

## Title of Extra Qualification

### Promoting Cultural-Creative Skills

Target Group (Qualification(s)):

People working in the health and social care sector, e.g. geriatric nurses, social care assistants, social workers

Duration (lessons à 45 min):

200

Necessary Qualification of Trainer

- Vocational qualification at same level or higher as targeted qualification
- Pedagogic background and / or teaching experience
- Relevant practical experience

Necessary Equipment

Song book, rhythm instruments (e.g. triangle, rhythm sticks, finger cymbals, maracas etc.), CD player / stereo system, equipment for different exercises for rhythmic and physical forms of expression (e.g. gym ball, reflex massage ball, ropes, tennis and or table tennis balls, bean bags, hoops etc.), different forms of media for handicapped people (audio, large print and braille books)

EQF / NQF Level

4

Assessment Instruments

Complex task – written preparations and presentation of result:  
Preparing and presenting a client-oriented offer for the promotion of cultural-creative skills, combining at least two of the three acquired professional competences (if applicable, group work)

### Learning Objective (Summary)

This extra qualification aims at learners who will work in social and health care for children, disabled people, socially disadvantaged and elderly people. They are in the position to enable, motivate, and promote cultural-creative skills in their clients. These cultural-creative skills are related to the capacity for creative activity in the various forms of human expression and comprise experiences in the areas of music, language and literature, games, and movement.

The learners consider their own cultural-creative possibilities. They continuously expand their skills through the conscious acquirement and testing out of forms of expression, properly making use of any tools or techniques involved in these activities. In addition it sensibilises their cognitive skills.

They experience that sensory training, experiential skills and the various forms of expression are closely bound together. On the basis of analysing the individual abilities and needs of their various client groups, they submit offers for the comprehensive development of cultural-creative skills. They promote talent and aptitude.

### Unit of Learning Outcomes

#### Promoting Cultural-Creative Skills with clients

#### Professional Competence

#### Working with musical forms of expression

##### Skills

- Work up and practice musical forms of expression together with clients
- Sing together with clients (canons, folk songs)
- Accompany singing with rhythm instruments
- Experience and make music in connection with other forms of expression

##### Knowledge

- Describe the emotional effect and social potential of music, e.g. in film, advertisements
- Demonstrate the possibilities of using musical media in social and health care professions (e.g. musical-therapy methods)
- Illustrate the various forms of music media, their development and role in social and health care

### Professional Competence

#### Working with physical and rhythmic forms of expression

##### Skills

- Plan and implement rhythmic-athletic events of various age groups in accordance with their physical limitations
- Appropriately using equipment and material
- Note any sources of danger during care and supervisory duties

##### Knowledge

- Demonstrate the importance of movement for various client groups:
  - Need to move around and joy of movement
  - Movement as a permanent part of lifestyle and leisure time
  - Lack of movement and health
- Describe the methods and materials that promote bodily-rhythmic forms of expression

### Professional Competence

#### Working with forms of expression in media

##### Skills

- Select and use various media oriented toward the client group (e.g. print media, television)
- Promote reading to clients as basic cultural skills (understandable reading, talks, reception to literature)
- Show clients how to use media to obtain information, presentation, and documentation

##### Knowledge

- Outline the various ways to use media in in social and health care professions
- Take a position on various forms of media and its effect on our time
- Demonstrate language as medium and the features of oral and written creative speech
- Illustrate opportunities of access to literature for elderly and handicapped people

### Personal Competence

- Help shape the work within a group and the learning or working environment of such a group and offer ongoing support.
- Justify processes and results.
- Provide comprehensive communication on facts and circumstances.
- Set own learning and work objectives, reflect on and assess such objectives and take responsibility for them.