proper chance — Implementing ECVET in the field of health and social care

Lifelong Learning Programme

Description of learning outcomes of the professions "**aide-soignant**" (nursing assistent), "**aide-familiale**" (family helper) and "**aide-ménagère**" (house keeper)

LEONARDO DA VINCI TRANSFER OF INNOVATION PROJECT

"PROPER CHANCE – IMPLEMENTING ECVET IN THE FIELD OF HEALTH AND SOCIAL CARE FOR THE PROMOTION OF PROFESSIONAL PERMEABILITY AND GEOGRAPHICAL MOBILITY"

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For more information on the project "PROPER CHANCE" go to our website
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Lifelong Learning Programme

Overview on Units of Learning Outcomes

Key Activities and Professional Competences

Qualification: **Nursing Assistant (Belgium)**
EQF Level: **4**[1]

Key activities and professional skills
Key activity 1: Listening to, communicating with and supporting people, both psychologically and physically Establishing a supportive human relationship Being prepared to listen to care recipients Stimulating their mental and physical abilities; encouraging them to move around in accordance with medical advice and/or their individual abilities Identifying behavioural problems in care recipients and/or those close to them, as well as signs of abuse; escalating these observations and providing follow-up actions Participating in end-of-life care
Key activity 2: Advice and education Providing information about problems arising in daily life Teaching someone to wash, to brush their teeth, general hygiene, etc. Informing and advising patients/residents and their families in accordance with a care plan Health education work
Key activity 3: Providing quality and continuity of care within the framework of nursing activities that can be delegated to the nursing assistant Performing delegated nursing tasks such as oral care, ostomy care, taking pulse and temperature, helping with non-sterile samples, transporting patients, hygiene care, distributing medication to be taken orally, putting on support stockings Monitoring the correct execution of the care plan: catheter, hydration and feeding by mouth, placing the patient in a functional position Conveying information by means of verbal and written reports Preventing bedsores, infections and injuries
Key activity 4: Assistance with the activities of daily life (ADLs) Learning professional hygiene rules Noting and reporting physical, psychological or social changes in the patient/resident within the context of activities of daily living (ADLs) Providing care and support in terms of hygiene and comfort Transporting and handling the patient/resident in accordance with safety and ergonomics rules and care plans Providing meals

[1] In Belgium, the Qualification Framework hasn't been effectively transposed. It is not the competence of this project's leaders to decide the EQF level. Meanwhile, taking into account the competences, the European definition and the evolution in Belgium and in the member states, the written level is the most likely.

Key activities and professional skills
Key activity 5: Immersing themself into work life Respecting the identity and the religious, philosophical and cultural choices of the patient/resident Organising their work in accordance with the planned schedule while adapting to unforeseen circumstances Applying moral and ethical principles and respecting legislation and regulations Dealing with stress, unforeseen events and difficult and recurrent emotional situations Working as part of a team Ensuring appropriate professional communication

Legal sources:

- *Inter-network training guide, nursing assistant section of Education for Social Advancement, upper secondary level, code 821000S20D1*
- *Royal Decree of 12 January 2006 setting out the nursing activities that can be performed by nursing assistants and the conditions in which the nursing assistants can perform them*

Course duration:

Total: 1533 hours and 20 minutes (1840 periodes)
Lessons: 745 hours (894 periodes)
Practical training: 788 hours and 20 minutes (946 periodes)

Key activity 1: Listening to, communicating with and supporting people, both psychologically and physically	
Qualification: Nursing assistant	**Level – EQF : 4**
Assessment Instruments: Oral examination, practical examination, written work and examination	
Professional competence Establishing a supportive human relationship	
Skill • The use of verbal and non-verbal tools (including touch) to provide assistance to the patient/resident and those close to them at difficult times (bereavement, grief, suffering, etc.) • Communicating with care recipients to understand their needs and help maintain or improve their quality of life	**Knowledge**[2] • The use and importance of non-verbal language • Specify the basic rules of active listening and non-violent communication
Professional competence Being prepared to listen to care recipients	
Skill • Ask questions to ensure that the patient/resident understands the message or to clarify the meaning of the speaker • Practise appropriate communication techniques such as active listening and assertiveness • Identify the different elements of communication as well as factors that help or hinder communication • Ensure the needs of the patients/residents are met by involving them • Work on their self-awareness, self-image and self-confidence	**Knowledge** • The use and importance of non-verbal language • Specify the basic rules of active listening and non-violent communication
Professional competence Stimulating their mental and physical abilities; encouraging them to move around in accordance with medical advice and/or their individual abilities	
Skill • Encourage participation in activities of daily life (ADLs) in order to retain independence through physical and mental stimulation • Encourage participation in social activities in order to retain independence outside the family	**Knowledge** • Identify areas of daily activity that enable an assessment to be made of the degree of independence of the care recipient

[2] The Belgian authority for standards (SFMQ) decided that there should be no verbs for knowledge. Since the decision among the project partners was to keep them these learning outcome description include verbs.

Professional competence Identifying behavioural problems in care recipients and/or those close to them as well as signs of abuse; escalating these observations and providing follow-up actions	
Skill • Identify any unusual health or behavioural issues affecting those receiving assistance • Pass on concise and accurate reports verbally or in writing • Gather information • Observe the situation • Refrain from judging the person receiving assistance	**Knowledge** • Characterise the behaviour related to the principal observable pathologies present or encountered as well as the appropriate response
Professional competence Participating in end-of-life care	
Skill • Take a stance on the issue of death and bereavement	**Knowledge** • Explain the grieving process • Learn about the palliative approach
Personal competences: • Work under the delegation and direct supervision of nursing staff • Work as part of a multidisciplinary team • The ability to adapt to emergency situations	

Key activity 2: Advice and education	
Qualification: Nursing assistant	**Level – EQF : 4**
Assessment Instruments: Oral examination, practical examination, written work and examination	
Professional competence Providing information about problems arising in daily life	
Skill • Practise appropriate communication techniques such as active listening and assertiveness • Refrain from judging the person receiving assistance	**Knowledge** • As part of a holistic care approach, describe the basic human needs and explain the aspects specific to each life stage (birth, growing, ageing, end of life)
Professional competence Teaching someone to wash, to brush their teeth, general hygiene, etc.	
Skill • Describe the basic hygiene principles • Respect the privacy and the social and cultural traditions of the care recipient • Observe basic hygiene rules	**Knowledge** • Basic hygiene rules
Professional competence Informing and advising patients/residents and their families in accordance with a care plan	
Skill • Informing and advising patients/residents and their families in accordance with a care plan and with authorised technical services • Note the information to be passed on to the individual and his/her family in accordance with the care plan. • Working as part of a multidisciplinary team	**Knowledge** • Know how to prepare a care plan
Professional competence Health education work	
Skill • Present health education and preventive methods (preventing falls, etc.), technical aids (for mobility, etc.) relative to the carer's sphere of activity • Carry out their work within the context of the wider issue of public health	**Knowledge** • Set out the constituent elements of a health education plan
Professional competence • Work under the delegation and direct supervision of nursing staff • Work as part of a multidisciplinary team • The ability to adapt to emergency situations	

Key activity 3:
Providing quality and continuity of care within the framework of nursing activities that can be delegated to the nursing assistant

Qualification: **Nursing assistant**	**Level – EQF : 4**

Assessment Instruments:
Oral examination, practical examination, written work and examination

Professional competence

Performing delegated nursing tasks (oral care, ostomy care, taking pulse and temperature, helping with non-sterile samples, transporting patients, hygiene care, distributing medication to be taken orally, putting on support stockings)

Skill	**Knowledge**
• Respect basic professional hygiene principles • Observe vital signs • Describe the care plan and the relevant procedures • Identify the connections between the theoretical perspectives relating to anatomophysiology and the delegated nursing activities • Provide oral care • Provide hygiene care to a colostomy not requiring wound treatment • Assist the patient/resident with medication to be taken orally, in accordance with a distribution system prepared for the individual by a nurse or pharmacist • Perform hygiene care at the homes of patients/residents suffering from ADL dysfunction in accordance with a care plan • Take pulse and temperature and report the results • Assist the patient/resident with the taking of excretion and secretion samples • Relay the information required to monitor and control the delegated tasks • Knowing how to work as part of a multidisciplinary team is essential for all competences • Tailor their approach in line with unforeseen circumstances • Demonstrate adaptability	• Master the theory elements relating to anatomophysiology underlying the delegated nursing activities • Identify and list the activities that a nursing assistant can perform to assist nurses • Understand how to perform delegated nursing tasks in order to support patients in the activities of daily life, to maintain their independence and quality of life through basic needs • Master the theory elements relating to pharmacology underlying the delegated nursing activities. • Describe the procedures of delegation and supervision set up by the nurse within a team structure • - Identify those elements that fall within the caregiver's responsibility in the preparation, management and maintenance of equipment

Professional competence

Monitor the correct execution of the care plan: catheter, hydration and feeding by mouth, placing the patient in a functional position

Skill	**Knowledge**
• Monitor the performance of urinary catheters • monitor the patient/resident's oral hydration • Assist with feeding and oral hydration except in cases of tube feeding and dysphagia • Place and monitor the patient/resident in a functional position with technical support, in accordance with the care plan • Report any problems	• Master the theory related to all skills • Describe the constituent elements of the nursing file

• Take from the nursing file those elements required to perform their duties as a nursing assistant to ensure continuity of care	
Professional competence Conveying information by means of verbal and written reports	
Skill • Concisely, accurately and thoroughly set out the information required for the proper management of the nursing file and transcribe onto specific documents forming part of a care structure	**Knowledge** • Identify those elements for which the nursing assistant is responsible relating to the maintenance and updating of the nursing file for each patient/resident
Professional competence Preventing bedsores, infections and injuries	
Skill • Remove and put on stockings for the prevention and/or treatment of vein disorders, except in the case of compression therapy using special elastic bandages • Apply methods to prevent injuries, bedsores and infections in accordance with the care plan •	**Knowledge** • Know the difference between sterile and non-sterile cares
Personal competences: • Work under the delegation and direct supervision of nursing staff • Work as part of a multidisciplinary team • The ability to adapt to emergency situations	

Key activity 4: Help with daily life	
Qualification: **Nursing assistant**	**Level – EQF : 4**
Assessment Instruments: Oral examination, practical examination, written work and examination	
Professional competence Learning professional hygiene rules	
Skill • Strictly apply professional hygiene rules (clothing, hand washing, wearing a mask, short nails, jewellery, etc.)	**Knowledge** • Differentiates clean, disinfected and sterile
Professional competence Noting and reporting physical, psychological or social changes in the patient/resident within the context of ADLs	
Skill • Prepare an observation report • Prepare and use a joint observation chart • Respond appropriately to emergency situations • Gather data in the correct way and identify the special needs of the person receiving assistance in order to meet them effectively and make an accurate observation (liaison role) • Take account of the main developmental stages of the child and the adult, including ageing, when communicating	**Knowledge** • Interpret the needs of the care recipient using the Virginia Henderson chart • Describe the key personal and environmental characteristics of the person receiving assistance in psychological and ethical terms
Professional competence Providing care and support in terms of hygiene and comfort	
Skill • Make beds, both occupied and unoccupied, in accordance with hygiene and ergonomics principles while respecting the independence of the care recipient • Use personal hygiene techniques while respecting hygiene and ergonomics principles • Apply appropriate techniques for ADL assistance with regard to hygiene and comfort while supporting the independence of those receiving assistance • Identify the needs for assistance with regard to hygiene and comfort geared to the difficulties observed in daily life and/or as requested • Put together proposals for assistance related to the professional practice of the nursing assistant, taking into account age, ability and habit • Perform tasks that contribute to the comfort and well-being of those receiving assistance • Carry out their duties in such a way that the care recipient can maintain a positive self image in terms of clothing and appearance • Ensure the safety of care recipients and their families • Check the contents of the home medicine cabinet	**Knowledge** • Identify the principles for caring for the home and for laundry • List preventive actions that can be taken with regard to health and hygiene in collaboration with the supervisor • Learn the different washing techniques (in bed, at the wash basin, for dependent people, etc.) • Identify materials and products to ensure correct use • Identify tools and equipment to ensure correct use and maintenance • Explain the care structure (hospitals, rest homes, nursing homes, etc.), the hygiene principles governing the assistant's organisation and the resulting logistical issues and describe the different "circuits" established within the care structure • Describe the infection process (agent, transmission method, point of access, favourable environment and list the types of infectious agent (bacteria, viruses, parasites, fungus) • Identify and explain the basic hygiene principles (hygiene and professional hygiene, dirty, infected, clean, sterile, asepsis, antisepsis, opportunistic and

• Prepare a management plan for the purchase of commonplace products, food stores and reserves and waste • Suggest changes in the immediate environment to improve the comfort of the care recipient	nosocomial/MRSA infections, etc.) • Identify the individual and collective preventive measures that fall within the responsibility of the nursing assistant
Professional competence Transporting and handling the patient/resident in accordance with safety and ergonomics rules and care plans	
Skill • Use patient handling techniques that prevent injury or pain for both the nursing assistant and the care recipient • Transport patients/residents in accordance with the care plan	**Knowledge**
Professional competence Providing meals	
Skill • Distribute meals in accordance with hygiene and ergonomics principles • Prepare varied menus that take account of nutritional needs and different diets • Provide the patient/resident with full or partial assistance at mealtimes (serving up and clearing away, appropriate support) while encouraging independence and adapting to any individual disabilities • Respect the eating habits of care recipients	**Knowledge:** • Understand the main nutritional concepts (including nutritional requirements, the food groups, cooking and preservation methods, the principal types of diet, etc.)
Personal competences: • Work under the delegation and direct supervision of nursing staff • Work as part of a multidisciplinary team • The ability to adapt to emergency situations	

Key activity 5:
Immersing themself into work life

Qualification:
Nursing assistant

Level – EQF : 4

Assessment Instruments : Oral examination, practical examination, written work and examination

Professional competence
Respecting the identity and the religious, philosophical and cultural choices of the patient/resident

Skill
- Respect professional secrecy
- Respect care recipients
- Take account of the lifestyle traditions and customs related to culture, age, religion, etc. of patients/residents when providing assistance
- Respect the healthcare project of the department or institution

Knowledge
- Identify the requisite personal and professional qualities
- Knowledge of the legislation relating to professional secrecy

Professional competence
Organising their work in accordance with the planned schedule while adapting to unforeseen circumstances

Skill
- Plan their work taking account of the unique requirements of the patient/resident and of the department
- Respect the healthcare project of the department or institution

Knowledge
- Emergency phone numbers

Professional competence
Applying moral and ethical principles and respecting legislation and regulations

Skill
- Identify and explain the key elements relating to the social legislation affecting a given situation
- List the basic ethical rules governing concrete situations
- From a selection of items of information, select those which are to be conveyed to the team, to specific team members and to the family of the care recipient (and prepare them for transmission)
- Describe the tasks that can be performed by the nursing assistant with regard to the patient/resident or the family and the conditions in which they can be performed
- Avoid value judgements

Knowledge
- Identify the constraints imposed by the professions of nursing assistant and caregiver
- Be able to discuss ethical issues (e.g. euthanasia)
- Describe the roles and responsibilities of those involved in the provision of assistance and care within a professional team, taking account of their sphere of activity
- Describe the basic principles of the political system of our country and the position of the social institutions within it
- Describe the major social security sectors, the underlying values of the social security system and their implications for daily life
- Define the basic principles of family law
- Explain the place and role of family care and assistance services
- Explain the place and role of care and assistance services for the elderly
- Explain the place and role of care and assistance services for the disabled
- Differentiate the professional identities and duties of the personal care and assistance professions (with respect to an institution, a care recipient, a team and other stakeholders, and to changes in the needs of the population)
- List the basic ethical rules for the personal care and

	assistance professions (professional secrecy, respect for individuals, the limits of each role, etc.) • Highlight the range of objectives and realities of the structures and institutions involved in this field • Explain the Royal Decrees governing the profession of nursing assistant and the methods of registration • - Describe the principles of the labour legislation covering the profession of nursing assistant (hiring, employment contract, notice, supervision, etc.)
Professional competence Dealing with stress, unforeseen events and difficult and recurring emotional situations	
Skill • The use of resources that enable the nursing assistant to express their problems and to face difficult situations (death, burn out, etc.)	**Knowledge** • Recognise the different forms of abuse and know how to deal with them
Professional competence Working as part of a team	
Skill • Provide a breakdown of the main components of a professional organisation. • Describe the position and challenges of the job in professional situations experienced (institutional and domestic) • Situate the professional identity and limitations of the job of a nursing assistant within the framework of a multidisciplinary team • Situate themself as a professional (within a multidisciplinary team) vis-à-vis both the patient/resident and the immediate family • Accurately situate the role of a nursing assistant in the context of a healthcare or social care institution and within the context of the assistant's organisation • The ability to work in a multidisciplinary team • Respect the working hours and be aware of the tasks to be completed • Respect the management system	**Knowledge:** • Read an organization chart
Professional competence Ensuring appropriate professional communication	
Skill • Be able to prepare an objective and verifiable report • In a written or verbal message, differentiate between the facts discussed, the feelings expressed and their meaning • In a written or verbal message, differentiate between legislation arising from a court order and that which is purely declaratory • Speak freely at team meetings	**Knowledge:** • Know and understand the appropriate vocabulary for the profession
Personal competences: • Work under the delegation and direct supervision of nursing staff • Work as part of a multidisciplinary team • The ability to adapt to emergency situation	

Overview on Units of Learning

Key Activities and Professional Competences

Qualification: **Family-helper (Belgian "aide familial")**

EQF Level[1]: **4**

Key-activities and professional competences
Key activity 1: Establish an appropriate relationship and communicate with care recipients and their families
Make contact with the care recipient
Listen to the care recipient and the family circle
Play a preventive role as well as offering advice and education as appropriate in accordance with the assistance plan
Show respect for the care recipient
Key activity 2: Help with day-to-day tasks in accordance with the assistance plan prepared by the team leader
Agree the practical aspects of the care arrangement with the care recipient and, if appropriate, with the family
Encourage the care recipients in improving, maintaining and/or restoring his/her independence
Perform housekeeping tasks, except for heavy or dangerous jobs
Do the laundry
Plan and prepare suitable meals and help with eating
Do the care recipient's shopping
Accompany the care recipient on any trips
Respond appropriately to any equipment failures in the home
Key activity 3: Play a preventive role as well as offering advice and education as appropriate in accordance with the assistance plan
Create a safe environment by preventing domestic accidents
Advise the care recipient with regard to preventive healthcare and well-being
Make the care recipient aware of the importance of daily hygiene
Assist them with maintaining a healthy diet
Advise and collaborate on educational tasks
Advise and inform care recipients with regard to energy consumption and respect for the environment
Key activity 4: Contribute to the care recipient's well-being by offering relationship support
Take note of behavioural problems in the care recipient and/or the family circle and respond appropriately
Respond to inappropriate and aggressive behaviour
Identify signs of neglect or abuse of care recipients; escalate these observations and follow up
Provide end-of-life support for the care recipient and the family

[1] In Belgium, the Qualification Framework hasn't been effectively transposed. It is not the competence of this project's leaders to decide the EQF level. Meanwhile, taking into account the competences, the European definition and the evolution in Belgium and in the member states, the written level is the most likely.

Key-activities and professional competences
Key activity 5: Contribute to the care recipient's well-being by offering social support Take note of any social problems Monitor ongoing administrative procedures Create and maintain a social connection
Key activity 6: Provide assistance with activities related to health and hygiene while ensuring that the independence of the care recipient is restored, maintained and developed in accordance with applicable regulations With the family and/or those close to the care recipient, help maintain and/or develop the care recipient's independence (child, adult, elderly person) Help those with diminishing independence to ensure personal hygiene (ablutions, oral hygiene, hair, nails, shaving, bedding, etc.) and with dressing, undressing, etc. Help the person to get to the toilet and to ensure proper bowel movements Help the care recipient to eat and drink Help the care recipient to sit comfortably and to move about Ensure that medication prescribed by a doctor is taken properly Maintain, clean and disinfect equipment (aerosol, urinal, commode, etc.) Take emergency measures in the event of an accident Take appropriate action in the event of death
Key activity 7: Communicate appropriately with: **- the team leader** **- team members** **- other parties.** Inform the team leader by the appropriate communication channel and note the information to be transmitted to other interested parties and those close to the care recipient Help to keep the care recipient in his own home Work as part of a team Take part in team meetings
Key activity 8: Plan his work Decide priorities together with the team leader and the care recipient when the assistance plan is being drawn up or evaluated Plan the performance of the family helper's job in accordance with priorities, emergencies, contracts / agreements made or instructions received
Key activity 9: Scrupulously apply ethical rules related to the profession Respect the care recipients, their families, informal family helpers, etc. Work within the limitations of his competences Adopt appropriate personal and professional attitudes and behaviour Act in accordance with privacy laws
Key activity 10: Take part in a self-assessment and training process Take a critical look at his own performance and conduct Contribute to an assessment of his ongoing training needs Share feedback

Legal Framework:

- *"Family helper" Curriculum, higher secondary level education, approved by the Government of the French Community on 05 June 2008, on the advice of the Consultation Committee*
- *Lists of Family helper Competences, Ministry of the French Community, General Administration for Education and Scientific Research, CONSULTATION COMMITTEE, 4 December 2009*

Course duration:

Total: 1241 hours and 40 minutes (1490 periodes)
Lessons: 573 hours and 20 minutes (688 periodes)
Practical training: 688 hours and 20 minutes (802 periodes)

Key activity 1 Establish an appropriate relationship and communicate with care recipients and their families	
Qualification Family Helper	**EQF Level:** 4
Assessment tools: Oral examination, practical examination, written work and examination	
Professional competence Make contact with the care recipient	
Skills • Introduce himself, establish an initial positive contact • Introduce the department and the family helper's role in the department • Explain what is possible within the framework of the service provided. • Explain the family helper's limitations • Adopt an appropriate attitude • Address the care recipient politely and formally	**Knowledge**[2] • Clarify the roles and responsibilities of those in the professional team involved in the provision of personal care and assistance, taking account of their spheres of activity • Clarify the limitations that apply to the position of family helper
Professional competence Listen to the care recipient and the family circle	
Skills • Apply the basic principles of active listening • Adopt a confident attitude and show positive interest in the care recipient • Understand explicit and implied requests	**Knowledge** • Identify the basic principles of active listening and empathy
Professional competence Establish effective communication and a suitable means of communication with the care recipient and the family	
Skills • Identify the exact situation of the care recipient and a means of communication adapted to suit the care recipient and the family • Analyze the care recipient's situation in accordance with the knowledge and skills acquired (psychology, relationship, communication, etc.) • Work as part of a team to develop support methods adapted to the problems and needs of the care recipient • Note any obstacles to communication (hearing, visual or behavioural problems, poor language skills, etc.), identify any personal difficulties • Establish connections between the situations observed and knowledge in communication • Use different communication techniques (verbal and non-verbal) • Use easy-to-understand language • Identify the risks of projecting their personal history into the support relationship	**Knowledge** • Tackle the concepts relating to psychology and ethics which are the basis of the conceptual field of the personal care and assistance professions • List and characterize the various verbal and non-verbal communication techniques • Clarify the principal impediments and aids to communication

[2] L'autorité Belge en charge du développement des référentiels (le SFMQ) a décidé que la description des savoir ne devrait pas comprendre de verbe. Cependant, la décision entre les partenaires du projet, préalable à cette décision, était de conserver des verbes dans la description de ses acquis d'apprentissage.

Professional competence Show respect for the care recipient	
Skills • Take account of their lifestyle • Take account of intercultural factors, religious and philosophical beliefs • Refrain from making judgments • Act with tact and discretion • Adopt attitudes and behaviour that support the independence of the care recipient • Adopt a calming and reassuring approach • Apply the basic principles of empathy • Respect the wishes of the care recipient as to whether or not to communicate and build a relationship	**Knowledge** • Clarify the basic principles of empathy
Personal competences • Establish connections between observed situations and knowledge in communication • Identify the risks of projecting one's personal history into the support relationship • Refrain from making judgements • Work under the delegation and direct supervision of a social worker • Work as part of a multidisciplinary team	

Key activity 2 Help with day-to-day tasks in accordance with the assistance plan prepared by the team leader	
Qualification Family Helper	**EQF Level:** 4
Assessment tools: Oral examination, practical examination, written work and examination	
Professional competence Agree the practical aspects of the care arrangement with the care recipient and, if appropriate, the family	
Skills • Negotiate and determine the tasks to be performed in accordance with the assistance plan prepared by the team leader, the duration, the frequency of the duties, the priorities, all in accordance with the wishes of the care recipient • Display flexibility and take account of team decisions when accepting additional temporary tasks	**Knowledge**[3] • Tackle the major health problems of the current general population • Identify the main preventive actions with regard to health and hygiene • Clarify the concepts of health, sickness, hygiene, comfort, etc. • Clarify the concepts of autonomy/heteronomy, independence/dependence
Professional competence Encourage the care recipients in improving, maintaining and/or restoring his/her independence	
Skills • Recommend/encourage the care recipients to get involved in some of the domestic tasks according to their abilities (housekeeping, laundry, preparing meals, etc.) • Encourage the care recipients to help improve their environment (safety, hygiene, comfort, etc.)	**Knowledge** • Identify the main preventive actions with regard to health and hygiene
Professional competence Perform housekeeping tasks, except for heavy or dangerous jobs	
Skills • Plan his work logically in accordance with agreed plans • Adjust this work plan in line with various situations as required and according to the resources made available by the care recipient • Choose cleaning products, equipment and methods that are suitable for the premises, the resources, the level of soiling and the equipment available • Use products (disinfectants, etc.) and equipment and methods that are selected in accordance with health, safety, environmental and ergonomics regulations • Note and report the presence of parasites or pests and if necessary inform the department of the action required • Identify the presence of mould and if necessary inform the department of the action required • Return items to their original location while ensuring accessibility, comfort and safety (accident prevention)	**Knowledge** • Identify cleaning products, equipment and methods that are suitable for the premises, the resources, the level of soiling and the equipment available • Read the pictograms related to housekeeping products • Clarify the safety, environmental and ergonomics regulations

[3] Le fait d'associer des savoirs et des savoir-faire n'est pertinent pour chaque compétence.

• Care for the home while taking account of the care recipient's financial resources (plants, pets, etc.)	
Professional competence Do the laundry	
Skills • Plan his work logically in accordance with established plans • Adapt his work plan in line with various situations as required and according to the resources made available by the care recipient • Choose laundry products, equipment and techniques (sorting, washing, drying, mending, ironing, folding) appropriate for the clothes (type of laundry, colors, nature of fibres, etc.) • Use products, equipment and methods that are selected in accordance with health, safety, environmental and ergonomics regulations • Return items to their original location while ensuring accessibility, comfort and safety	**Knowledge** • Identify laundry products, equipment and techniques (sorting, washing, drying, mending, ironing, folding) appropriate for the clothes (type of laundry, colors, nature of fibres, etc.) • Clarify health, safety, environmental and ergonomics regulations linked to the field of action
Professional competence Plan and prepare suitable meals and help with eating	

Skills
• Prepare meals that are suited to:
  o the category of care recipient (child, adolescent, adult, senior, etc.)
  o a balanced diet
  o any special dietary requirements
  o the degree of independence of the care recipient.
• Prepare one or more meals for immediate or later consumption, organising his work logically in accordance with timing and environmental and health & safety regulations
• Serve the meal and ensure that the portions are at the optimum temperature
• Set and clear the table
• Pack/store the foodstuffs and/or meals according to use and preservation method
• Do the washing up, sterilise feeding bottles
• Return items to their original location while ensuring accessibility, comfort and safety
• Discard waste respecting environmental rules
	Knowledge
	• Clarify food hygiene rules
	• Identify the nutritional needs of a healthy person according to age
	• Identify the food groups and cooking and food preservation methods
	• Clarify the main food groups and a variety of menus that include them
	• Clarify health & safety and environmental rules linked to the field of action

Professional competence Do the care recipient's shopping	
Skills • Write a shopping list according to what is needed (food, housekeeping and laundry products) taking account of the habits, wishes and financial resources of the care recipient • Consider the choice of shop with the care recipient in line with criteria (proximity, value for money,	**Knowledge** • Identify how to properly preserve foodstuffs (transport and storage)

care recipient's habits, etc.) • Preserve the goods appropriately (transport and storage) • Manage stocks	
Professional competence Accompany the care recipient on trips	
Skills • Use an appropriate means of transport • Assist the care recipient if they have any mobility problems • Use suitable equipment (crutches, etc.) • Call on specialist services. • Ensure the safety and well-being of the care recipient while travelling • Know how to travel with the help of a plan • Plan the work to accompany the care recipient on a trip outdoors: doctor's appointment, shopping (clothes, equipment, etc.), post office, bank, local authority, insurance company, etc	**Knowledge** • Clarify the techniques for handling the care recipient without causing injury or pain for the recipient or the family helper
Professional competence Respond appropriately to any equipment failures in the home	
Skills • Note any malfunctioning equipment in the home • Report these irregularities to the family circle or the department • If appropriate, take any emergency measures required to protect the care recipient and the home	**Knowledge** • Identify the main domestic risks and how to manage them
Personal competences • Display flexibility when accepting additional temporary tasks • Adopt a holistic care approach • Refrain from making judgements • Work under the delegation and direct supervision of a social worker • Work as part of a multidisciplinary team	

Key activity 3 Play a preventive role as well as offering advice and education as appropriate in accordance with the assistance plan	
Qualification Family Helper	**EQF Level:** 4
Assessment tools: Oral examination, practical examination, written work and examination	
Professional competence Create a safe environment by preventing domestic accidents	
Skills • Identify any causes and risks of accidents in accordance with the problems and degree of independence of the care recipient • Find out about possible solutions based on acquired knowledge and the specific situation • Propose and explain solutions suited to the needs of the care recipient in order to enable the recipient to remain at home in suitably safe conditions	**Knowledge** • Identify the main domestic risks and their management. • List the contents of a home medicine cabinet
Professional competence Advise the care recipient with regard to preventive healthcare and well-being	
Skills • Inform the care recipient about the different methods of prevention (primary, secondary, tertiary, quaternary) according to his needs • Inform the care recipient about the health problems arising from the presence of pets • Encourage and help the care recipient to assist in taking preventive measures in order to enable them to remain in his home • Educate them with regards to lifestyle	**Knowledge** • Identify the main domestic risks and their management
Professional competence Make the care recipient aware of the importance of daily hygiene	
Skills • Encourage and help to keep the home clean, hygienic, ventilated and tidy, etc. • Educate the care recipient as to how to behave with regard to pets • Help change and care for linen and clothing (bed linen, towels, household materials, clothes, etc.) • Encourage personal hygiene (washing hands, shower or bath, oral hygiene, hair, shaving, etc.) and clothes-related hygiene • Organise and help dispose of waste in an environmentally-friendly manner (sorting, storing, regular disposal, etc.)	**Knowledge** • Identify the importance of daily hygiene

Professional competence Assist them with maintaining a healthy diet	
Skills • Advise on and help with the preparation of meals and food shopping (quality/quantity) • Propose simple aids to start with the basic principles of a healthy and balanced diet (food pyramid, reading the labels, seasonal fruit and vegetables, best before dates, etc.) suited to the care recipient • Suggest weekly food planning • Prepare and store food in appropriate conditions (time, temperature, etc.) to ensure optimum nutritional quality	**Knowledge** • Clarify the nutritional needs of a healthy person in accordance with age • Describe food groups, cooking and food preservation methods • Describe the main food groups and the kinds of menus that cater for them • Identify how to properly preserve foodstuffs (transport and storage)
Professional competence Advise and collaborate on educational tasks	
Skills • Inform parents of developmental activities for their children (extracurricular activities, sport, discovery and play activities, social life, etc.) • Make care recipients aware of basic rules of life while ensuring that the needs of children and adolescents are met • Create a positive atmosphere at mealtimes (pleasure in food, discovery of new tastes, friendship, mutual respect, etc.) • Detect problems associated with another party and notify the department • Place his work with the family under the mandate of a delegated power of guardianship and/or in the context of networking	**Knowledge** • Clarify the child's needs • Identify the key stages in a child's development
Professional competence Advise and inform care recipients with regard to energy consumption and respect for the environment	
Skills • Advise and assist with selecting products and packaging • Note any irregularities affecting water or energy consumption • Pass on such information	**Knowledge** • Give information concerning the importance of energy consumption
Personal competences • Adopt a holistic care approach • Refrain from making judgements • Work under the delegation and direct supervision of a social worker • Work as part of a multidisciplinary team	

Key activity 4 Contribute to the care recipient's well-being by offering relationship support	
Qualification Family Helper	**EQF Level:** 4
Assessment tools: Oral examination, practical examination, written work and examination	
Professional competence Take note of behavioural problems in the care recipient and/or the family circle and respond appropriately	
Skills • Observe, detect and describe any unusual aspects in the behaviour of the care recipient and/or those close to them • Observe, detect and describe any signs of self-medication or addiction in the care recipient • Pass on verbal and written observations to the department • Adopt appropriate behaviour	**Knowledge** • Identify unusual aspects of the health or behaviour of care recipients • Recognize behaviour related to the principal observable pathologies
Professional competence Respond to inappropriate and aggressive behaviour	
Skills • Recognise signs of aggressive behaviour • Respond appropriately • Inform the department	**Knowledge** • Recognize the principal signs of aggressiveness
Professional competence Identify signs of neglect or abuse of care recipients; escalate these observations and follow up	
Skills • Observe care recipients and note any signs of neglect or abuse; establish a link between acquired knowledge and observations made • Report these observations to the department	**Knowledge** • Recognize the principal signs of abuse
Professional competence Provide end-of-life support for the care recipient and the family	
Skills • Offer relevant thoughts on end-of-life support for care recipients and their families	**Knowledge** • Identify the basic human needs and clarify the issues specifically related to ageing and end of life
Personal competences • Adopt a holistic care approach • Refrain from making judgements • Work under the delegation and direct supervision of a social worker • Work as part of a multidisciplinary team	

Key activity 5 Contribute to the care recipient's well-being by offering social support	
Qualification Family Helper	**EQF Level:** 4
Assessment tools: Oral examination, practical examination, written work and examination	
Professional competence Take note of any social problems	
Skills • Listen to the requests/expectations of the care recipient, forward information to the department to target any problems • Note any irregularities • Pass on relevant observations and information	**Knowledge** • Identify the basic principles of active listening
Professional competence . Monitor ongoing administrative procedures	
Skills • Identify the main administrative documents currently found in a family unit (insurance, bank, medical, welfare benefits, etc.) • Read and understand in order to offer help, support the care recipient with form-filling, following up, etc. • File and store these documents with the care recipient and/or the family, in accordance with his wishes	**Knowledge**
Professional competence Create and maintain a social connection	
Skills *In accordance with what has been decided by the team:* • Help the care recipient while respecting his expectations and independenc • assist in creating daily social need • assist in eliminating social isolatio • Support on trips to other places (e.g. day centres, community centres, etc.)	**Knowledge**
Personal competences • Adopt a holistic care approach • Refrain from making judgements • Work under the delegation and direct supervision of a social worker • Work as part of a multidisciplinary team	

Key activity 6 Provide assistance with activities related to health and hygiene while ensuring that the independence of the care recipient is restored, maintained and developed in accordance with applicable regulations	
Qualification Family Helper	**EQF Level:** 4
Assessment tools: Oral examination, practical examination, written work and examination	
Professional competence Stimulate the care recipient's mental and physical abilities	
Skills • Stimulate the care recipient's mental and physical abilities • Ask the care recipient for their preferences; do not impose anything • With the family and/or those close to the care recipient, help maintain and/or develop the care recipient's independence (child, adult, elderly person)	**Knowledge**
Professional competence Be aware of the various needs (hygiene and comfort	
Skills • Be aware of the various needs (hygiene and comfort) • Help the care recipient with day-to-day toilet functions • Note changes to the skin • Use techniques for handling the care recipient without causing injury or pain • Use ergonomic techniques intended to protect the family helper • Apply appropriate hygiene and safety rules • Ensure hygiene with regard to the bedding and the immediate environment of the care recipient • Undertake actions that help care recipients to preserve a positive self-image • Take all appropriate hygiene measures in the event of vomiting or diarrhea	**Knowledge** • Clarify health & safety, environmental and ergonomics rules linked to the field of action • Detail techniques for handling the care recipient without causing pain or injury to the recipient or to the family helper
Professional competence Help the person to get to the toilet and to ensure proper bowel movements	
Skills • Ensure regular bowel movements • Use hygienic urinals and bedpans • Make changes regardless of the age of the care recipient	**Knowledge**

Professional competence Help the care recipient to eat and drink	
Skills • Help the care recipient to eat meals at his own pace and according to the degree of independence • Make sure that nutritional and hydration needs are met • Encourage and motivate at mealtimes (time, presentation of the dishes, etc.)	**Knowledge** • Clarify the nutritional needs (including hydration) of the healthy person according to his age
Professional competence Help the care recipient to sit comfortably and to move about	
Skills • Be aware of the different needs (maintaining good posture, mobility) • Undertake risk prevention related to immobility • Use techniques for handling the care recipient without causing injury or pain • Use ergonomic techniques intended to protect the family helper • Use appropriate technical aids • Place and remove hot water bottles and ice packs	**Knowledge** • Tackle the basic ergonomic principles
Professional competence Ensure that medication prescribed by a doctor is taken correctly	
Skills • Encourage and motivate the care recipient in taking prescribed medication • Use a weekly dispenser	**Knowledge**
Professional competence Maintain, clean and disinfect equipment (aerosol, urinal, commode, etc.)	
Skills • Select and use appropriate cleaning and disinfecting techniques, equipment and products. • Observe hygiene and safety rules	**Knowledge**
Professional competence Take emergency measures in the event of an accident	
Skills • Take emergency measures in the event of an accident	**Knowledge** • Detail first aid • Identify emergency procedures in the event of an accident
Professional competence Take appropriate action in the event of death	
Skills • Take appropriate action in the event of death	**Knowledge** • Identify appropriate procedures in the event of the death of the care recipient
Personal competences • Display tact and respect the independence of the care recipient • Adopt a holistic care approach • Work under the delegation and direct supervision of a social worker • Work as part of a multidisciplinary team	

Key activity 7 Communicate appropriately with: - the team leader; - team members; - other parties	
Qualification Family Helper	**EQF Level:** 4
Assessment tools: Oral examination, practical examination, written work and examination	
Professional competence Inform the team leader by the appropriate communication channel and note the information to be transmitted to other interested parties and those close to the care recipient	
Skills • Identify the role of each person working with the care recipient • Pass on objective observations verbally or in writing using professional vocabulary • Pass on the information required for optimum care of the care recipient via the communication log and other means • Correctly understand and convey verbal or written observations/information • Maintain a liaison role, suggest without imposing his own solutions • Encourage cooperation • Choose and explain a method of communication and observation to reduce subjectivity • Prepare a concise observation report	**Knowledge** • Master French on an adequate level • Master the professional vocabulary
Professional competence Help to keep the care recipient in his own home	
Skills • Assist with introducing aids (physical, external, social, etc.) that enhance the autonomy and independence of the care recipient	**Knowledge**
Professional competence Work as part of a personal assistance and care team	
Skills • Position themself in the department's organisational chart • Act in accordance with the strategies decided by the team, respect the roles of each team member • Work as an engaged member of a team supporting one care recipient	**Knowledge** • Identify the missions, goals, values, etc. of the department • Identify the role of each member of the department • Identify the institutional framework and the main elements of the social legislation relating to the personal care and assistance sector

Professional competence Take part in team meetings	
Savoir-Faire • Introduce observations and present them properly • Listen to all points of view and be prepared to express his own	**Knowledge**
Personal Competences • Develop an open-minded approach with a view to inclusion as part of a working team • Work under the delegation and direct supervision of a social worker • Work as part of a multidisciplinary team	

Key activity 8 Plan his work	
Qualification Family Helper	**EQF Level:** 4
Assessment tools: Oral examination, practical examination, written work and examination	
Professional competence Decide priorities together with the team leader and the care recipient when the assistance plan is being drawn up or evaluated	
Skills • Participate in defining work objectives • Distinguish between what is essential and what is of secondary importance • Observe the limitations fixed by the profession, know when to say no	**Knowledge**
Professional competence Plan the performance of the family helper's job in accordance with priorities, emergencies, contracts/agreements made or instructions received	
Skills • Select all observations and information useful for the job • List all tasks to be performed • Apply instructions and orders from the department and from the team leader with regard to the assistance plan agreed between the care recipient and the department • Prioritise the tasks to be performed in line with the goals defined and display flexibility when faced with unforeseen circumstances • Establish a schedule for the different activities in accordance with the priorities and bearing in mind the time required	**Knowledge**
Personal competences • Work under the delegation and direct supervision of a social worker • Work as part of a multidisciplinary team	

Key activity 9 Scrupulously apply ethical rules related to the profession	
Qualification Family Helper	**EQF Level:** 4
Assessment tools: Oral examination, practical examination, written work and examination	
Professional competence Respect the care recipients, their families, informal family helpers, etc.	
Skills • Adopt a polite and respectful attitude to the care recipient, addressing them accordingly • Think of the care recipient as a person in his own right; respect his autonomy and independence and avoid imposing his own choices • Respect the cultural and philosophical beliefs, convictions and differences held by the care recipient, the family and informal family helpers • Refrain from judging opinions which differ from his own	**Knowledge** • Define the basic rules of ethics for the personal care and assistance professions (professional secrecy, respect for the individual, professional limitations, etc.)
Professional competence Work within the limitations of his competences	
Skills • Avoid taking the place of others involved with the care recipient (family, close friends, nurse, social assistant, etc. • Direct the care recipient towards another family helper if necessary • Allow the care recipient to make the decisions	**Knowledge** • Define the basic rules of ethics for the personal care and assistance professions (professional secrecy, respect for the individual, professional limitations, etc.) • Identify the duties, constraints and scope of activities of the personal care and assistance professions. (Family helper, Nursing assistant)
Professional competence Adopt appropriate personal and professional attitudes and behaviour	
Skills • Inform the team leader of a connection or family relationship with the care recipient and/or a family member or close friend • Show personal discipline (self-control, tact, listening, availability, etc.) and professional discipline (precision, competence, organisation, care, etc.) • Be punctual and hard-working	**Knowledge** • Define the basic rules of ethics for the personal care and assistance professions (professional secrecy, respect for the individual, professional limitations, etc.)
Professional competence Act in accordance with privacy laws	
Skills • Determine which elements fall within the private life of the care recipient, the family, informal family helpers and team members • Respect confidentiality rules; only disclose mandatory and essential information	**Knowledge** • Define the basic rules of ethics for the personal care and assistance professions (professional secrecy, respect for the individual, professional limitations, etc.)

Personal competences

- Understand the need to distinguish between one's own life and that of the care recipient
- Liaise with the team if necessary
- Work under the delegation and direct supervision of a social worker
- Work as part of a multidisciplinary team

Key activity 10 S'impliquer dans un processus d'autoévaluation et de formation	
Qualification Family Helper	**EQF Level:** 4
Assessment tools: Oral examination, practical examination, written work and examination	
Professional competence . Take a critical look at his own performance and conduct	
Skills • Objectively describe the characteristics of the job • Be aware of his own abilities and limitations • Question his own actions from an outside perspective • Consider the difficulties encountered in the performance of his work • Ask themself pertinent questions about the duties and role of the family helper	**Knowledge**
Professional competence Contribute to an assessment of his ongoing training needs	
Skills • Keep informed about ongoing training opportunities	**Knowledge**
Professional competence Share feedback	
Skills • Seek feedback from others in order to enhance and enrich his own competences	**Knowledge**
Personal competences • Work under the delegation and direct supervision of a social worker • Work as part of a multidisciplinary team	

Overview on Units of Learning Outcomes

Key Activities and Professional Competences

Qualification: **Housekeeper (Belgian "aide menagerie")**
EQF Level: **3** [1]

Key activities and professional skills
Key activity 1: Contact with care recipients Introduce themself and the department Adapt behaviour to suit the needs of a vulnerable care recipient Encourage the care recipients to assume responsibility Agree the practical aspects of the service with the care recipient Listen to the specific requests of the care recipient Explain what is possible within the framework of the service Respect the care recipient
Key activity 2: Perform housekeeping tasks, on the basis of labour regulations specific to each service Planning housekeeping activities Cleaning Tidying Washing laundry Ironing Folding and putting away laundry
Key activity 3: Respect the environment, and ergonomics and health & safety standards Sort cleaning products and tools Observe the rules under existing legislation Prevent accidents Report a problem
Key activity 4: Integrate into professional life, respecting professional ethics Adapt to the demands of the profession in accordance with the institution's regulations Adopt a professional attitude Accept psychological and social mentoring Help implement activities agreed in team meetings Undergo training so as to keep pace with the changing profession

[1] In Belgium, the Qualification Framework hasn't been effectively transposed. It is not the competence of this project's leaders to decide the EQF level. Meanwhile, taking into account the competences, the European definition and the evolution in Belgium and in the member states, the written level is the most likely.

Key activities and professional skills
Key activity 5: Work as a team player in the care sector
Report any problems experienced by the care recipient to stakeholders
When working with care recipients, take into account interventions planned at team meetings and supported by others
Assume a position within the group
Explain problematic situations
Propose well-considered improvements and solutions

Legal sources:
Dossier pédagogique inter-réseau section aide-ménagère de l'enseignement de promotion sociale secondaire inférieur, code 81 00 00 S10 S2

Course duration:
Total: 258 hours and 20 minutes (310 periodes)
Lessons: 138 hours and 20 minutes (166 periodes)
Practical training: 120 hours (144 periodes)

Key activity 1 Contact with care recipients	
Qualification Housekeeper	**EQF Level: 3**
Assessment Instruments: Oral examination, practical examination, written examination	
Professional Competence Introduce themself and the department.	
Skills • Wear appropriate work attire • Introduce themself properly (including their role in the department) • Explain their role in the department • Address the person politely (formal 'vous' form)	**Knowledge**[2] • Use a correct basic French
Professional Competence Adapt behaviour to suit the needs of a vulnerable care recipient	
Skills • Specify the tasks he/she will perform and the time they can allocate • Be patient • Manage stress & keep calm • Accept the contact with people in difficult situations	**Knowledge** • Use and importance of non-verbal language • Use a correct basic French
Professional Competence Encourage the care recipients to assume responsibility	
Skills • Suggest that the care recipient helps with a housekeeping task • Suggest to the care recipient that they sort/organize their environment for their own safety and comfort	**Knowledge** • Use a correct basic French
Professional Competence Agree the practical aspects of the service with the care recipient	
Skills • Agree on means of access to the residence • Keep abreast of products and equipment available • Identify common materials and equipment needed • Refrain from judging the person being assisted	**Knowledge** • Use a correct basic French
Professional Competence Listen to the specific requests of the care recipient	
Skills • Understand explicit requests • Understand the implicit demands	**Knowledge** • Use a correct basic French

[2] The Belgian authority for standards (SFMQ) decided that there should be no verbs for knowledge. Since the decision among the project partners was to keep them these learning outcome description include verbs.

• Reformulate the request in a clear and precise manner	
Professional Competence Explain what is possible within the framework of the service	
Skills • Establish the limits of the planned intervention compared to what is required • Comply with the agreement drawn up between the service and the care recipient • In case of difficulty, refer to the department manager • Be flexible and take into account decisions made by the team regarding accepting additional specific tasks • Control their emotions	**Knowledge** • Use a correct basic French • Specify the limits of the function of housekeeper
Professional Competence Respect the care recipient	
Skills • Consider lifestyle • Report on the tasks performed • Respect differing cultural, religious and philosophical convictions • Try to understand without judging	**Knowledge** • Specify the limits of the function of housekeeper
Personal Competences • Working under the supervision of a social worker, within delegation • Working as part of a multidisciplinary team	

Key activity 2 Perform housekeeping tasks, on the basis of labour regulations specific to each service	
Qualification Housekeeper	**EQF Level: 3**
Assessment Instruments: Oral examination, practical examination, written examination	
Professional Competence Planning housekeeping activities	
Skills • Organise work efficiently • Adapt work to suit different situations	**Knowledge**[3]
Professional Competence Cleaning	
Skills • Follow any instructions • Use the correct equipment • Clean the floor • Clean sanitary installation • Dust and clean furniture • Wash and put away dishes • Replace items in their original location	**Knowledge** • Identify suitable products
Professional Competence Tidying	
Skills • Tidy the room and objects • Consider the safety of the person receiving care and the accessibility of everyday objects	**Knowledge**
Professional Competence Washing laundry	
Skills • Identify the washing • Separate out items that are dry-clean only • Sort by colour and fabric • Apply appropriate laundry techniques (hand or machine wash) • Observe drying methods and techniques • Perform routine repairs, based on the terms used in the department • Report more complex issues to a superior	**Knowledge** • Identify care symbols • Identify fabric symbols
Professional Competence Ironing	
Skills • Apply appropriate ironing techniques	**Knowledge** • Identify care symbols • Identify fabric symbols

[3] The fact of involving of knowledge aside skills is not pertinent for every competence.

Professional Competence Folding and putting away laundry	
Skills • Apply appropriate techniques • Put the machine where requested	**Knowledge**
Personal Competences • Working under the supervision of a social worker, within delegation • Working as part of a multidisciplinary team	

Key activity 3 Respect the environment and ergonomics and health & safety standards	
Qualification Housekeeper	**EQF Level: 3**
Assessment Instruments: Oral examination, practical examination, written examination	
Professional Competence Sort cleaning products and tools	
Skills • Work in accordance with environmental standards throughout the assignment, according to existing legislation	**Knowledge** • Identify the different ways to sort
Professional Competence Observe the rules under existing legislation	
Skills • Apply rules of prevention (infectious diseases, etc.) • Ensure personal and professional hygiene • Apply safety rules • Apply ergonomics standards	**Knowledge** • Be informed of the principal regulations • Decrypt pictograms
Professional Competence Prevent accidents	
Skills • Apply the rules for the prevention of domestic accidents	**Knowledge**
Professional Competence Report a problem	
Skills • Inform the department • Formulate the problem clearly	**Knowledge** • Emergency phone numbers
Personal Competences • Working under the supervision of a social worker, within delegation • Working as part of a multidisciplinary team	

Key activity 4 Integrate into professional life, respecting professional ethics	
Qualification Housekeeper	**EQF Level: 3**
Assessment Instruments: Oral examination, practical examination, written examination	
Professional Competence Adapt to the demands of the profession in accordance with the institution's regulations	
Skills • Ask the responsible person about the services he / she can not perform • Complete worksheet or other tool of communication • Monitor progress • Respect time-schedule • Adapt to the flexibility inherent in business	**Knowledge** • Specify the minimal content of a labour contract
Professional Competence Maintain discretion	
Skills • Use discretion in relation to the situations encountered • Use discretion in relation to the life and work of others and in relation to their personal life	**Knowledge** • The implications of secrecy and the shared secret in the course of their work
Professional Competence Adopt a professional attitude.	
Skills • Warn of any delay, according to department guidelines • Be punctual • Set boundaries in the relationship with the care recipient (do not accept gifts, etc.). • Be honest • Avoid acts of familiarity • Do not criticise colleagues	**Knowledge**
Professional Competence Accept psychological and social mentoring	
Skills	**Knowledge** • Be informed about the ways mentoring can help
Professional Competence Help implement activities agreed in team meetings	
Skills • Assess their own skills • Be able to list skills they have mastered • Research information needed to perform unusual tasks	**Knowledge:**

Professional Competence Undergo training so as to keep pace with the changing profession	
Skills • Stay abreast of new housekeeping techniques • Learn about emerging issues affecting the profession	**Knowledge:**
Personal Competences • Working under the supervision of a social worker, within delegation • Working as part of a multidisciplinary team	

Key activity 5 Work as a team player in the care sector	
Qualification Housekeeper	**EQF Level: 3**
Assessment Instruments: Oral examination, practical examination, written examination	
Professional Competence Report any problems experienced by the care recipient to stakeholders	
Skills • Identify and report the problem	**Knowledge** • Use a correct basic French
Professional Competence When working with care recipients, take into account interventions planned at team meetings and supported by others	
Skills • Determine the role and limits of others • Perform his tasks while keeping the specificity of his function	**Knowledge** • Know the limits of the role and function of housekeeper • Identify the most common other functions in health and social care
Professional Competence Assume a position within the group	
Skills • Determine the roles of different stakeholders in a team • Awareness of professional identity • Express themself, be heard	**Knowledge** • Identify potential stakeholders of a team and position themself among them.
Professional Competence Explain problematic situations	
Skills • Report the problem by going to the basics • Identify the problem	**Knowledge** • Be familiar with and tackle the different types of abuse
Professional Competence Propose well-considered improvements and solutions	
Skills • Be alert to signs of deterioration or change in the care recipient's situation • Propose improvements and solutions	**Knowledge** • Use a correct basic French
Personal Competences • Working under the supervision of a social worker, within delegation • Working as part of a multidisciplinary team	