Step 2.** Choose one of the ideas you have jotted down or pick one at random. Make a mind map where you list more associations around the word you have just selected (5 min).
- **Step 3.** Now write completely freely, drawing on the ideas in your list of associations and your mind map. The pen should preferably move all the time. Do not interrupt yourself, do not censor yourself, do not go back and correct what you have written or cross it out. The most important thing is that you just write! (10 min)

"This activity worked particularly well when the first steps were done collectively, i.e. where everyone contributed to the collection of material. Then we helped create shared mind maps on large sheets of paper mounted on the wall. The aim of the three-step method and the mind maps was to create a way for participants to organise their perceptions and experiences of the subjects treated, and in conjunction with that put the focus on the benefits that this increased awareness can bring for the participants and their work environment."⁵⁸

⁵⁵Ingela Tykesson och Mats Landqvist, Språkstimulerande övningar för personal inom äldreomsorgen. Metodutveckling med forskarstöd. (Rapporter/Stiftelsen Stockholms läns Äldrecentrum 2011:8 ISSN 1401-5129, 2011) [Tykesson, Ingela and Landqvist, Mats; (2011) Language Stimulation exercises for staff in nursing homes. Method development with research support. Stockholm: Reports / Foundation Stockholm Gerontology Research Center]

⁵⁶Ibid.

⁵⁷Ibid.

⁵⁸Direct quote from Tykesson and Landqvist, page 36

Language development and learning meetings between participants

Here is an example of an activity that aims to support learning and language development meetings between the participants. The participants in these meetings test and develop their knowledge and thus learn from each other. The activity comes from teachers who used it in ArbetSam. It is also an example of how to integrate care learning with Swedish language learning.

The activity is based on participants writing a text based on a topic and in a form supplied by the teacher. For example, an email to the language advocate describing the day's learning session. When texts are written, the participants take turns to read the group their text and then receive feedback from the group, based on a number of discussion questions. If the group is large, put participants into small groups, or put participants into pairs for peer feedback. For the activity to work effectively, the discussion questions need to be clearly and concretely formulated. Participants also need clear guidance on giving specific feedback, illustrated with concrete examples that support any points they are trying to make.

How the teacher prepares participants for the task

Both the information and the issues of the task in the example below are written in relatively high level language. Some of the words may be difficult to understand for participants at lower language levels. This means that participants need to be prepared well before they are given the task. The activity can be viewed as a process and teachers need to set aside time the first few times it is conducted in a group. The Swedish language teacher needs to go through and explain the conventions of the text type, for example, letters, e-mails, meeting notes, information for relatives, and so on. The example here focuses on writing letters and/or emails. The teacher and participants can then, for example, look at different letters / emails and discuss these from various aspects, such as adaptation to audience, purpose, structure, and more. At the same time one needs to work with vocabulary in different ways. Teachers may also like to complement the task with a

glossary explaining the more difficult terms. It is essential that participants understand the task before it is carried out. If the teacher is not sure that all participants understand the task, the teacher should, at least initially, simplify the text to be used in the task.

Activity

Peer feedback

Peer feedback means that you use the help of your colleagues to create good texts and develop your writing. When you give feedback, it is important to be positive and focus on what is good in the text. It is important that you are honest and say if anything in the text is not clear to you.

When you get a response, it is important that you listen and have the confidence to ask if there is anything you do not understand in your colleague's response.

Questions to discuss:

1) Is the format of the text appropriate?

- How it begins?
- How it ends?

2) Is the text easy to understand?

- Does it have a clear structure, with paragraphing?

3) Is there anything (words, sentences, passages) that is unclear in the text?

4) Is the text appropriate for its intended purpose and audience?

- What is it? (think of the conventions of the letter, such as greeting/salutation and direct address)

5) Emphasize the strengths of the text, the things that you think are particularly good

Explain your answers and give examples from the text. Be clear and specific, avoiding vague phrases such as "I think the text is good."

After the feedback

Write a reflection and tell me how it felt to give and to receive feedback.

Will you change anything in your text based on the feedback you have received?

Edit (make your changes) in the text at home. Please write on the computer.

Participant view of the activity

Participants who did the task in this example were second language speakers at different language levels. They valued the activity: it helped them understand 'how to write'. After doing it a few times, participants felt quite comfortable reading and then discussing their texts with colleagues in the learning group.

"It was a way of teaching simply and we complemented each other," said both teachers. The Swedish language teacher put it this way: "The care teacher could see and make connections in ways that would never have occurred to me and which empowered the participants and made them take pride in themselves. I for one could appreciate their professional expertise that I wouldn't have seen otherwise."

Working methods used by SpråkSam teachers

Teachers were asked on various occasions during the project to describe their ways of working. Here are some examples of approaches/methods that different teachers used:

- Working with dilemmas or issues based on problems or situations drawn from participants' work. The participants came together either as one whole group or in small groups to discuss and suggest possible solutions. This combined language and work expertise in a meaningful way.
- Using role play to practice workplace spoken communication, such as conversations with care recipients or relatives.
- Working with different workplace genres, i.e. different types of texts and situations that the participants meet in the workplace. Teachers and participants analysed the structure and language of the texts and situations. Participants also practised writing or role play to help them apply the knowledge and feel more confident at work.
- Working with the portfolio method, where the participants worked on tasks taken

from work, such as writing a care plan or a day book entry. When the participant (and teacher) was happy with the result, the piece of writing was saved in a 'portfolio' (i.e. a file or folder). The portfolio offered participants a set of examples to refer to when they were unsure. The portfolio was also used to evaluate participant work and in discussions of progress.

- Using the computer as a tool to develop basic reading and writing skills.
- On-the-job learning. The participant was tutored directly at work or observed in a work situation, such as a meal situation. This was followed by joint discussions about what had happened, both from a care work and a language perspective, including what had gone well and where improvements could be made.
- To combine theory and practice for example when measuring blood pressure. The care teacher first went through the underpinning knowledge, while the Swedish language teacher simultaneously noted the concepts, words and phrases on the board. These were then gone through. This was followed by a practical review of what to do. Participants were allowed to practise on each other and the teacher gave feedback. The next step was to do it 'for real' (under supervision) on the service floor.
- Working with spoken presentations where participants would have to practise presenting to the group.
- Emailing homework to the participants in order to, among other things, encourage participants to become more active computer users.⁵⁹

Integrated care and Swedish language learning for SpråkSam groups with low levels of language

The teachers plan a scheme of work related to care. The care teacher chooses the topic and provides the Swedish language teacher with the

⁵⁹Ingrid Skeppstedt, Utvärdering av utbildningen inom SpråkSam, www.aldrecentrum.se/utbildning/Spraksam/
[Ingrid Skeppstedt, Evaluation of learning in SpråkSam, www.aldrecentrum.se/utbildning/Spraksam/]



relevant factual material. They discuss what they need to go through and for what purpose. They focus on direct applications. Below are some examples of how to work with the care texts and make level-appropriate tasks that match the overall learning objective.

Activity 1⁶⁰

Read the text about Stina who lives on the 4th floor in a nursing home

(The text about Stina is an adapted version of the book Heather Hill. Swedish in care. Of Martha Johansson).

Apartment # 421 is located on the fourth floor at the far end of the hallway. It is a small apartment with a bedroom, a living room and a bathroom with a shower. In the apartment lives Stina Karlstrom. She is 87 years old and a widow. She has lived in the apartment for nearly three months and is getting on well, though she is still tired after the move, and after an injury to her arm.

When Stina's husband passed away four years ago, she chose to stay in their house. She was feeling good and had many friends who could help her when needed. But one day Stina tripped on the edge of a carpet. She fell and broke her arm. The doctor said that her bones were weak and that she was therefore at greater risk of bone fractures.

After the accident Stina began to worry. She

felt she needed more support because she could easily fall and break more bones. When apartment 421 fell vacant, Stina moved in. The apartment was furnished in a special way to protect Stina from falling again. Stina got a bed with gate and she could push her wheeled walker up to the bed. She liked the support in the morning when her legs were a little more unsteady. In the bathroom, she had a non-slip mat. And then she also had a personal alarm.

Tell us: Do you have any clients who remind you of Stina? Tell us about what is similar and what is different.

Listen and write in the vowels - e a

Ap_rtm_nt # 421 is loc_t_d on the fourth floor _t the far _nd of the h_llw_y. It is a sm_ll ap_rtm_nt...

Enter vowels e a without looking at the previous texts

Ap_rtm_nt # 421 is loc_t_d on the fourth floor _t the far _nd of the h_llw_y. It is a sm_ll ap_rtm_nt...

Write about a care recipient.

- Invent a name for them and tell us briefly about the person
- Write about his / her accommodation.
- Write about what you usually do to support the person.

⁶⁰Translator's note: The gap-fill exercise at the end of this activity has been adapted for English.



Activity 2

Read what Håkan says about his grand-parents

(The text shown here is abridged. In the activity, participants obviously had the full text).

When I was a kid, I was often over at grandma and grandpa's. They lived nearby and I could run over there whenever I wanted. They always had time for me. I got to 'help' grandpa in the carpentry workshop...

Grandpa and Grandma have always been active, have...

Three years ago, grandmother suffered a blood clot in the brain and...

More recently, grandpa's not felt well, he is... He has an appointment at the doctor's next week for an examination.

(The text is taken from Sapphire, Care on the Internet).

Say:

What childhood memories does Håkan have of his grandparents?

What activities and interests did Håkan's grandma and grandpa have?

What help from home care do you think they need and why?

Should they receive more help from home care? What do you think and why do you think so?

Do you have any childhood memories of your

grandparents or grandparents?

Write something that you remember from childhood. Please use the text about Håkan's grandparents as an example.

Are there words in the text that you've heard but do not use?

Are there words in the text that you've never heard?

Activity 3

Social documentation⁶¹ (record keeping)

The group discusses how records are kept at the workplace. One of the practical needs that arises in this context is to be able to sort by alphabetical order and understand a social security number. The care teacher discusses the workplace issues with the group and the Swedish language teacher prepares material for a learning activity.

Both teachers then practise with the participants in small groups.

**Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy
Zz Åå Ää Öö**

Write the list of names in alphabetical order.

Sort by last name:

Karlsson Kristina

Daud Kerim

Schwarz Monica

⁶¹Translators note: The Swedish system of mandatory record-keeping in social care is referred to as 'social documentation'.

- Discussions and tips on how to learn new words. The Swedish language teacher starts from the material that the care teacher is working with. The Swedish language teacher makes a list of words and expressions that care teacher has introduced. We work with the lists as a whole group or in small groups, depending on circumstances.
- Work with notes in the social journal.⁶² The care teacher talks about mandatory record keeping and the importance and practical use of the social journal. The Swedish language teacher plans language development activities around this.

Integrated care and Swedish language learning for SpråkSam groups with relatively good knowledge of Swedish

We devoted a significant amount of time to broadening participants' knowledge of life in the 'old Sweden', that is, about life during the 20th century. This section of the learning programme was based on the assumption that care recipients had been born in Sweden. Together we watched the film 'Children century' and talked about the history, landscape, cuisine and traditions. We also looked at care recipients' working lives in order to get a picture of the individual. Participants were instructed to try to converse with their clients and report what and to what extent care recipients remembered of the past.

Activity 4

Read the texts below that record requests to the assistance officer for support from social services. Consider what each text is about then give it an appropriate heading.

XX applied for daytime activities once a week. She would like to meet others. She has also applied for a walk support once a week.

XX has said that she does not have a career because she has devoted her time to taking care of her family. Previously XX found manual work but it's hard now that she has physical disabilities.

XX is an Arabic speaker, speaks and understand a little Swedish.

XX needs help with all meals, preparation, setting the table up and washing the dishes. Regular meals are important for her because of her diabetes. The daughter will do all the shopping...

Activity

To initiate and sustain a conversation with elderly people, including people with dementia

1. Think of a specific situation where you are sitting and chatting with one or more clients, for example at the table after lunch, outside in the garden, on the couch watching TV, when helping the client get dressed at home, when they look through a photo album together, looking through a magazine and so on.
2. How do you initiate a conversation? Write down a few suggestions.
3. How do you 'spin it out' (sustain the interaction)? What do you say? What can you say to keep the conversation alive? Write down a few suggestions.
4. What is the most important thing to consider when talking with elderly people who may have dementia? Imagine you are responsible for a new apprentice and write down what they need to know.

⁶²Translators note: The social journal is part of Sweden's mandatory care recording. It includes a review of the individual's general functions, resources, special difficulties, a description of how the person can handle everyday situations (communication, personal hygiene, cooking, shopping, traveling, etc.) and the current need for help and support. It may also include mental and physical status, contact with relatives, economic status, personal interests, employment, habits, etc. The extent of documentation may vary.

Adapting and integrating care topics and Swedish language learning in mixed level groups

Background and teachers' thoughts about the objectives:

The group consists of 11 women aged between 41 and 63. They have lived here between 11 and 21 years and worked in elderly care for between seven and 13 years. The participants' Swedish language levels vary between SFI course B (CEFR A1/A2) and SVA basic (CEFR B1+). A few participants lack any schooling and have no credits from either the SFI system or the health and social care programme.

One participant has credits in several courses from the health and social care programme. Most are, however, strong in spoken communication. They work at five different workplaces in the same area.

We began the work by making a fairly extensive survey, particularly regarding language levels, with reading comprehension and writing tasks. We also looked at care learning needs, based on what the participants themselves wanted and felt necessary to develop for their professional competence. We had individual interviews early on with participants, attended by each manager. Then together we created an individual learning plan for each participant. Teachers were responsible for ensuring realistic, measurable objectives. Managers prioritised content that was workplace related. From the beginning, however, we were clear that individuals had different needs. Participants were entirely in agreement with this view.

In such a heterogeneous group, it is important to work with the same topics but in different ways. It is also important to integrate Swedish language and care learning, but also to put a lot of effort into adapting and personalizing.

One goal was that each individual would become a committed learner, choosing to do their learning tasks simply in order to reach their learning objectives – all of course with varying degrees of support. Everyone would get started with reading in Swedish and everyone would choose a book. Participants would also develop better computer skills and find both appropriate linguistic and vocational challenges online.

Examples of how we work to achieve the goals:

We are constantly working to pair the participants in various appropriate ways - sometimes in homogeneous and sometimes in heterogeneous groupings. It is important to evaluate what was effective and what did not work each time.

When all participants work on the same task, we divide the group up, so that those who work more quickly get another challenge when they are ready. Those who need longer can work without experiencing stress. We work with the same issues, but each group finds the level of depth and the pace that suits it.

When participants have to prepare or go through something, the more confident learners often assist each other, allowing the teachers to focus on those who need more help. Also, the more confident learners often help those who need more support. This has benefits for everyone, since you also learn by helping others.

Speaking activities and presentations are often appropriate to the whole group. We allocate speaking time in the classroom to ensure everyone has their fair time and opportunity.

Written submissions may be a few words or short sentences for some. Others cover multiple pages. Homework assignment can also be delivered through spoken presentations, if this fits the goals of the participant's individual learning plan. Those who want to improve pronunciation, for example, give spoken reports.

We give careful feedback on homework every week. We believe that this helps motivate participants to do their tasks.

Participants are encouraged to report on their studies and what they read. We have for example had book presentations, poems read aloud and even poems written by the participants themselves.

Participants have received guidance in borrowing books at the right level. Some rely on audio books, some on illustrated books and some on easy-readers. Others cope with 'normal' literature.

Texts are processed so that they are in a more readable version, in addition to the original ver-

sion. That way, everyone can assimilate the information. It has been shown that many manage the difficult version after they have understood the easier. About half of the participants were assessed as being able to read the health and social care course book they were issued. The others are given adapted material or extracts. Non-work related reading material is an optional extra for those who want it. We work with workplace materials in the first place.

Examples of tasks and lesson structure:

1) Participants were each given the task of interviewing one older person about the person's younger years. Each participant then individually wrote up what their particular older person had told them. At the next session, one of the participants explained to the group what their interviewee had told them (difficulty level: medium), another wrote what the first was saying on the board (difficulty level: high), and a third then read out what was written on the board (difficulty level: low). In this way we were able to reach the entire group with the same exercise but different at different levels of difficulty.

The next time we used the text also as dictation in the weaker group. We found the text suitable as an individual writing exercise for this group, since it was so well prepared.

2) The participants read about an ethical *dilemma (using a text at two levels of difficulty). The whole group would then brainstorm solutions. After which, participants divided into smaller groups and put their ideas together in writing consistent with the care plan (as per required documentation). Groups would then comment on each other's work, written on the board.

3) The participants were shown two short films about attitude.

After a whole group discussion they volunteered the adjectives that chimed with their perception of the people in films, for example:
Residents: helpless, sad, scared.
Staff: arrogant, stupid, dedicated and so on.

Then we worked with synonyms and antonyms to the adjectives. On the next occasion we returned to the words. Participants at similar language levels would now work in pairs to write

whole sentences containing adjectives from the activity. The pairs were allocated a word at a time and then another when they were done. The weaker were given words such as 'happy' or 'tired' and managed to write two to three sentences. Others would get adjectives such as 'deceitful' and managed to write seven sentences. When they finished writing in pairs, they wrote their sentences on the board and we corrected them together. The same task worked at different levels.

4) In the computer room, we have had only a few tasks that everyone has to do in ParaSol (the computer system used in the workplace for required documentation). This was due to our being unclear as to exactly how ParaSol was used in different workplaces.

Here we needed greater clarity from managers. It was not until the end of the semester that we managed to piece together how it worked. In addition, lessons were totally personalised and paced appropriate to each individual. Many worked on tasks at SFI B level (CEFR A1/A2), while others tackled more difficult tasks. Some even started practising touch-typing. Those who wanted to do word processing did. For others the priority was to practice ParaSol.

5) Prior to a lecture on the skeleton, the two participants with the strongest language skills read an article about osteoporosis. While they were doing that, the teachers prepared the other participants, using language exercises, gap-fill, and more.

With the help of key words the two high level participants presented the subject of that day's lecture to the whole group. (Since these two were often ready long before the others a 'special assignment' had been prepared for them.)

6) The participants were set homework to answer different questions about health, diet and exercise. Half of them had done their homework. They were put in a group (group 1) to compare answers with each other and agree a complete set of answers. The others (group 2) were supported to answer the questions. Some could produce spoken answers, but were not able to put these down in writing so needed someone to scribe for them. Group 2 got through half of the questions and then presented their answers

to these questions to Group 1, using the board. Group 1 then presented their answers to the remaining questions in the same way. The groups were obviously able to discuss and supplement each other's answers.

7) For dictogloss we divided the group according to language level so that everyone would be able to participate and contribute. We formed four groups of two to three people. All groups received the context to their particular text but the number of corrections in grammar etc varied of course from many to none. Correction was done in plenary with the texts on the board. The same error was often repeated during this review, and it might take two or three iterations before all had been corrected.

Having read and discussed a given text, next time participants were given a cloze test where certain words were replaced with synonyms. The participants worked in mixed pairs or small groups, since otherwise it would have been too difficult for some. In this way they could help each other to come up with words and whoever needed writing practice could scribe.

Integrating health and social care learning with language development, using a course book

Course book: *Health and social care 1*

The text of this course book is not very easy for participants to absorb. But it is useful to help link theory to participants' practical work. We often read the texts jointly in the group to discuss words and phrases and link them to participants' own experiences. The book's different sections come with well-designed and very useful tasks.

During the spring we read Personal care and Food and rest. The latter section, we connected to the course in nutrition, which the participants were attending through ArbetSam.

Course book: *Words with care in mind, Anita Berggren, Anne Lundkvist*

A booklet of vocabulary-building activities for words and phrases that are important in health

and social care. The booklet covers self-care and wellness, the human body, and the elderly. This booklet has proven to be very useful for our participants!

Course book: *Axel Sjöman, Eva Ceru*

A fictional story about an elderly man who dreams of his old love. It's a nice story in easy Swedish describing an older man's life situation, feelings and dreams. The participants read the text at home with reading comprehension questions. They also wrote their own questions which colleagues would answer.

In reporting back, the participants write their questions on the board and we correct them together. When participants see the sentences on the board and read them out loud, they discover their errors quite easily. A good writing assignment was to write a continuation of the story.

Course book: *Your pen is needed! - Study material for social documentation from Nestor R & D Centre*⁶³

A very good and useful set of materials that suited our participants. The material addresses the purpose of documentation, laws and regulations and the employees' crucial role. Here, we also work with a case study of someone called Hilding. This case study provides the basis for practical exercises in reporting and record-keeping. We discuss Hilding's life situation, what help he needs and so on.

Real-life case study – co-developed by workplace manager and teacher

Aim

The teaching aim is for participants to practise and develop their skills in problem-solving, including arguing for a particular course of action to resolve a problem.

Preparation

Teacher and manager discussed relevant content for teaching. The manager supplied an example of a case study. Teachers developed the learning activity from this.

⁶³<http://www.nestorforu.se/>

Using the case study

Participants read case study together. Difficult words were written up and explained.

Case study

Gösta has Alzheimer's. He has never been married and has no children. He has been an active person with outdoor interests. For four years he was helped at home by home care, but Gösta often refused help which staff found difficult. When Gösta entered specialist dementia accommodation on XX, he was in urgent need of a shower and change of clothes. The staff managed this effectively on that first day. But it is now 14 weeks later and Gösta has not showered or changed clothes since arriving. As a result, he is very smelly. Other residents react to this, leading Gösta to sit in his room and take his meals alone. This situation does not appear to bother Gösta.

After reading the text together, participants were put into small groups (buzz groups⁶⁴) based on their initial reaction to the case.

They then discussed the case using the following questions:

- What should the staff do about Gösta's lack of hygiene?
- Where does the balance lie between Gösta suiting himself and Gösta fitting in with the other residents, and with staff?

Participants from each group would then propose answers to these questions based on their group's discussion of Gösta's case. The case was written up on the board / smart board. When all participants and groups had fed back, a plenary discussion was held. Then, together, participants looked at what the law says.

What does the law say?

Having an appointed guardian⁶⁵ does not deprive Gösta of his legal rights. The right to self-

determination is included in both SoL and HSL⁶⁶. In addition, it is inscribed in the constitution (as a fundamental law) that 'all care recipients are protected from any physical violation.' This includes showering and changing clothes.

Ethical discussion

That Gösta smells bad is not reason enough to force him to shower and change clothes. If he cannot sit with the other residents, he must be allowed to sit on his own. What is worth doing is trying to work out why Gösta declines to shower.

The discussion continued about what the law says and how it affects the participants' work. Participants were invited to say if they had developed new perspectives / opinions / knowledge and if they had even changed their mind. The teacher collected any remaining questions participants had and emailed these to the manager so that the manager could then come and discuss these questions with the *group*.

Teachers and managers collaborate in the workplace – integrated workplace learning

Social documentation

Managers reviewed each employee's social documentation entries for 2013 and wrote a short comment.

Learning activity

1) The whole group read the managers' comments on their respective employees. Employees' names had been removed from the comments, but of course everyone in the group wanted to know whose comment was whose.

When we had read the comments, each participant offered their tips on making social documentation entries. We wrote down the tips and made a compilation. This compilation was

⁶⁴Translator's note: This is a commonly used activity in education and training in Sweden. After listening to a lecture/presentation, participants are asked to talk to each other either two and two together or three and three together for two, five or ten minutes. The activity takes its name *bikupa* (beehive) from the participants humming like bees.

⁶⁵Translator's note: In Sweden, a guardian (*god man*) is somebody designated by the authorities to represent an adult who is unable to protect his/hers own interests.

⁶⁶Translator's note: SoL (socialtjänstlagen) and HSL (hälso- och sjukvårdlagen) refer to the legislation governing social services and healthcare in Sweden.

emailed to everyone in the group.

Assignment for the next meeting: write and tell us how the tips from the others in the group helped you.

2) Same start. Each member of the group had submitted their last ten entries in the social journal and we read them together. We discussed their content, language accuracy and the different ways that a particular idea may be expressed.

We also discussed what to write and what is inappropriate. Then we sent questions to management. Managers emailed back and clarified the issues.

Assignment for the next meeting: to write more in the social documentation.

All participants received a booklet to write in for occasions when they did not have time on the computer the same day, and to share with us.

Experience of task

Many of the participants found the 'time' to write in the social documentation. Participants appreciated their managers' interest in what they had written in the social documentation and the feedback they received from managers.

Integrated workplace teaching of social documentation

Home help care order⁶⁷

Below is an example of a home help assessment written for the teachers by a care assessor. Teachers sourced training material from managers, care assessors and coordinators of social documentation.

The care assessor sat in on one of the sessions. Before their visit, the teachers went through the language of ordering home help.

Participants read the assessment together and went through the words and concepts that were difficult to understand.

The care assessor then went through the assessment together with the participants:

What does the assessment mean for the care recipient?

What does the assessment mean for staff?

After going through the care assessment, participants worked in pairs to write a care plan for Elma (see the section below).

The whole group then went through each pair's care plan for Elma. On the whiteboard, participants wrote what they had written, and then together they went through each example linguistically and professionally.

Participants wrote down the different formulations in their notebooks.

For 'homework', participants were asked to go through their respective care plans at work and check whether the plan needed to be revised.

Summary of the order

Elma Anderson is living alone in an apartment with three rooms and a kitchen in Bredäng. The apartment is located on the 6th floor of a building with a lift not far from Bredäng's shops and public facilities in the town centre.

Elma has two children, a son, Bert, who lives half-an-hour away in Järfälla and a daughter, Berit, living a ten-minute drive away in Hägersten. Currently, Elma has no contact with the daughter, which Elma finds very upsetting. Elma also has three grandchildren. Her grandchildren Sara and Maria have a good relationship with Elma and visit her regularly. Elma's husband Dick died in April 2012.

Elma has worked at SL⁶⁸ her whole working life in the information and ticketing department. Elma likes to go for walks.

Elma has spent the last fortnight in Huddinge hospital for a memory assessment. The doctor came to the conclusion that Elma was deeply depressed, so no dementia assessment was undertaken and Elma was prescribed antidepressant medication which she refuses to eat. Elma is very suspicious of medicine generally.

Elma wants to cope as much as possible on her own and look after herself independently. She manages all the housework herself and even does her own shopping.

According to family members, Elma sometimes forgets to eat and she misplaces things.

⁶⁷Translator's note: Care assessors are employed by the local authority to assess applications for residential and domiciliary elderly care. They decide whether an applicant should be Stockholm's public transport system provided with care and what care should be provided then make an order to the unit that will provide the care and support.

⁶⁸Translators note: Stockholm's public transport system

Elma is often very anxious and easily becomes tearful.

Despite encouragement, Elma does not want to participate in any day centre activities.

What should be done?

- Visit twice a week for 30-60 minutes to remind Elma about the importance of eating regularly, check if Elma needs any support in her everyday life and have a chat (social interaction).
- Taking her to the clinic and anywhere else as necessary.

Why is help needed?

Elma has memory loss and sometimes forgets to eat. Elma is very apprehensive and suspicious of social services (and even of the district nurse) and would rather not let anyone into her home – which, according to Elma, is her castle. This is an attempt to get a ‘foot in the door’ and build Elma’s confidence in home care staff for the day that Elma really does need help. At that point, hopefully Elma will accept the home care she will need to go on living in her own home. In this way, we will help Elma live independently for as long as possible.

Aims and objectives of the intervention

The aim of intervention is to support Elma in her everyday life and to ensure she eats regularly to prevent further weight loss. It is also an attempt to alleviate Elma’s chronic anxiety and provide her with social contact.

The goal is also to get a ‘toehold’ and build Elma’s confidence in home care staff and then possibly extend home care so that Elma can go on living in her own home as long as possible, which is what she herself wants.

Other information

I have given your number to the grandchildren, Sara and Maria (Eva-Maria, so you know).

Notify the undersigned how you get on with Elma and if she accepts help and anything else of interest.

We’d like to have a care plan in place within 15 days, thanks!

Care Assessor

xx

Care plan for Elma

Service type: Home help

Aims and objectives of the intervention (as per care assessment):

‘The intervention’s goals are to support Elma in her everyday life, to ensure Elma eats regularly to prevent further weight loss, and to alleviate Elma’s chronic anxiety and provide her with social contact.

Another goal is to get a ‘toehold’ and build trust in home care staff. In the long term home care services may be extended so that Elma can continue to live in her own home as long as possible, which is what she wants.’

Activity

Fill in Elma’s care plan:

Background

Skills:

Aids:

Equipment:

Care plan and objectives of intervention

What:

When:

How:

Objectives:

Project work that integrates individual and organisational learning

Introduction

Project ArbetSam aims to involve the whole workplace in a learning programme that takes place through different study groups. Therefore work during weeks 7-12 will focus on a project assignment for the respective teams in their work areas. This project will engage the whole team. It will also help you develop the quality of the care you provide with the support of the workplace's visions and values.

Aim

This project aims to improve your

- a) Knowledge and understanding of care work performed daily with care recipients
- b) Knowledge of how to carry out health and social care work in accordance with the concepts set out in the policy documents that regulate service delivery
- c) Ability to reflect with colleagues on current practices, evaluate them and if necessary, change them so that the elderly get better care.

An overall aim is that effective teamwork will be enhanced by staff coming together to develop services within the resources available.

Objectives

Project objectives are to enable teams and individuals to:

- Discuss the principles that underpin the quality of care
- Provide positive, constructive and critical feedback in a way that leads to the *development of the individual and the service
- Constantly enact the core values that underpin high-quality care
- Work in a way that maintains the integrity, dignity, independence and inclusion of care recipients with dementia

- Develop an educational, empathic and ethical approach to treatment of people with dementia and their families
- Develop a reflective approach to their work.

Activity

1) Read the workplace vision and values so you are clear what it says.

2) Then (on your own) consider what the following words mean:

- Privacy
- Dignity
- Empathic
- Educational and ethical approach
- Autonomy
- Inclusion

Write down what you come up with.

3) Evaluate your own work using the questions below. Write down what you come up with.

– How do you support and promote the care recipients' privacy, dignity, autonomy and inclusion?

– How do you work in an educational, empathic and ethical way when providing care and support to people with dementia?

– How do you work collaboratively with others?

– What ethical dilemmas do you see around providing care and support to people with dementia?

4) Discuss the self-assessment you made with your team members in the group. Briefly note the key points from your discussion.

5) For a period of 14 days, observe the team's work based on the questions above. (Your manager has agreed time for you to do this)

6) Weeks 8-10 start with whole group work, then lead on to work in teams. The teacher is available to provide guidance to each group.

7) The results of your study will be presented at a team meeting or training day. Describe the good practice you have seen and identify where you think the quality of care needs to be improved.

These are the topics that groups chose to work on:

- What happens during morning work in the dining room? What do the elderly do when they are left on their own for long periods when staff are busy with other care recipients helping them?
- How do our mealtimes work? How do we work together during the meal situations?
- What happens after meals outside the dining room?
- How do we plan and carry out induction for new staff?

After finishing, each group presented their project to colleagues and management. Participants then went on trying to make improvements within their respective teams and units.

Reflection

Reflection, with the support of the various different reflection models, is a good way to support participants to reflect on their experience of work in a structured way. Reflection provides an opportunity to reinforce development-oriented learning. It is also a motivational method when one draws on participants' own experiences.

In reflective discussions the teacher can help

students connect experience to theory and to the values that should inform health and social care. Reflection can help participants see issues and problems from different perspectives. It should lead to greater understanding and increased knowledge.

Reflection can be accomplished through a brief 'mirroring' (see below) of about 15 to 20 minutes or longer reflective discussions lasting from 45 minutes to an hour.

Stimulating language development

In her book *Second Language Journey*⁶⁹, Ingrid Lindberg describes how to support and facilitate language development. Her advice is certainly useful for teachers leading reflective discussions.

Below is a summary Ingrid Lindberg's advice⁷⁰ in bullet point format:

Encourage participation

- Make space for active participation
- Open up the choice of subject matter
- Slow the pace down, tolerate longer breaks and preparation time
- Wait for feedback
- Check understanding
- Be sensitive to the language issue
- Supply the word
- Offer help to formulate and complete fragments and unfinished contributions.

Raise the right expectations

- Give a clear introduction that explains the purpose, structure and focus of the discussion
- Establish a common frame of reference
- Announce the discussion topic and make any change in topic clear
- Point out and emphasise important information.

⁶⁹Lindberg, I. (2008). *Andraspråksresan*. Stockholm: Folkuniversitetet.

⁷⁰Lindberg, Inger; (7 Nov 2011) PowerPoint presentation on learning a new language as an adult. Stockholm: Project ArbetSam.

Facilitate understanding

- Provide information as needed
- Strive for clarity (articulation, volume, etc)
- During pauses, lower/reduce the tempo
- Use common words and explain any words, terms and phrases that may be new and difficult to understand
- Provide clear discourse markers
- Repeat and provide alternative formulations.

Models for reflection

Mirroring

Mirroring is a simpler form of reflection that involves mirroring what one hears when listening to another person's story. This means representing what one has understood of the other person's story. In teaching, participants receive training to mirror each other in pairs. Mirroring as a model develops communication skills.

The aim of mirroring is to:

- Show that you are interested and engaged in what the person is saying
- Show that you are listening and trying to understand
- Provide affirmation and feedback.

Activity

Participants work in pairs. Person A recounts to person B an event or how their day went:

- The story
- What worked well

- What was somewhat difficult
- What emotions were triggered by the event /day

Person B listens actively and affirms person A in different ways and on different levels.

To follow the four levels of mirroring:

1. Repeat what the other person has said, using their own words
2. Rephrase what the other person has said
3. Represent in your own words what the other person has said
4. Mirror the emotions that you feel that the other person has expressed to you.

Reflective discussion

A reflective discussion is a creative conversation in which participants have the opportunity to share experiences, to be affirmed, to recognise their own experience and be able to broaden their perspectives together in conversation.

The aim is to reflect together on an event or situation involving work with care recipients and /or relatives. A reflective discussion can also be based on a predetermined topic of concern to the workplace in question, such as supporting relatives or person-centred care.

A reflective discussion is not about deciding what is right or wrong. It's about how the group can jointly discuss and reflect on events and topics and from Antonovsky's salutogenic perspective⁷¹ see the possibilities and arrive at a common approach or solution. In the discussion, participants have the opportunity to analyse what worked well, what was difficult and what can be learned from the incident.

⁷¹Translators note: Salutogenesis is a term coined by Aaron Antonovsky, a professor of medical sociology. The term describes an approach focusing on factors that support human health and well-being, rather than on factors that cause disease. More specifically, the "salutogenic model" is concerned with the relationship between health, stress, and coping. Antonovsky's theories reject the "traditional medical-model dichotomy separating health and illness". He described the relationship as a continuous variable, what he called the "health-ease versus dis-ease continuum". The word "salutogenesis" comes from the Latin *salus* = health and the Greek *genesis* = origin. Antonovsky developed the term from his studies of "how people manage stress and stay well". He observed that stress is ubiquitous, but not all individuals have negative health outcomes in response to stress. Instead, some people achieve health despite their exposure to potentially disabling stress factors. [From <http://en.wikipedia.org/wiki/Salutogenesis>]

Interviewer's/teacher's role

- Welcome and 'warm up/chat' as participants assemble for the discussion
- Set the framework for the discussion.
 - Aim of reflective discussion
 - Discussion should focus on care situations with care recipients and/or relatives
 - Time – duration of the discussion
 - Confidentiality – what is said stays in the room
 - Important that all views are heard and that everyone listens to everyone else
- Summarize and conclude the discussion.

Below are two different reflective discussion models.

Reflective discussion Model 1

1) Initial round

Begin by reviewing the structure and ground-rules for the discussion. Make a 'round' in which each participant offers up an event / situation for discussion. Decide with the group what issue you will start with. Whoever offered the issue describes the event in detail.

The reflective discussion may also be based on a predetermined topic of concern in the workplace, such as supporting relatives or person-centred care.

The reflective discussion leader's role is to listen to what is said during the discussion. The reflective discussion leader takes brief notes for their own benefit so that at the end of the discussion they can reflect what they heard back to the group.

2) Quiet Reflection

Each one reflects quietly to themselves on the chosen issue for some 5-10 minutes and makes brief notes. What in the description of the situation appears to have worked well? What usually works well? What appears to have been difficult? What typically is difficult? What emo-

tions have been brought into play? For example, how may care recipients / relatives and care have been affected by the situation?

3) Listening Round

In turn each participant shares their reflections on the issue while the others listen without interrupting. Record these reflections and probing questions, while you (the teacher) listen to the participants taking their turn.

4) Query Round

The reflective discussion leader opens the discussion to all and invites, for example, the first in-depth question. All contribute by offering probing questions to get different perspectives and angles on the issue. This part is an open conversation where everyone participates and takes turns to ask follow-up questions.

The reflective discussion leader does not participate in the conversation, but observes and reflects on the discussion's form and content. When the discussion ends, the reflective discussion leader summarizes the discussion without adding their own personal views on the topic under discussion.

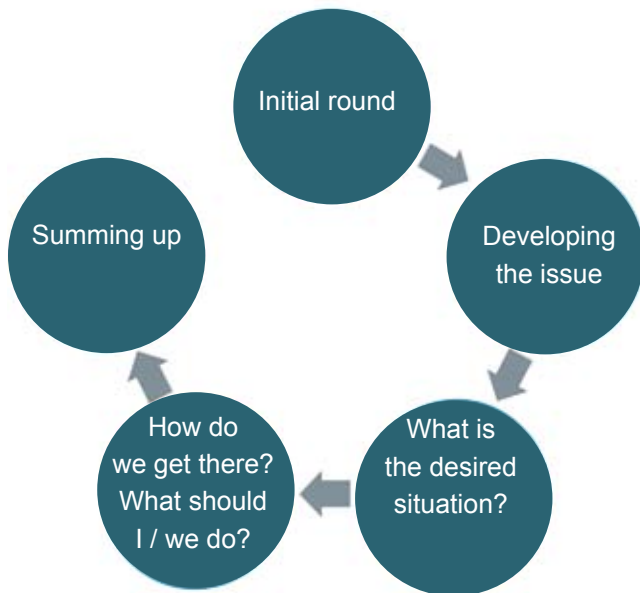
5) Summary and conclusion

Where the discussion has been led by a reflective discussion leader (as opposed to being led by you the teacher), the discussion leader summarises the discussion. This consists of inviting participants to consider together: Where have they reached similar conclusions and where have differences of opinion emerged (between the participants)? What can we learn from the discussion? How do we go forward? How did the discussion go? The reflective discussion leader then ends the discussion.

If you (the teacher) are there alone (i.e. without a reflective discussion leader) you should take on the role of reflective discussion leader. When the group of participants is familiar with the model, they should practise leading the discussion or being a reflective discussion leader.

Gibbs model of reflection calls

This next reflective discussion model is based on the Gibbs model of reflection :



Reflective discussion Model 2

1) Make an initial 'round' where everyone briefly raises an issue (situation, event or topic, such as supporting relatives). As a group, select which issue to start with.

2) Narrow the issue / topic

The reflective discussion leader asks the proposer of the issue to explain it more fully and can ask probing questions to clarify the issue. The group is invited to ask questions.

3) What is the desired situation?

What is the objective? Whoever has offered the issue describes the desired situation and how they hope the group will help.

4) How do we get there?

What are the possibilities? What do we need to do to get there? Are there any examples of this working previously? What was it that made it work? What are the barriers? What resources are available? Everyone participates and contributes to the discussion.

5) Summary / termination

The reflective discussion leader summarizes the discussion and what has emerged from it. What have we learned? How did the discussion go? The reflective discussion leader ends the discussion.

Evaluation and conclusion of learning programme

Prior to the programme's conclusion teachers of course have a one-to-one meeting with each participant.

Participants need to have guidance from the teacher about how they can progress their learning. In programmes developed jointly with the participant's manager, there should be a final conversation between teacher, participant and the manager, the so-called three way discussion. See Annex 1.

It is also important that teachers, managers and key workplace staff take a view on the outcomes of the programme together. To this end, they should evaluate the programme and discuss how the workplace can sustain and develop learning and language development.

REFERENCES AND POINTERS TO LITERATURE AND REPORTS

Abrandt-Dahlgren, M., & Carlsson, I.(red.). Lärande på vuxnas vis – vetenskap och beprövad erfarenhet. Lund: Studentlitteratur.

Andersson, P., & Fejes, A. (2005). Kunskapens värde – validering i teori och praktik. Lund: Studentlitteratur.

Antonovsky, A. (2005). Hälsans mysterium. Stockholm: Bokforlaget Natur och kultur.

Axelsson, M., Olofsson, M., Philipsson, A., Rosander, C., & Sellgren, M. (2006). Ämne och språk – språkliga dimensioner i ämnesundervisningen. Rapport inom Kompetensfonden Stockholm.

Berglund, L. (2010). På spaning efter arbetsvalidering – en studie av fyra organisationers synliggörande av kompetens. Lulea: Lulea tekniska universitet, Institutionen för Arbetsvetenskap, Avdelningen för Industriell produktionsmiljö. Doktorsavhandling.

Carlsson, M. (200). Svenska för invandrare - brygga eller gräns? Syn på kunskap och lärande inom SFI-undervisningen. Goteborg: Goteborgs universitet. Sociologiska institutionen. Doktorsavhandling.

Ellmin, B., & Ellmin Cederholm, U. (2006). Portfolio för professionell utveckling – att leda sig själv och andra. Malmo: Gleerups Utbildning AB.

Ellström, B., Ekholm, B., & Ellström P-H. (2003). Verksamhetskultur och lärande. Om äldreomsorgen som lärandemiljö. Lund: Studentlitteratur.

Ellström, P-H., & Hultman, G. (2004). Lärande och förändring i organisationer. Om pedagogik i arbetslivet. Lund: Studentlitteratur.

Fredriksen, K-M., Sonne Jakobsen, K., Svendsen Pedersen, M., & Risager, K.(red.). (2006). Second Language at Work. Roskilde University and Iris Centre for Language and Center for Pedagogy. ISBN: 87-7349-658-8.

Freedman, Aviva. (1994). 'Do as I say: The Relationship between Teaching and Learning New Genres', in Genre and the new rhetoric. Freedman, Aviva & Medway, Peter. Taylor & Francis, London.

Freedman, Aviva & Medway, Peter. (1994) 'Locating Genre Studies: Antecedents and Prospects". in Genre and the new rhetoric. Freedman, Aviva & Medway, Peter. Taylor & Francis, London.

Gibbons, Pauline: (2002). Scaffolding Language Scaffolding Learning. Teaching Second Language Learners in the Mainstream Classroom. Portsmouth, NH: Heinemann.

Gibbons, P. (2010). Lyft språket. Lyft tänkandet. Språk och lärande. Stockholm: Hallgren och Fallgren.

Gibbons, P. (2013). Stärk språket, Stärk lärandet. Språk- och kunskapsutvecklande arbetssätt för och med andraspråkselever i klassrummet. Stockholm: Hallgren och Fallgren.

Granberg, O. (2009). Lära eller läras. Om kompetens och utbildningsplanering i arbetslivet. Lund: Studentlitteratur.

Hajer, M., & Meestring, S T. (2010). Språkinriktad undervisning. En handbok. Stockholm: Hallgren och Fallgren.

Hyltenstam, K. (1993). Att återerövra sin mänsklighet. i Arnstberg, K.-O. (red), Kultur, kultur, kultur – perspektiv på kulturmöten i Sverige. Stockholm: Liber utbildning.

Larsson, S. (2013). Vuxendidaktik. Fjorton tankelinjer i forskning om vuxnas lärande. Stockholm: Natur och Kultur.

Lindberg, I. (2008). Andraspråksresan. Stockholm: Folkuniversitetet.

Sandwall, K. (2013). Att hantera praktiken. Om sfi-studerandes möjligheter till interaktion och lärande på praktikplatser. Göteborg: Göteborgs universitet. Centrum för utbildningsvetenskap och lärarforskning, CUL Forskarskolan i utbildningsvetenskap. Doktorsavhandling 20.

Skeppstedt, I. Utvärdering av utbildningen inom SpråkSam. Hamtat från www.aldrecentrum.se/Utbildning1/SprakSam/

Skolverket. Bildning och kunskap. Sartryck ur laroplanskommittens betänkande skola för bildning (SOU 1992:94). Hamtat från www.skolverket.se

Skolverket. (2012). Få syn på språket – Ett kommentarsmaterial om språk- och kunskapsutveckling i alla skolformer, verksamheter och ämnen. ISBN: 978-91-38326-06-0. Kan beställas från skolverket@fritzes.se

Skolverket. (2012). Greppa språket - ämnesdidaktiska perspektiv på flerspråkighet. ISBN: 978-91-87115-26-4. Kan beställas från skolverket@fritzes.se

Steinberg, J. (2007). Skolans nya syfte. Örebro: Eldsjalsforlaget, Steinbergs Utbildnings AB och LaroMedia AB.

Säljö, R. (2000). Lärande i praktiken – ett sociokulturellt perspektiv. Stockholm: Bokforlaget Prisma.

Sögaard Sörensen, M., & Holmen, A. (2004). At blive en del af en arbejdsplads – om sprog og læring i praksis. Danmarks pædagogiske universitet, Institution for Pædagogisk antropologi.

Tykesson, I., & Landqvist, M. (2011). Språkstimulerande övningar för personal inom äldreomsorgen. Metodutveckling med forskarstöd. Stockholm: Rapporter/Stiftelsen Stockholms lans Aldrecentrum, 2011:8 ISSN 1401-5129.

Websites

www.aldrecentrum.se, Stiftelsen Stockholm lans Äldrecentrum.

www.andrasprak.su.se, Nationellt centrum för andraspråk, Stockholms universitet.

www.apel-fou.se

www.lidingo.se/arbetsam, Projekt ArbetSam.

www.skolverket.se

www.spsm.se, Att göra studiesituationen tillgänglig för vuxna med läs- och skrivsvårigheter/dyslexi. Specialpedagogiska skolmyndigheten. 2011.

www.valideringsinfo.se

www.myh.se, Myndigheten för yrkeshögskolan

APPENDIX 1

Three-way discussions in ArbetSam

In ArbetSam participants were supported and encouraged in their learning to develop language and vocational skills. Developing participants' knowledge and competences was intended to lead to personal growth with greater self-esteem and social skills, as well as strengthening their position in the labour market. Formal learning in the project was based both on participants' abilities and needs, and on the knowledge and skills required by the employer-organisation.

- For each participant, there was an individual learning plan based on the individual's strengths with
- Formal learning goals (specific language and / or vocational knowledge goals)
- SFI and SVA courses in Swedish language and / or courses from the health and social care programme
- A plan for how the learning goals would be achieved and when participants and teachers would evaluate the learning.

It was one of ArbetSam's objectives to conduct a three-way discussion between participant, manager and teacher at least twice in the lifetime of a learning programme.

Before the three-way discussion, it is important that teacher and manager agree where and how the three-way discussion will take place. It's the teacher's responsibility to lead the three-way discussion and ensure that it focuses on the participant's circumstances and progress within the project. In the discussion, the participant's development should be considered and evaluated in relation to their individual learning plan.

Support the participant's involvement in the discussion by preparing them beforehand with information about how the discussion is meant to work. Participants should also be given time to themselves to go through their individual learning plan and the three-way discussion questions so that they have opportunity to reflect and prepare (see suggestions below regarding three-way discussion questions). In the discussion, the participant should be able to

identify development goals and/or support needs and any changes in their individual learning plan.

To promote an effective three-way discussion, it is helpful if the teacher:

- Sets the scene at the start of the discussion – run through the aims and objectives of the three-way discussion
- Explains how the discussion works, including the time allotted to it
- Asks the participant and the manager if they have anything they want to address during the discussion
- Conducts the discussion with the participant's issues in mind, inviting the manager involved in the discussion to acknowledge and emphasise the participant's knowledge and skills. When the participant identifies learning objectives, check whether the manager agrees and ask what support the workplace can offer.
- Summarises points and confirms that the other parties involved in the discussion share the same understanding
- Ends the discussion by asking if any of the parties wish to make any other points and then summarising what has come up and how the participant wishes to move forward with their learning objectives
- Updates the individual learning plan with the participant.

Suggested questions for the three-way discussion

Tell us what you think about the formal learning programme in ArbetSam.

What are you happy with / do you think is going well? What support do you get from your workplace?

If you have not used your new knowledge at work, tell us how you could use this knowledge at work.

What is difficult? What do you think you would need to modify / improve / develop?

What are you thinking of doing after ArbetSam? What goals do you have for work and for competence development? (courses, support of colleagues, etc)

What opportunities / different options do you have? How can you make use of them? Do you need support from anyone (teachers, colleagues, manager, etc.)?

Have you had the opportunity to use your new knowledge at work? Please give examples of what knowledge you have used at work and how it went.

APPENDIX 2

Example 1: Local learning programme plan SpråkSam September 2009

Local learning programme plan based XX Residential Care Service's development needs, as identified and mapped in discussions with the workgroup. This plan is also informed by the local authority's Older People's Service Action Plan of Aug-09. SpråkSam aims to work with and support XX Municipality's core values project.

Aim

The aim of this service's participation in SpråkSam is for participants to develop their language and vocational skills to achieve the objective of high-quality care that upholds dignity.

Objectives (based on current analysis)

SpråkSam's objectives for XX are for staff to be able to:

- Read and understand Swedish and demonstrate practical skills to deliver person-centred care
- Use social documentation effectively:
 1. Together with the older person / guardian⁷³/ relative(s) writing the care plan, the detailed care plan⁷⁴ and weekly schedule for the resident
 2. Up-dating the social journal with important events and any adverse incidents
- Talk with colleagues and report on how the elderly want their help from the care plan, detailed plan and schedule for the week
- Report changes in care and rehabilitation needs
- Read, understand and follow the instructions of healthcare staff for each resident
- Talk with colleagues to jointly plan daily care

work with the elderly in the unit

- Lead and/or take minutes for team meetings on a rolling schedule
- Talk with the elderly about social needs (e.g. social contact and inclusion in activities) and interests. Promoting the individual's resources and supporting the elderly to have meaningful daily activities
- Create social interaction through respectful daily dialogue with the elderly during for example meals and coffee breaks
- Understand and contribute to the celebration of the festivals and traditions that the elderly may celebrate
- Provide information and sustain a respectful dialogue in support of intimate personal care

Learning programme content

- Reading, writing and conversation skills
- Spoken communication skills and body language
- Team work for a professional and ethical approach
- Social care
- Policy documents
- Personalisation
- Social documentation
- Meals
- Social interactions, activities

Structures and methods for learning in the workplace

The learning programme starts with the individual identification of writing proficiency and reading comprehension. Participants will also make a self-assessment of their communication skills according to the European Language scale

⁷³See footnote 64: Translator's note: In Sweden, a guardian (god man) is somebody designated by the authorities to represent an adult who is unable to protect his/hers own interests.

⁷⁴Translator's note: The 'detailed care plan' is a more detailed document than the overall care plan.

(CEFR): Listening, Reading, Spoken interaction, Spoken production and Writing. The learning will be based on participants' current knowledge, experiences and needs. Participants are guided towards their specific, individual learning objectives in order to achieve the local learning plan's overall goals. We will make use of workplace materials from the employer and coach both in the organisation's training suite and directly in service areas during work with the elderly.

We will use a portfolio approach for language and knowledge development in which participants take responsibility for their own learning within local learning plan objectives. Individual learning plans will be continually updated with new challenges for staff. Periodically, staff are given specific objectives with clear elements to practise in their daily work.

The local learning plan's competency objectives will be broken down into practical skills in everyday care work. Parallel to this process, validation of the SFI and care programme course(s) will be possible.

Systematic feedback

A working group will have regular meetings in the workplace to evaluate the content and implementation of SpråkSam so that the learning initiative is incorporated into everyday work with the elderly.

Example 2: Local learning programme plan

ArbetSam October 2011

Introduction

XX Residential Care provides a range of services including residential care and sheltered accommodation for older people with dementia who have high dependency care and nursing needs, and supported living for elderly people with mental health needs. There is also a unit for short-term respite care.

XX consists of six apartment developments with a total of 157 apartments. Each development is divided into three groups with eight or nine apartments in each group. There are

122 whole-time equivalents and the staff group – consisting of qualified nurses, auxiliary nurses and care workers – provides 24-hour coverage. Additionally, physiotherapists and occupational therapists are brought in to complete the team as and when necessary. XX sits in a beautiful lakeside setting and is operated by the municipality. XX's workforce is diverse in terms of educational background and professional experience, and 33 different language groups are represented.

Providing the safe, high-quality care that XX's elderly residents need and are entitled to, with their multiple and complex needs, demands a high level of basic competence from staff. There is also a need for continuous professional development so that care staff assimilate new knowledge. Interacting with the elderly residents is central to the work of these staff. When interacting, staff need to pay real attention and be sensitive in order to perceive what the residents want to say. Such interactions will create conditions for a genuine dialogue in which the elderly are seen and heard and thus can experience trust and feel safe. ArbetSam's objective is to increase linguistic communication and encourage language development.

ArbetSam

ArbetSam is a workplace learning project for elderly care. The project started in February 2011, continues until 30 December 2013 and is funded by the European Social Fund. The fundholder is the city of Lidingö. The project is managed by the city of Lidingö with Stockholm Gerontology Research Center Foundation. The project's targets include working with 800 employees across 60 workplaces in municipalities, districts and private care providers in Stockholm county. Employees will benefit from individualised and small-group learning in the workplace. The learning programme is delivered by teachers from adult education and SFI (Swedish for immigrants). Course content will be based partly on the workplace and individuals' needs, and on courses from the official health and social care programme, and from the SFI and Swedish as an additional language programmes.

The project's overall objective is on four levels: the individual level, the organizational level, the educational level and the information level. At the individual level, the project will strengthen the participant's position in both their current workplace and also in the labour market by enhancing their vocational skills with improved language and social care knowledge. The objective here is also indirectly to build participants' self-esteem.

The organisational objective is to create the conditions for a sustainable 'learning workplace'. The educational objective is to implement and test methodology and integrated workplace learning models. The information level objective is to disseminate knowledge of the project and its results to other enterprises, the general public, policy makers and researchers.

Objective at XX Care and Sheltered Accommodation

The overall project goal at XX is to increase participants' vocational competence by strengthening and developing their language and social care knowledge with a focus on elderly care and daily care work at XX. The objective is also to introduce and establish conditions for language development and learning to be a continued part of the everyday activities by the end of the project.

Learning outcomes and content

The project's intended learning outcomes for each participant include enhancing their understanding of and/or developing their ability to:

- Listen, understand, read, write, speak, communicate interactively as well as recognise and understand contexts and non-verbal communication (from ArbetSam's catalogue of objectives)
- Manage differences between written and spoken language
- Manage transitions between 'polite' or formal speech and 'everyday' or informal speech, i.e.

language register, tone

- Behave professionally towards residents, relatives and colleagues
- Talk with relatives
- Receive phone calls at work
- Understand Lex Sarah⁷⁵, no notification procedure
- Keep records using the [electronic] Parasol record-keeping system.
- Use e-mail at work
- Use key policy documents
- Participate actively in workplace meetings
- Participate actively in the on-going core values project.

Accreditation objectives:

Participants without SFI credits or credits at SVA Basic level are offered the opportunity to work towards these credits. Credits at SVA Basic level allow access to the health and social care programme. Participants who have not previously taken courses on the health and social care programme are offered Health and social care work 1 from the new health and social care programme. This is worth 200 Upper Secondary points. Participants who have previously taken courses from the health and social care programme are offered the course Older people's health and quality of life of the new health and social care programme. The credits for this are worth 200 Upper Secondary points. At the end of the project, all participants receive a certificate specifying the course(s) they have taken, including course content, duration etc.

Approach

Subject integration and workplace integration

Subject-integrated instruction will be given by a language teacher and a care teacher. By subject

⁷⁵Translator's note: The Lex Sarah is a law (named after an auxiliary nurse) that requires staff in elderly care to report any wrongdoing and/or unsafe practice that they observe to the municipality which is then required to make an investigation.



integration we mean instruction that is based on joint planning for Swedish as an additional language and current care topics. The teachers will be equally involved in delivering this instruction and pursue a consistent focus on elderly care.

Instruction is also workplace-integrated. By that we mean that instruction should be based on everyday activity in the workplace. Programme structure and content is planned together with managers and other key staff in XX. Participants will also be consistently encouraged to shape the content of instruction by contributing their experiences in care work and dilemmas linked to the Swedish language. Participants will, for example, be encouraged to bring difficult, totally unfamiliar words and sentences to sessions. Participants will also review and practise using the various documents that they come across in the workplace. Materials and content from previous workplace courses / briefings can be monitored / repeated, for example, moving and positioning technique, Silvia Sisters, Dementia-ABC⁷⁶ and social documentation.

Session materials and content

The respective syllabuses for Health and social care work 1 and Older people's health and quality

of life are linked and related as fully as possible to everyday care in the workplace. Participants' different experiences of care work will be highlighted throughout and play a significant role. Similarly, important documents and work procedures at XX will be linked to the syllabus.

The respective area managers will be informed of session content etc by email alongside weekly session attendance reporting.

Homework

Between classes, participants will receive homework, both common to the whole group and individual. Language advocates and the respective area managers will be informed of homework once a week via email.

Individual learning plans

The learning programme starts with an audit of individual participants' educational background, Swedish language skills (reading, writing, and listening), computer skills and other learning needs and objectives. Based on the survey, an individual learning plan (Appendix 1) is then created for each participant. This will also be consistent with the organization's local l

⁷⁶Translator's note: Silvia Sisters is a CPD programme offering specialist training in dementia care to auxiliary nurses (part-time over two years). ABC is an online training course in basic dementia care.

earning plan. Participants are tutored then based on their own personal learning plans to achieve their individual objectives and the local learning programme plan's overall objectives. The individual learning plan is treated as a living document that is reviewed and revised throughout the course. The individual learning plan of course allows for individually appropriate homework to be assigned throughout.

Portfolio

As part of the project each course participant develops a portfolio (i.e. folder). This portfolio provides the participant with a comprehensive and organised picture of previously documented occupational competence (diplomas, certificates, credits, etc.) and an ordered overview of learning materials and activities undertaken in ArbetSam. The portfolio should therefore include:

- Individual learning plan
- Learning materials and tasks undertaken in ArbetSam
- Copies of previous certificates, diplomas and credits.

Three-way discussion

On two occasions the learner is offered a three-way discussion with their teacher and unit

manager to plan, follow up and evaluate the individual learning plan. These discussions are scheduled for January 2012 and November 2012. If necessary, further three-way discussions can be arranged. The final three-way discussion in November 2012 focuses on the question: What further development can / should the participant seek to undertake?

Planning meetings

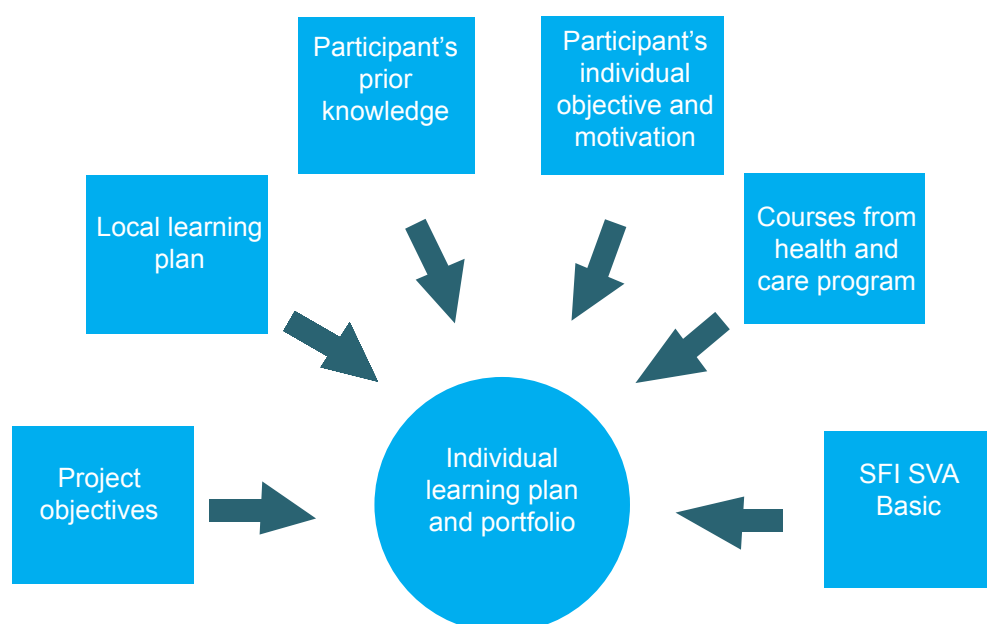
Teachers, unit managers and other key staff will meet regularly to plan, monitor and evaluate ArbetSam.

Language advocates and reflective discussion leaders

Language advocates and reflective discussion leaders at XX will be supported by care teachers and SFI teachers in their work at XX. This will be achieved through regular meetings to share experiences.

Language advocates and reflective discussion leaders should be involved in the content of the programme, partly to ensure a clear connection to the workplace, partly to enable them to support the ArbetSam participants between learning sessions. They will also be encouraged to make suggestions and requests for content, and be invited to participate in additional learning sessions.

From competency audit to the Individual Learning Plan and Portfolio



Documentation officer / computer skills

The teachers will work with the documentation officer at XX regarding social documentation [i.e. record-keeping and reporting]. Local learning materials will be used in connection with instruction for social documentation.

Participants who need to develop their computer skills will be supported by ArbetSam teachers after joint-planning with the employer-organisation's documentation manager.

ArbetSam – Actors in the workplace



Suggested discussion points for teacher and manager when developing the local learning plan:

- What topics to include in the learning programme, based on workplace needs for competence development
- How to integrate the learning programme into the workplace's other development work
- How the workplace can plan to support participants and utilize their skills, so that the knowledge is put into practice and applied in ordinary everyday work
- How to structure co-operation between teacher, manager and key staff
- How key staff can act as support for participants between learning programme sessions
- How communication will occur between managers, key staff and teachers – for example, how often they should meet (in different configurations), as well as how often teachers should provide feedback to the manager and in what way
- Background information: name, place of work, name of manager, year of birth, work phone number and email address, manager's email address

APPENDIX 3

Sample template for Individual learning plan

Interview Form for participants with Swedish as an additional language

- Apart from Swedish, do you speak any other languages?
- What education and training have you had?
- What was studying like for you?
- How long have you worked in elderly care / care for people with disabilities?
- How long have you worked at your current workplace?
- Have you had other jobs? What did you do and how long did you work there?
- Do you use a computer to:
 - Send and receive e-mail
 - Search the internet
 - Write documents
 - Make notes in the care plan and social journal, using (for example) ParaSol [an electronic record-keeping system]
- Do you use a mobile device (e.g. smartphone, tablet)?

About the learning programme

- Is there anything that you would particularly like the learning programme to include?
- What do you want us to focus on in the learning programme?
- How can we teachers help you with your learning on the programme?

Forms for participants who speak Swedish as an additional language

Interview Form for participants with Swedish as an additional language

- Background information: name, place of work, name of manager, year of birth, work phone number and email address, manager's email address
- What is your first language?
- Do you speak any other languages, apart from your first language and Swedish? Which?
- How long have you lived in Sweden?
- How many years of education (school, college etc) did you have before coming to Sweden?
- How was education for you?
- What did you do before you came to Sweden?
- Have you done any education or training in Sweden? What?
- What was studying like for you?
- How long have you worked in elderly care in Sweden? How long have you worked at your current workplace?
- Have you had other jobs in Sweden? What did you do and how long did you work there?
- Do you use a computer to:
 - Send and receive e-mail
 - Search the internet
 - Write documents
 - Make notes in the care plan and social journal, using (for example) ParaSol [an electronic record-keeping system]
- Do you use a mobile device (e.g. smartphone, tablet)?

About the learning programme

- Is there anything that you would particularly like the learning programme to include?
- Examples from health care and language
- What do you want us to focus on in the learning programme?
 - Swedish
 - Health and social care
- How can we teachers help you with your learning on the programme?

Sample template for Individual learning plan
Participants who study without language support

My strengths in my work role together with areas for development
.....
.....
Learning and development objective(s):
.....
.....
To achieve these objectives I need to:
.....
.....
.....
Objectives to be evaluated in week together with
Evaluation:
.....
What I need to work more on:
.....
.....

Signature of participant:

Participant's manager:

Teacher's signature:

Sample template for Individual learning plan

Participants whose learning is integrated with Swedish as an additional language

My strengths in my work role together with areas for development				
My strengths in communicating in Swedish (or other languages) together with areas for development				
Spoken interaction	Spoken production	Listening	Reading	Writing
Occupational objectives and learning objectives:				
Language objectives:				
To achieve these objectives I need to:				
Objectives to be evaluated in week together with				
Evaluation:				
What I need to work more on:				

Signature of participant:

Participant's manager:

Teacher's signature:



