

# OPPORTUNITIES FOR PSYCHICS

## Training frame of the psychological disturbances referent

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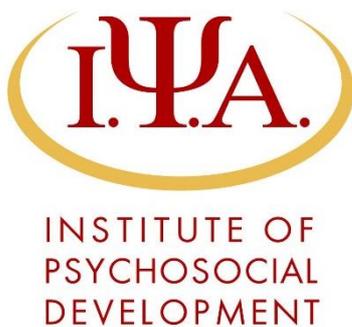


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A project by:



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# 1. Introduction

The first year of Psych Up was designed to diagnose what VET professionals experience working with psychologically affected publics, the major difficulties encountered when working with them and suggestions about the missions and competences the “**Psych Up referent**” should have. Partners lead a field research with VET workers, to create their **output 1: *the function profile of the psychological disturbances referent.***

Partners then continued their work during a year to produce a **second output: *the training frame of the psychological disturbances referent.*** The aim of this output is to support the production of targeted training programmes and contents based on the skills required by the referent function.

Finally, they will go on by creating a **reference toolkit (output 3)**, gathering useful resources, tools and existing practices in the partners’ countries that any interested stakeholder could use and find helpful regarding psychologically affected learners’ support.

**In this output, you will discover the training frame of the Psych Up Referent**, which presents the training needs for the function. It was developed by the Psych Up partners, based on the function profile they previously created and an analysis of existing training offer for such functions. The training frame was proofed by holding **national focus groups gathering external partners**, knowing the field reality of training and supporting of learners living with psychological disturbances (VET trainers, coordinators and directors, Handicap and disabilities expert, local authorities, ...).

At the moment there is neither an occupation standard nor a training profile for the Psychological Disturbances Referent function, simply because this function profile is not the object of a formal recognition in VET centres in none of the partner countries. We therefore believe that the development of a training frame of reference will help a **more formal establishment and development** of such functions in VET centres.

This training frame details the training program a Psych Up Referent should follow in order to carry out his/her missions.

It can be useful in three main ways:

- It can be used as a **reference for training providers**, to organise training programs and modules destined to Psych Up Referent (and other associated functions).

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- It can be used by the Psych Up Referent **as a training plan**, to plan and get appropriate training in order to acquire new skills and knowledge useful for their everyday work
- It can be helpful for the **Psych Up Referent employer** as a recruitment cheat sheet, to hire candidates presenting relevant past experience and education for the Psych Up Referent job.

The work carried out by the partners enabled them to develop a **common training frame of reference**. But each country/partner also noted some singularities based on their country/organisation's particularities. This led the partners to develop, besides the common version, **nationally adapted versions** of the frame. This publication only presents the common version, but the adapted ones are available by contacting the partners and on the [project website](#).

## 2. The training frame

**Reminder: 3 key activities were defined in the Common Function Profile:**

1. To develop a network of partners on their territory
2. To welcome and support people affected by psychological disturbances all along their educational/training path
3. To inform and raise awareness among the teaching/training staff

**The training frame consists of 2 Learning Outcomes Units:**

**Learning Outcomes Unit 1 | To welcome and support people living with psychological disturbances all along their education/training path, as well as the teaching/training staff**

*Based on key activity 2 + key Activity 3*

**Learning Outcomes Unit 2 | To develop a network of partners on their territory and lead the people living with psychological disturbances towards the partners**

*Based on key activity 1 + Competence 2.2 of key activity 2*

## UNIT 1

To welcome and support people living with psychological disturbances all along their education/training path, as well as the teaching/training staff

### 1 | Learning outcomes

**At the end of the unit, the Psych up Referent will be able to:**

- Support the learner in every step of its training path
- Support the learner in identifying the mechanisms for dealing with its psychosocial challenges
- Ensure effective monitoring on the psychological disturbances
- Develop inclusion policy among the training staff

### 2 | Course objectives

#### **Sequence 1 - Approach of psychological disturbances**

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**At the end of the sequence, the Psych up Referent will be able to:**

- Discover the major typologies of psychological disturbances, their expressions and manifestations, and understand their main consequences and impact on learning abilities
- Differentiate what is considered to be a psychological disturbance from other disabilities
- Identify, analyse and use efficient support methods

**Program:**

- ✓ Notions of mental health (knowledge and understanding of psychology, psychiatry, therapy, ...)
- ✓ Knowledge of the legal framework, official institutions and competent authorities
- ✓ The legal framework of the sector (of which regulatory requirements in terms of learner's support)
- ✓ European and national regulation on inclusion policies
- ✓ Social work postures
- ✓ Ethics and professional conduct
- ✓ Reporting techniques

## Sequence 2 - Reception of learners living with psychological disturbances

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**At the end of the sequence, the Psych up Referent will be able to:**

- Understand the different situations of learners reception
- Analyse the functioning and profile of the learners
- Adopt a professional posture in line with learners' needs and demands
- Use appropriate tools and methods of communication with the learners
- Adopt a constructive attitude in their relationship with the public

**Program:**

- ✓ Notions and approach of the concept and process of beneficiaries reception
- ✓ Prerequisites and steps of the reception and support of the beneficiaries
- ✓ Knowledge of the beneficiaries realities: insecurity, vulnerability, poverty, marginalisation, ...
- ✓ Identification and classification of the characteristics and issues of the beneficiaries
- ✓ Manifestations and impact of the disturbances, their difference from the ones caused by the learners' other vulnerabilities (poverty, unemployment, ...) and the links that can coexist between them
- ✓ Development and use of positioning tools to assess learners' skills in order to individualise their training program
- ✓ Professional posture and interpersonal skills building
- ✓ Factors of effective communication and implementation in the beneficiaries reception
- ✓ Notions about confidentiality and privacy legislation

## Sequence 3 - Understand and cope with destabilising situations

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**At the end of the sequence, the Psych up Referent will be able to:**

- Understand mechanisms leading to and building destabilising situations
- Anticipate, detect and defuse potential destabilising situations
- Defuse aggressiveness, anger, frustration and/or isolation of the learner
- Develop conflict management and prevention
- Acquire, use and share tools for better communication
- Adopt a constructive attitude in their relationship with the public

**Program:**

- ✓ Identification of the various difficult situations that can emerge from the beneficiaries
- ✓ Identification and interpretation of attitudes and behaviours leading to destabilising situations
- ✓ Prevention and management tools to deal with difficult situations (conflicts, demotivations, rumors, tensions, ...)
- ✓ Regulation, defusing and deescalation techniques and tools to deal with difficult situations
- ✓ Group management

## Sequence 4 - The process of adapting training frameworks

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**At the end of the sequence, the Psych up Referent will be able to:**

- Identify different pedagogic methods and techniques
- Identify and/or develop tools to solve or get round potential cognitive deficits (planning, memorising, concentration, space/time perception, mobilisation of knowledge, judgement and logical reasoning, etc.)
- Identify and/or develop tools and techniques to solve potential lack of interpersonal skills (difficulties in understanding social codes, finding the "appropriate distance", etc.)

**Program:**

- ✓ Notions of mental health : impact of psychological disturbances and disabilities on the learning process and abilities
- ✓ Knowledge in pedagogy techniques and methods (learning, self-learning, remediation, active pedagogy, ...), in order to choose the most appropriate ones depending on the learners' profiles
- ✓ Knowledge in andragogy/adult education methods
- ✓ Innovative learning and communication supports, methods and tools to mobilise in the training courses
- ✓ Inclusive and multimodal approach to facilitate and strengthen the learning process
- ✓ Identification and analysis of the psychological disability impact within the learning/education environment in order to:
  - Structure and support learners' relationships with others (other learners, counselors, trainers, company tutors, ...)
  - Develop and manage effective and adequate communication with the learners
  - Develop and drive learners' expression regarding their situation and disturbances

## UNIT 2

To develop a network of partners on their territory and lead the people living with psychological disturbances towards the partners

### 1 | Learning outcomes

**At the end of the unit, the Psych up Referent will be able to:**

- To develop partnership relations with local actors
- To build an inclusion policy within partners and communicate about it
- To guide and orientate learners towards the appropriate partners (psycho-social services, medical centres, ...)

### 2 | Course objectives

#### Sequence 1 - Relationship Building

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**At the end of the sequence, the Psych up Referent will be able to:**

- Understand and explain the importance and mechanisms of networking
- Practice different strategies and techniques for professional communication
- Involve social skills (listening, empathy, emotional intelligence, ...) to build relationship

**Program:**

- ✓ Identification and search of relevant partners
- ✓ Elements of successful networking
- ✓ The qualities of a great networker
- ✓ Building and maintaining lasting partenarial relationships
- ✓ Lead and animate a partners network

#### Sequence 2 - Orientation to the network of partners

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**At the end of the sequence, the Psych up Referent will be able to:**

- Mobilise appropriate support, help and assistance
- Identify useful and relevant resources, partners and services for the reception, integration and support of the learners in training and/or employment

**Program :**

- ✓ Analysing the psychosocial and medical landscape of the territory and the respective expertise of the local organisations
- ✓ Interview and reporting techniques to identify and analyse learners needs and requests
- ✓ Social laws and regulations (social security benefits, health insurance, public support services,...)

### **Sequence 3 - Inclusion policy**

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**At the end of the sequence, the Psych up Referent will be able to:**

- Build, develop and implement an inclusion policy among the training centre and with its staff, and communicate about it
- Promote inclusion in the society

**Program:**

- ✓ Legal and regulatory obligations regarding psychological disturbances
- ✓ European and national regulation about inclusion and diversity policies
- ✓ Ethics and professional conduct
- ✓ Group management and interpersonal skills management and enhancement
- ✓ Communication techniques
- ✓ Knowledge in public relations

## 3. About our methodology

Psych Up develops 3 outputs, of which two main productions that are directly linked with each other:

- **Output 1:** the **function profile** of the **Psychological disturbances referent**
- **Output 2** (this output): the **training frame** of the **Psychological disturbances referent**

In this note, you will be presented with the methodology that was used for the development of both outputs, the **standard methodology**. The aim of this note is to help you understand the logic and the purpose of our outputs. Moreover, it can be useful if you want to seize our outputs and develop them further or adapt them to your own realities – whether it be at a local, regional, sectorial or national level.

### Lifelong Learning

The project was thought under the Lifelong Learning (LLL) logic. This implies a will to create more training opportunities for all citizens and to increase the recognition of their competences. The aims of the LLL are to increase and improve:

- **Mobility** of workers (both geographic and occupational mobility)
- **Qualification** of citizens
- **Transparency** and comparability of qualifications
- **Validation** and recognition of competences
- Capitalisation of **learning outcomes**

### Standard methodology<sup>1</sup>

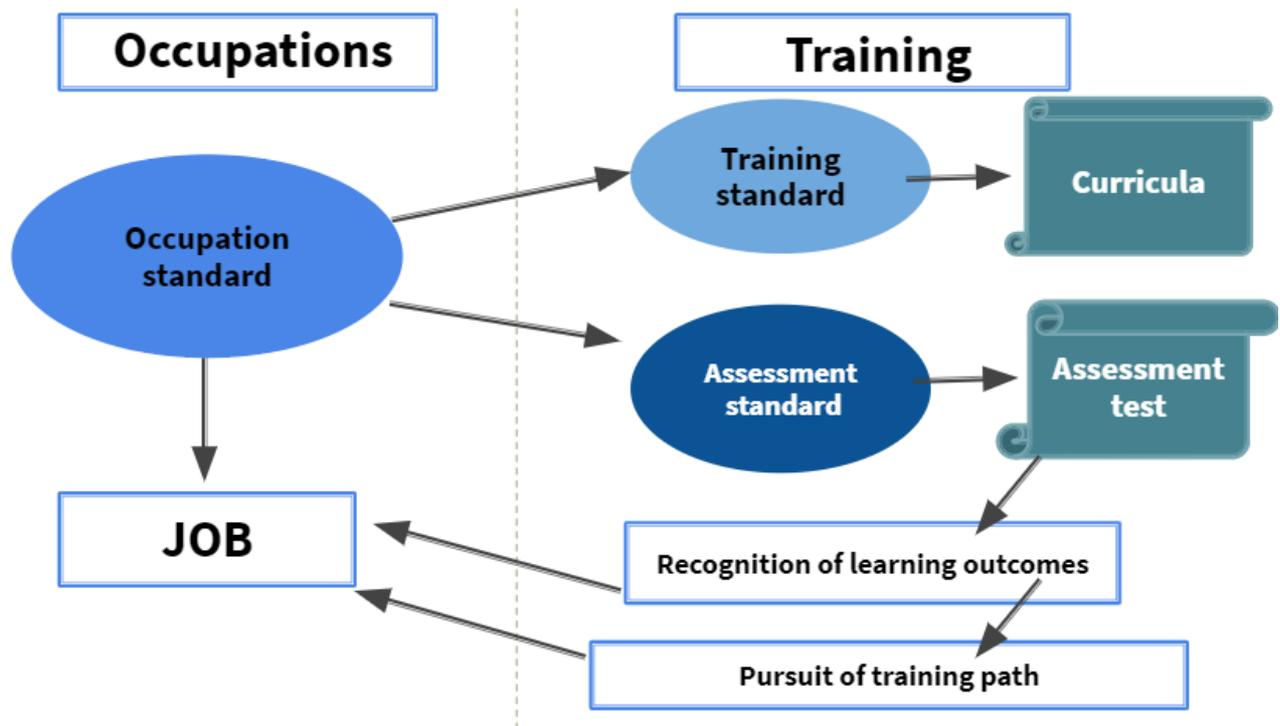
The project outputs 1 and 2 were developed according to the **standard methodology**, used to enable transparency and recognition of the learning outcomes with respect to the ECVET recommendations. They were developed under supervision of a **method-expert** from [AID](#) (Psych Up partner), member of the **Belgian ECVET Team**.

The standard methodology stems from the **competence-based approach**. This methodology valorises the competences of the citizen (workers and learners) by working on the recognition of their learning outcomes.

This approach connects the learning/training path and the occupation/employment world. It analyses work situations to determine the competences needed to accomplish the tasks required for the job, and the responsibilities that come with it. It expresses the competences into observable and measurable behaviours, to later implement them into learning activities:

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<sup>1</sup> To better understand our project's objective, and this document's details, please refer to the official Cedefop glossary. This publication contains explanations of all the terminology used in education and learning across the UE, and aims to leads to better communication, understanding and transparency between all stakeholders: <https://www.cedefop.europa.eu/fr/publications-and-resources/publications/4106>



The standard methodology is used to create three frameworks, that are linked with each other:

- **The profession (or skills) profile** defines the occupation in terms of production and expected services. This framework lists the key activities of the occupation, and the competences that are associated to these activities.
- **The training standard** defines the Learning Outcomes Units associated with the occupation's key activities, by detailing the expected learning outcomes (= knowledge and skills making up the competences targeted by the training).
- **The assessment standard** determines the minimal mastering threshold expected to access a competence certificate, or to be used as a reference for the organisation of certification tests.

# 1. The profession/occupation profile

The profession/occupation profile is the common norm, the hyphen between the occupation and the training, and between the training and assessment standards.

To develop it, one needs to follow a precise process:

## STEP 1 | The key activities

- Key activities must cover the professional field of the trade, and thus define it.
- The occupation needs to be expressed with a maximum of 10 key activities.
- When defining the key activities, action verbs are to be used : *elaborate, create, manage, develop, participate, ...* → [See Annex, a cheat sheet with more examples of action verbs](#)

## STEP 2 | The competences

- Competencies are the tasks you need to be able to do in order to say that you are capable of carrying out the key activity. They are therefore **observable behaviours**.
- If two key activities require the same skills, try to group them together.
- Between 2 to 10 competences are required per key activity.

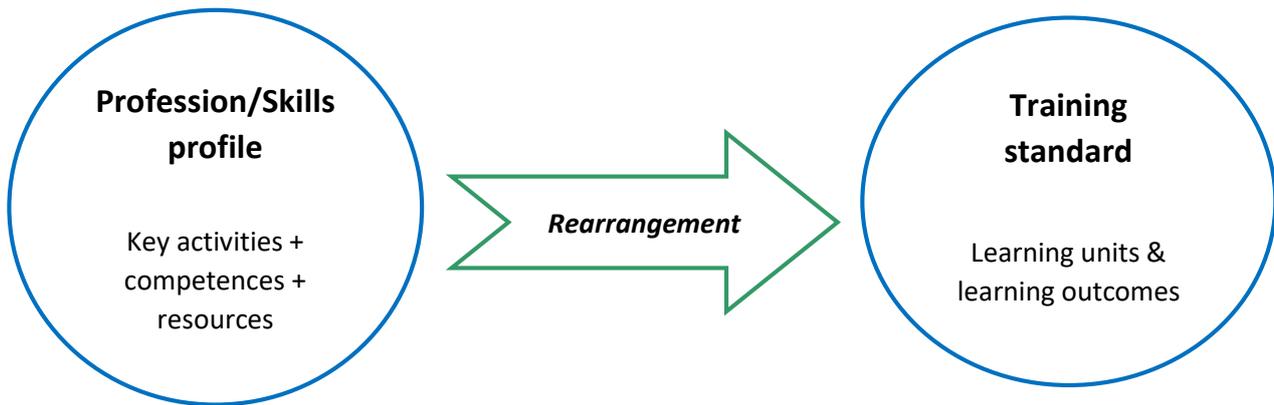
## STEP 3 | The resources

- The resources are the **skills** (know-how & behavioural skills) **and knowledge** that must be mobilised to describe the competence.
- Together, they therefore constitute the competences.

For example, here is a screenshot of the Psych Up Referent function profile. In the screenshot, one can see the different parts of the function profile: one key activity → one of the competences of the KA → the required resources (skills and knowledge).

	Competence	Skills		Knowledge
		Know How	Behavioural Skills	
KEY ACTIVITY 2. WELCOME AND SUPPORT PEOPLE AFFECTED BY PSYCHOLOGICAL DISTURBANCES ALL ALONG THEIR EDUCATIONAL/TRAINING PATH	<b>2.3. Support the learner in the management of their psychosocial issues</b>	<ul style="list-style-type: none"> <li>• Conduct interviews</li> <li>• Support the learner in identifying and analysing problematic situations and needs</li> <li>• Work with the learner to develop courses of action and procedures</li> <li>• Support the learner in the implementation of these courses of action</li> <li>• Intervene within the limits of their function</li> <li>• Implement partnerships to adapt the approach to the learner's needs and disturbances</li> <li>• Develop alternative actions and initiatives to help the learner express themselves</li> <li>• Inform the training staff about any relevant information regarding the learners' mental health</li> <li>• Share information with other stakeholders, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt communication to the trainee</li> <li>• Active listening posture</li> <li>• Respect ethical and deontological rules</li> <li>• Respect the autonomy of the trainee</li> <li>• Be able to question yourself</li> <li>• Comply with regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics and professional conduct</li> <li>• Communication techniques</li> <li>• Conflict management skills</li> <li>• Group management</li> <li>• Notions about privacy legislation</li> <li>• Notions of law, psychology, sociology, mental health and anything related</li> <li>• Principles of (intercultural) communication</li> <li>• Elements of pedagogy</li> <li>• Knowledge in therapy methods: psychology, speech, art, ...</li> </ul>

## 2. The training standard



Once the skills profile is set, the next step is to develop the training standard for the occupation. To do so, the skills profile is the prime resource: the competences and their resources (know-how, behavioural skill, knowledge) that can be the subject of a training must be identified.

It is recommended to grey out competences of which all resources (KH, BS, K) cannot be taught/learnt. These competences therefore cannot be evaluated, because they cannot be mastered at the end of the training but only (partly) approached. Only the practice of the trade will enable the acquisition of the skills that could not be addressed during the training.

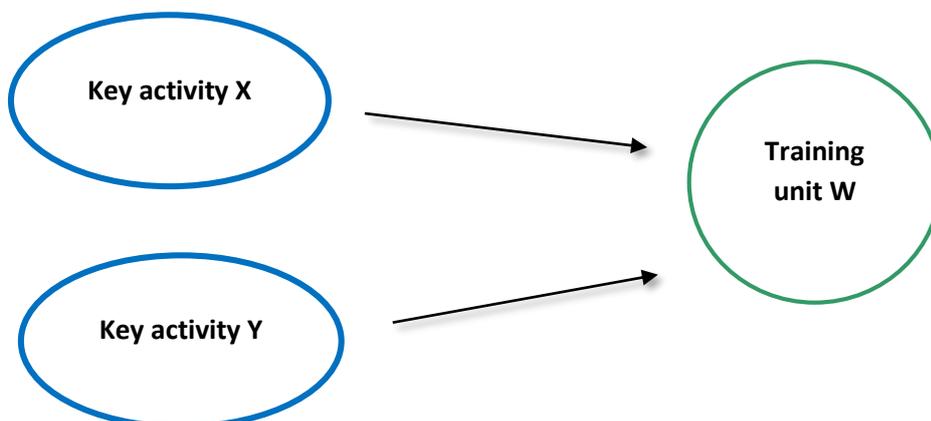
For example, for the Psych Up Referent, when learning about the adaptation of the learning path of learners with psychological disturbances, the training program will not be able to confront the Referent with a real-life practical situation. However, it will be possible to work on acquiring knowledge and skills relative to pedagogy and the legal framework of the sector (of which the obligations regarding the training program for example).

Once that first step is completed, and all relevant competences have been highlighted, the learning outcome units can be created.

### STEP 1 | Learning outcome units (LOU) or Training units (TU)

There are multiple ways to create one (or more) LOU/TU based in one activity (or several complementary activities):

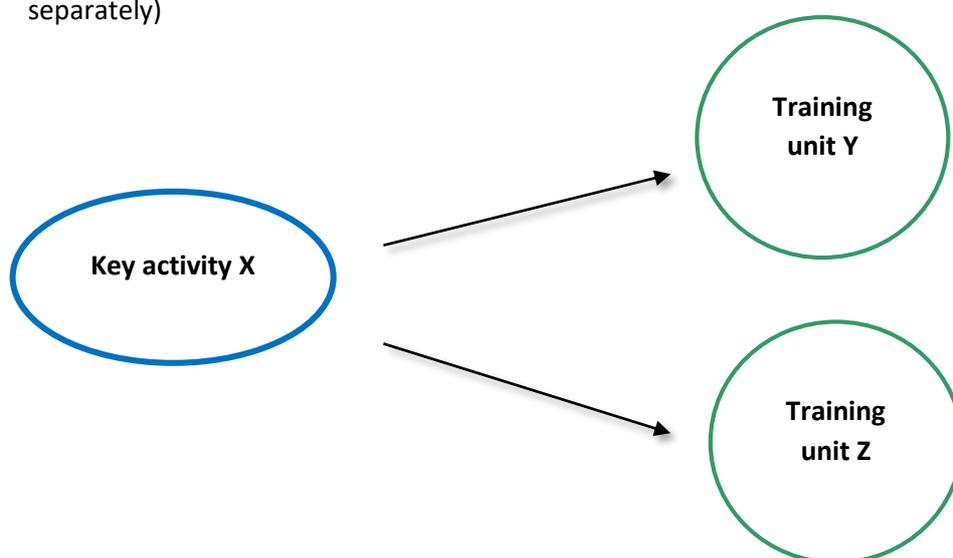
#### → Merging: A TU is determined from several complementary Activities



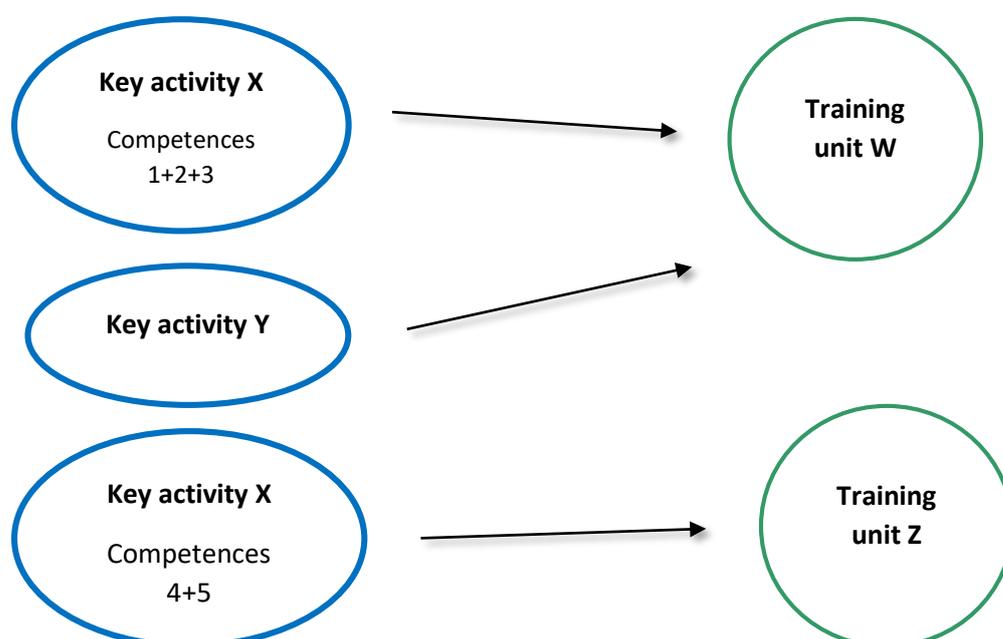
→ **Symmetry: One UF = One Key Activity**



→ **Split: Several TUs are created based on a same key activity** (notably when multiple techniques are found in a KA and it makes therefore more pedagogic sense to work on them separately)



→ **Mix: One TU is determined based on several complementary KA, or only with part of their competences.** The mix is a combination of the merging and split technique.



## STEP 2 | Formulate the training objective of the TU and its specific objectives

The training objective describes a specific observable behaviour that the learner will be able to practise at the end of the Training Unit. It is formulated in the "General pedagogic objectives".

The TUs/LOUs will then be organised into several training sequences defined by specific objectives and several operational pedagogical objectives. These training sequences are constructed according to a **logic of pedagogic progression** and will enable training operators to create their own training programme.

For example, Unit 1 from the Psych Up training frame was created based on the key activities 2 and 3 from the Psych Up function profile, by using the mixing technique. Here is an extract from it:

**UNIT 1: To welcome and support people affected by psychological disturbances all along their educational/training path including the teaching / training staff (Key activity 2 + Key activity 3)**

### 1. Learning outcomes :

**At the end of the unit the psych up referent will be able to:**

- Support the learner in every step of its training path
- Support the learner in identifying the mechanisms for dealing with its psychosocial challenges
- Ensure effectively monitoring on the psychological disturbances
- Develop inclusion policy among the training staff

### 2. Course objectives

#### Sequence 1 : Approach of psychological disturbances :

**At the end of the sequence the psych up referent will be able to:**

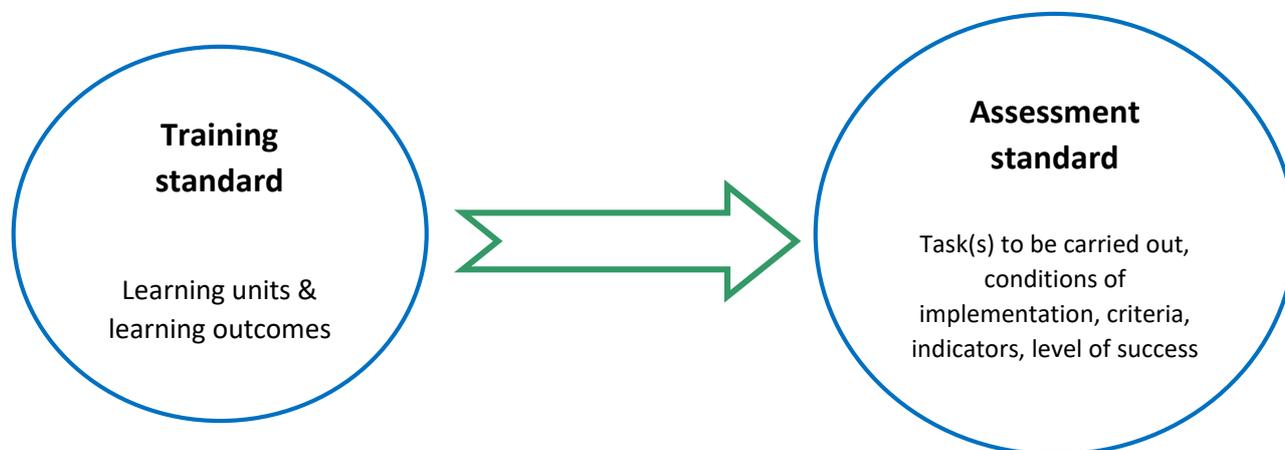
- Discover the major typologies of psychological disturbances and to explore the main consequences of the disease on learning abilities.
- Analyse and identify efficient support methods
- Differentiate what is considered to be a psychological disturbance from other problems disabilities

#### **Program :**

- Basic understanding of psychology, psychiatry, group therapy
- Knowledge of the legal framework, official institutions and competent authorities
- Ethics and professional conduct
- The European and national regulation about inclusion policies
- The legal framework of the sector (regulatory requirements in terms of learner's support)
- Social work postures
- Reporting techniques
- Knowledge in psychology and mental health issues

### 3. The evaluation/assessment standard

The third, and final, step of the standard methodology is to develop the **assessment standard** for the training programs developed based on the training standard. In the framework of Psych Up, this last part was not produced. However, here is the process to follow to do so:



In order for an assessment test to be successful, it is imperative that all the criteria defined for the task to be carried out are met. For each criterion, a set of indicators need to be determined as well as the level of success to achieve.

The indicators that are not absolutely necessary to be met need to be determined. It is important to do the latter as some learners (depending on their past experience or personal abilities) could be able to achieve a higher level of performance than what is required.

For each TU, an assessment test has to be developed, by defining three important parts:

#### Part 1 | Control mode

**Determine the assessment situation:**

- Where will the test take place?
- Indicate if the assessment will be implemented in a real-life context (on site/at the workstation), or in a reconstituted situation (in a specific centre/organisation), or if this modality is free of choice.

#### Part 2 | Test procedure

**Determine the task to execute:** consider all specific and operational objectives linked with the training unit to assess. The task requested in the test should incorporate and involve these elements. It may be necessary to define several tasks to be carried out for a same TU. For each task, it will then be necessary to determine the assessment methods (see Part 3).

To formulate a task, indicate:

- The task to execute as an **observable action**
- If possible or needed, the specifications to be met by the result.

Determine the realisation conditions:

- Time of the test (max.)
- Material and human resources the candidate will be able to use and those that they will not be able to use
- The constraints that the learner will have to respect, which need to be linked to real work situations. For example, do not put a constraint on accessing external resources if, in the real-life work situation, the person will/could have access to them.

### **PART 3 | Assessment method**

First, **precise the criteria**, which are the **expected quality of what is assessed** (here, the result of the executed task). The criteria can be formulated using (qualifying) adjectives.

For example, here is a list of usable criteria: *effective - fast - accurate - complete - correct - clear - efficient - adapted to the user - compliant with standards - clean - neat - concise - structured - homogeneous - well presented - original - creative...*

Multiple formulation can be used:

- Noun + adjective: "result conform to the plan".
- Noun with a positive connotation: "conformity of the result to the plan".
- Full sentence: "the work carried out is conform to the plan".

Make sure to choose:

- Relevant criteria: they should measure the essential Know How, Behavioural Skill and Knowledge of the Training Unit
- Independent criteria: the failure of one criterion cannot automatically lead to the failure of another. If two identical indicators are found in two different criteria, this means that the criteria are not independent. However, identical criteria can be found in different UF tests.
- Not too much criteria (max. 6 per test)

Then, **focus on the indicators**, which are the **observable illustration** of the criteria. The indicator answers the following questions: *How can we know the criteria is met? What will be observed exactly?*

In general, between one and three indicators per criteria are determined. There are multiple ways to formulate the indicators:

- **Like a measure:** *number of ...; presence of...; absence of..., ratio of...; duration; frequency; ...*
- **Like a proposal expressing an objective statement:** *the choice of utensils is appropriate; the used technique is relevant; the production is conforming to the client expectations; the method suits the legal obligations; ...*

Lastly, you will need to work on the **level of success**. In relation to the indicators, this item specifies the expected threshold (min.) or ceiling (max.) in order to establish a positive evaluation.

## Annex – Cheat sheet about action verbs

The action verbs below can be used to formulate learning outcomes, objectives and expectations or performance indicators. They are used to describe performance or actions that can be assessed/evaluated. They can be regrouped in several domains of action:

**Knowledge** draws on our previous achievements and knowledge. This implies being able to relate specific facts.

→ *To associate, choose, know, copy, define, describe, write, state, label, identify, name, recognise, reproduce, select, ...*

**Understanding** allows us to grasp the meaning of what is presented to us. This is demonstrated by translating from one state to another (words in numbers for example), by interpreting the content and by detecting new trends.

→ *associate, change, compare, convert, defend, define, demonstrate, explain, express, illustrate, interpret, manifest, reformulate, summarise, follow, translate, transform, ...*

**Application** allows us to use what we have learned and transfer it to new practical situations. This includes the application of rules, methods, concepts, principles, laws and theories.

→ *To perform, apply, select, classify, construct, describe, dismantle, discuss, use, execute, display, interpret, manipulate, modify, organise, participate, clarify, produce, recommend, solve, select, ...*

**Analysis** allows us to break down an idea or concept into its various components in order to better understand its organisational structure. This involves identifying certain parts and recognising the organisational principles involved.

→ *To analyse, associate, categorise, search, clarify, order, compare, differentiate, distinguish, examine, inspect, verify, prioritise, tell, select, simplify, etc.*

**Synthesis** allows us to reconstitute several components into a new entity. This includes the production of a theme, a discourse, a research or a classification scheme. The aim is the formation of new patterns or structures.

→ *To combine, compile, design, construct, coordinate, create, develop, establish, explain, manufacture, train, formulate, generate, invent, modify, plan, present, produce, tell, summarise, revise, ...*

**Evaluation** allows us to judge the relevance of an acquired skill for a specific purpose.

→ *To attribute, classify, conclude, consider, criticize, award, decide, defend, determine, evaluate, interpret, justify, measure, recommend, ...*

Psych Up aims to improve education and training for learners  
suffering from psychological disturbances

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