
Comparison of learning outcomes in order to "aide-soignante" (nursing assistant), "aide-familiale" (family helper) and "aide-ménagère" (house keeper) as a base for professional permeability

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List of abbreviations

AS...	aide-soignante (helping nurse)
AF...	aide-familiale (family helper)
AM...	aide-ménagère (house keeper)

Recommendation for Recognition of Learning Outcomes

Recognition of the qualification „Family Helper” for further training as „Nursing Assistant“

Note that the real cursus is undermined by the Ministry of the Frenchspeaking community of Belgium. The recommendations that follow pertain to an exercise on the basis of Learning Outcomes descriptions, and can, at best, serve as recommendations for a future revision of the training cursus for the professions of health and social care.

The following professional competences, which are acquired in the qualification „Family Helper“, show a level of equivalence of 75 % in comparison with the professional competences of the qualification “Nursing Assistant” and are thus recommended for blanket recognition.

Key-activities and professional competences “Family Helper”
<p>Key activity 1: Establish an appropriate relationship and communicate with care recipients and their families</p> <ul style="list-style-type: none"> • 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
<p>Key activity 2: Help with day-to-day tasks in accordance with the assistance plan prepared by the team leader</p> <ul style="list-style-type: none"> • Plan and prepare suitable meals and help with eating • Accompany the care recipient on any trips
<p>Key activity 3: Play a preventive role as well as offering advice and education as appropriate in accordance with the assistance plan</p> <ul style="list-style-type: none"> • Advise the care recipient with regard to preventive healthcare and well-being • Make the care recipient aware of the importance of daily hygiene
<p>Key activity 4: Contribute to the care recipient’s well-being by offering relationship support</p> <ul style="list-style-type: none"> • 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
<p>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</p> <ul style="list-style-type: none"> • 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.)
<p>Key activity 7: Communicate appropriately with:</p> <ul style="list-style-type: none"> - the team leader - team members - other parties. <ul style="list-style-type: none"> • Work as part of a team • Take part in team meetings

Key activity 8: Plan his work

- 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.
- Act in accordance with privacy laws

The professional competences specified above are equivalent to the following professional competences of the qualification “Nursing Assistant”, which thus needn’t be included in the further qualification of “Family Helper”, provided the precisions given in the in-detail comparison:

Key activities and professional skills “Nursing Assistant”

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
- 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.
- Health education work

Key activity 4: Assistance with the activities of daily life (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

Key activity 5: Immersing themselves 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
- Working as part of a team
- Ensuring appropriate professional communication

All those recognition and exemptions must be understood in the limits written in the document “detailed comparison”. Particularly, we draw attention, on one side, at the different places of work (nursing assistant working also in hospitals), and on the other side, on the legally defined limits to the professional actions those two professions can and cannot perform.

Annexes

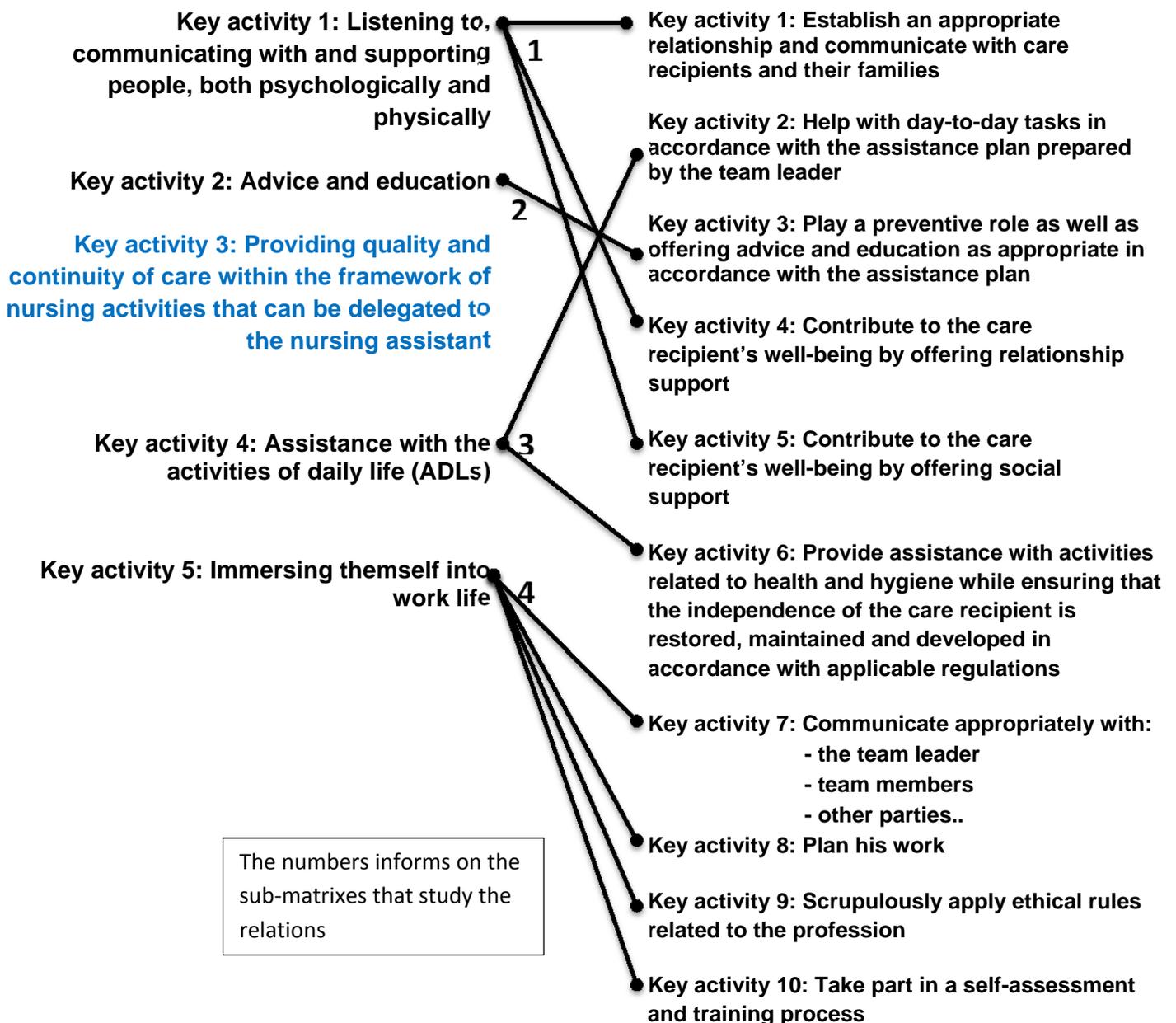
- 1 Matrix for the comparison of learning outcomes
- 2 In-detail comparison of learning outcomes

Comparison of Learning Outcomes Family Helper – Nursing assistant

The comparison in one single matrix being too voluminous, we decided to compare the key-activities before starting building a matrix. Here is the preparatory work, identifying the similar key-activities. In order to simplify the reading and understanding, we simplified the comparison to 4 sub-matrices.

Nursing assistant

Family Helper



Sub-Matrix n°1

(Initial Qualification) Family Helper Key activities and professional competences	Key activity 1: Establish an appropriate relationship and communicate with care recipients and their families				Key activity 4: Contribute to the care recipient's well-being by offering relationship support				Key activity 5: Contribute to the care recipient's well-being by offering social support		
	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	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	Take note of any social problems	Monitor ongoing administrative procedures	Create and maintain a social connection
(qualification cible) Nursing Assistant Key activities and professional competences											
Key activity 1: Listening to, communicating with and supporting people, both psychologically and physically											
Establishing a supportive human relationship		X	XX	X							
Being prepared to listen to care recipients		X	XX	X							
Stimulating their mental and physical abilities; encouraging them to move around in accordance with medical advice and/or their individual abilities				X							X
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					XX		X		X		
Participating in end-of-life care								XX			

Equivalence of Learning Outcomes

X ... partly equivalent (ca. 50%)

XX ... mostly equivalent (ca. 75%)

Blue Characters: Professional Competence is not part of the Family Helper Qualification

Sub-Matrix n°2

(Initial Qualification) Family Helper Key activities and professional competences (qualification cible) Nursing Assistant Key activities and professional competences	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 2: Advice and education						
Providing information about problems arising in daily life	X	X	X	X		X
Teaching someone to wash, to brush their teeth, general hygiene, etc.			XX			
Informing and advising patients/residents and their families in accordance with a care plan						
Health education work		XX	X	X		

Sub-Matrix n°3

(Initial Qualification) Family Helper Key activities and Professional competences (qualification cible) Nursing Assistant Key activities and Professional competences	Key activity 2: Help with day-to-day tasks in accordance with the assistance plan prepared by the team leader				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											
	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	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
Key activity 4: Assistance with the activities of daily life (ADLs)																
Learning professional hygiene rules									X					X		
Noting and reporting physical, psychological or social changes in the patient/resident within the context of activities of daily living (ADLs)									X							
Providing care and support in terms of hygiene and comfort		X						X	X	X		X		X		
Transporting and handling the patient/resident in accordance with safety and ergonomics rules and care plans						X	X		X		X	X				
Providing meals	X			X	X											

Equivalence of Learning Outcomes
 X ... partly equivalent (ca. 50%)
 XX ... mostly equivalent (ca. 75%)

Blue Characters: Professional Competence is not part of the Family Helper Qualification

Sub-Matrix n°4

(Initial Qualification) Family Helper Key activities and professional competences	Key activity 7: Communicate appropriately with: - the team leader - team members - other parties.				Key activity 8: Plan his work		Key activity 9: Scrupulously apply ethical rules related to the profession			Key activity 10: Take part in a self-assessment and training process			
	(qualification cible) Nursing Assistant Key activities and professional competences	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	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	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	Take a critical look at his own performance and conduct	Contribute to an assessment of his ongoing training needs
Key activity 5: Immersing themselves into work life													
Respecting the identity and the religious, philosophical and cultural choices of the patient/resident							XX		X	XX			
Organising their work in accordance with the planned schedule while adapting to unforeseen circumstances					X	XX							
Applying moral and ethical principles and respecting legislation and regulations			X				X	X	X	X			
Dealing with stress, unforeseen events and difficult and recurrent emotional situations													
Working as part of a team	X		XX	X									
Ensuring appropriate professional communication	X			XX									

Equivalence of Learning Outcomes

X ... partly equivalent (ca. 50%)

XX ... mostly equivalent (ca. 75%)

Blue Characters: Professional Competence is not part of the Family Helper Qualification

In-detail Comparison of Learning Outcomes

Initial Qualification: Aide familiale
Targeted Qualification: Aide-soignante

On the basis of the following Curricula valid for the Wallonia-Brussels Community:

- Dossier pédagogique inter-réseau section aide-soignant de l'enseignement de promotion sociale secondaire supérieur, code 821000S20D1
- Dossier pédagogique « Aide familial », niveau enseignement secondaire supérieur, approuvé par le Gouvernement de la Communauté française le 05 juin 2008, sur avis conforme de la Commission de concertation

Nursing Assistant	Family Helper
Comparable key activities and professional competences	
Listening to, communicating with and supporting people, both psychologically and physically	
Establishing a supportive human relationship	XX Establish an appropriate relationship and communicate with care recipients and their families 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
Being prepared to listen to care recipients	XX Establish an appropriate relationship and communicate with care recipients and their families 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
Stimulating their mental and physical abilities; encouraging them to move around in accordance with medical advice and/or their individual abilities	X Establish an appropriate relationship and communicate with care recipients and their families Show respect for the care recipient Contribute to the care recipient's well-being by offering social support Create and maintain a social connection
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	XX 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 Identify signs of neglect or abuse of care recipients; escalate these observations and follow up Contribute to the care recipient's well-being by offering social support Take note of any social problems
Participating in end-of-life care	XX Contribute to the care recipient's well-being by offering relationship support Provide end-of-life support for the care recipient and the family
Complexity and scope of the learning outcomes	
<u>Complexity and scope of the learning outcomes:</u> <i>Skills</i> <ul style="list-style-type: none"> • Work under the delegation and direct supervision of nursing staff • Work as part of a multidisciplinary team • The ability to adapt to emergency situations 	<u>Complexity and scope of the learning outcomes:</u> <i>Skills</i> <ul style="list-style-type: none"> • Establish connections between observed situations and knowledge in communication • Identify the risks of projecting one's personal history into the support relationship • 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

Major Blemishes
Qualification Need per Professional Competence

Stimulating their mental and physical abilities; encouraging them to move around in accordance with medical advice and/or their individual abilities

Knowledge

- Identify areas of daily activity that enable an assessment to be made of the degree of independence of the care recipient

Nursing Assistant	Family Helper	
Comparable key activities and professional competences		
Advice and education		
Providing information about problems arising in daily life	XX	Play a preventive role as well as offering advice and education as appropriate in accordance with the assistance plan All, Except "Advise and collaborate on educational tasks"
Teaching someone to wash, to brush their teeth, general hygiene, etc.	XX	Play a preventive role as well as offering advice and education as appropriate in accordance with the assistance plan Make the care recipient aware of the importance of daily hygiene
Informing and advising patients/residents and their families in accordance with a care plan	0	-/-
Health education work	XX	Play a preventive role as well as offering advice and education as appropriate in accordance with the assistance plan 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
Complexity and scope of the learning outcomes		
<u>Complexity and scope of the learning outcomes:</u>		<u>Complexity and scope of the learning outcomes:</u>
<i>Skills</i> <ul style="list-style-type: none"> Work under the delegation and direct supervision of nursing staff Work as part of a multidisciplinary team The ability to adapt to emergency situations 		<i>Skills</i> <ul style="list-style-type: none"> 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
Major Blemishes Qualification Need per Professional Competence		
Providing information about problems arising in daily life <i>Knowledge</i> <ul style="list-style-type: none"> 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) 		
I Informing and advising patients/residents and their families in accordance with a care plan -- Entirely --		
Health education work <i>Skills</i> <ul style="list-style-type: none"> Carry out their work within the context of the wider issue of public health 		

Nursing Assistant	Family Helper	
Comparable key activities and professional competences		
Providing quality and continuity of care within the framework of nursing activities that can be delegated to the nursing assistant		
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)	0	-/-
Monitor the correct execution of the care plan: catheter, hydration and feeding by mouth, placing the patient in a functional position	0	-/-
Conveying information by means of verbal and written reports	0	-/-
Preventing bedsores, infections and injuries	0	-/-
Complexity and scope of the learning outcomes		
<u>Complexity and scope of the learning outcomes:</u>		
<i>Skills</i>		
<ul style="list-style-type: none"> • Work under the delegation and direct supervision of nursing staff • Work as part of a multidisciplinary team • The ability to adapt to emergency situations 		
Major Blemishes		
Qualification Need per 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)		
-- Entirely --		
Monitor the correct execution of the care plan: catheter, hydration and feeding by mouth, placing the patient in a functional position		
-- Entirely --		
Conveying information by means of verbal and written reports		
-- Entirely --		
Preventing bedsores, infections and injuries		
-- Entirely --		

Nursing Assistant	Family Helper
Comparable key activities and professional competences	
Assistance with the activities of daily life (ADLs)	
Learning professional hygiene rules	<p>X</p> <p>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 regulation</p> <p>Help those with diminishing independence to ensure personal hygiene (ablutions, oral hygiene, hair, nails, shaving, bedding, etc.) and with dressing, undressing, etc.</p> <p>Maintain, clean and disinfect equipment (aerosol, urinal, commode, etc.)</p>
Noting and reporting physical, psychological or social changes in the patient/resident within the context of activities of daily living (ADLs)	<p>X</p> <p>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 regulation</p> <p>Help those with diminishing independence to ensure personal hygiene (ablutions, oral hygiene, hair, nails, shaving, bedding, etc.) and with dressing, undressing, etc.</p>
Providing care and support in terms of hygiene and comfort	<p>XX</p> <p>Help with day-to-day tasks in accordance with the assistance plan prepared by the team leader Encourage the care recipients in improving, maintaining and/or restoring his/her independence</p> <p>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 regulation</p> <p>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)</p> <p>Help those with diminishing independence to ensure personal hygiene (ablutions, oral hygiene, hair, nails, shaving, bedding, etc.) and with dressing, undressing, etc.</p> <p>Help the person to get to the toilet and to ensure proper bowel movements</p> <p>Help the care recipient to sit comfortably and to move about</p> <p>Maintain, clean and disinfect equipment (aerosol, urinal, commode, etc.)</p>
Transporting and handling the patient/resident in accordance with safety and ergonomics rules and care plans	<p>XX</p> <p>Help with day-to-day tasks in accordance with the assistance plan prepared by the team leader Accompany the care recipient on any trips</p> <p>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 regulation</p> <p>Help those with diminishing independence to ensure personal hygiene (ablutions, oral hygiene, hair, nails, shaving, bedding, etc.) and with dressing, undressing, etc.</p> <p>Help the care recipient to sit comfortably and to move about</p>
Providing meals	<p>XX</p> <p>Help with day-to-day tasks in accordance with the assistance plan prepared by the team leader</p> <p>Agree the practical aspects of the care arrangement with the care recipient and, if appropriate, with the family</p> <p>Plan and prepare suitable meals and help with eating</p>

Complexity and scope of the learning outcomes	
<p><u>Complexity and scope of the learning outcomes:</u></p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Work under the delegation and direct supervision of nursing staff • Work as part of a multidisciplinary team • The ability to adapt to emergency situations 	<p><u>Complexity and scope of the learning outcomes:</u></p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • 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 • Display tact and respect the independence of the care recipient
Major Blemishes Qualification Need per Professional Competence	
<p>Learning professional hygiene rules</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Strictly apply professional hygiene rules (clothing, hand washing, wearing a mask, short nails, jewellery, etc.) <p>Noting and reporting physical, psychological or social changes in the patient/resident within the context of ADLs</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • 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 <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • 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 <p>Providing care and support in terms of hygiene and comfort</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Make beds, both occupied and unoccupied, in accordance with hygiene and ergonomics principles while respecting the independence of the care recipient • Check the contents of the home medicine cabinet <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Learn the different washing techniques (in bed, at the wash basin, for dependent people, etc.) • 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 nosocomial/MRSA infections, etc.) • Identify the individual and collective preventive measures that fall within the responsibility of the nursing assistant <p>Transporting and handling the patient/resident in accordance with safety and ergonomics rules and care plans</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Transport patients/residents in accordance with the care plan 	

Nursing Assistant	Family Helper	
Comparable key activities and professional competences		
Immersing themselves into work life		
Respecting the identity and the religious, philosophical and cultural choices of the patient/resident	XX	<p>Scrupulously apply ethical rules related to the profession Respect the care recipients, their families, informal family helpers, etc. Adopt appropriate personal and professional attitudes and behaviour Act in accordance with privacy laws</p>
Organising their work in accordance with the planned schedule while adapting to unforeseen circumstances	XX	<p>Plan his work -- Entirely --</p>
Applying moral and ethical principles and respecting legislation and regulations	XX	<p>Communicate appropriately with: - the team leader - team members - other parties. Work as part of a team Scrupulously apply ethical rules related to the profession -- Entirely --</p>
Dealing with stress, unforeseen events and difficult and recurrent emotional situations	0	-/-
Working as part of a team	XX	<p>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 Work as part of a team Take part in team meetings</p>
Ensuring appropriate professional communication	XX	<p>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 Take part in team meetings</p>
Complexity and scope of the learning outcomes		
<p><u>Complexity and scope of the learning outcomes:</u></p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Work under the delegation and direct supervision of nursing staff Work as part of a multidisciplinary team The ability to adapt to emergency situations 	<p><u>Complexity and scope of the learning outcomes:</u></p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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 Understand the need to distinguish between one's own life and that of the care recipient Liaise with the team if necessary 	

Major Blemishes
Qualification Need per Professional Competence

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

Skills

- *Respect the healthcare project of the department or institution*

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

Skills

- *...work taking account of the unique requirements of (the patient/resident and) of the department*
- *Respect the healthcare project of the department or institution*

Applying moral and ethical principles and respecting legislation and regulations

Skills

- 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

Knowledge

- 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
- 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)
- Explain the Royal Decrees governing the profession of nursing assistant and the methods of registration

Dealing with stress, unforeseen events and difficult and recurring emotional situations répétitives

-- Entirely --

Working as part of a team

Skills

- Situate the professional identity and limitations of the job of a nursing assistant within the framework of a multidisciplinary team
- 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
- Describe the position and challenges of the job in professional situations experienced (institutional)

Recommendation for Recognition of Learning Outcomes

Recognition of the qualification „Housekeeper” for further training as „Family-Helper“

Note that the real cursus is undermined by the Ministry of the Frenchspeaking community of Belgium. The recommendations that follow pertain to an exercise on the basis of Learning Outcomes descriptions, and can, at best, serve as recommendations for a future revision of the training cursus for the professions of health and social care.

The following professional competences, which are acquired in the qualification „Housekeeper“, show a level of equivalence of 75 % in comparison with the professional competences of the qualification “Family-Helper” and are thus recommended for blanket recognition.

Key Activities and Professional Competences “Housekeeper “
<p>Key activity 1: Contact with care recipients</p> <ul style="list-style-type: none"> • Introduce themselves and the department
<p>Key activity 2: Perform housekeeping tasks, on the basis of labour regulations specific to each service</p> <ul style="list-style-type: none"> • Planning housekeeping activities • Cleaning • Tidying • Washing laundry • Ironing • Folding and putting away laundry
<p>Key activity 3: Respect the environment, and ergonomics and health & safety standards</p> <ul style="list-style-type: none"> • Sort cleaning products and tools • Observe the rules under existing legislation

The professional competences specified above are equivalent to the following professional competences of the qualification “Family Helper”, which thus needn’t be included in the further qualification of “Housekeeper”, provided the precisions given in the in-detail comparison:

Key Activities and Professional Competences “Family-Helper”
<p>Key activity 1: Establish an appropriate relationship and communicate with care recipients and their families</p> <ul style="list-style-type: none"> • Make contact with the care recipient
<p>Key activity 2: Help with day-to-day tasks in accordance with the assistance plan prepared by the team leader</p> <ul style="list-style-type: none"> • Perform housekeeping tasks, except for heavy or dangerous jobs • Do the laundry

The qualification need of “Housekeeper” for further qualification with the aim of the degree “Family-Helper” can be found in the document “In-detail comparison of Learning Outcomes”.

Annexes

- 1 Matrix for the comparison of learning outcomes
- 2 In-detail comparison of learning outcomes

(Obtained Qualification) Housekeeper Key activities and Professional Competences	Key activity 1: Contact with care recipients						Key activity 2: Perform housekeeping tasks, on the basis of labour regulations specific to each service					Key activity 3: Respect the environment, and ergonomics and health & safety standards				Key activity 4: Integrate into professional life, respecting professional ethics					Key activity 5: Work as a team player in the care sector																				
	Introduce themselves 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	Planning housekeeping activities	Cleaning	Tidying	Washing laundry	Ironing	Folding and putting away laundry	Sort cleaning products and tools	Observe the rules under existing legislation	Prevent accidents	Report a problem	Adapt to the demands of the profession in accordance with the institution's regulations	Observe rules of discretion	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	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													
(Targeted qualification) Family-Helper 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	X	XX			X																																				
Listen to the care recipient and the family circle					X																																				
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																			X	X																					
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							XX	XX	XX					XX	XX	X																									
Do the laundry							XX			XX	XX	XX		XX	XX	X																									
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																X	X																								
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																X	X																								
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																																									
All professional competences																																									
Key activity 5: Contribute to the care recipient's well-being by offering social support																																									
All professional competences																																									
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																																									
All professional competences																																									
Key activity 7: Communicate appropriately with: - the team leader - team members - other parties.																																									
All professional competences																																									
Key activity 8: Plan his work																																									
All professional competences																																									
Key activity 9: Scrupulously apply ethical rules related to the profession																																									
All professional competences																																									
Key activity 10: Take part in a self-assessment and training process																																									
All professional competences																																									

Equivalence of Learning Outcomes
X ... partly equivalent (ca. 50%)
XX ... mostly equivalent (ca. 75%)

Blue Characters: Professional Competence is not part of the Housekeeper Qualification

In-detail Comparison of Learning Outcomes

Initial Qualification: Housekeeper
Targeted Qualification: Family-Helper

On the basis of the following Curricula valid for the Wallonia-Brussels Community:

- Dossier pédagogique inter-réseau section Aide-Ménagère de l'enseignement de promotion sociale secondaire inférieur, approuvé le 14 mars 2006, code 81 00 00 S10 S2
- Dossier pédagogique « Aide familial », niveau enseignement secondaire supérieur, approuvé par le Gouvernement de la Communauté française le 05 juin 2008, sur avis conforme de la Commission de concertation

Family-Helper	Housekeeper	
Comparable key activities and professional competences		
Establish an appropriate relationship and communicate with care recipients and their families		
Make contact with the care recipient	XX	Contact with care recipients Introduce themselves and the department Adapt behaviour to suit the needs of a vulnerable care recipient Listen to the specific requests of the care recipient
Listen to the care recipient and the family circle	X	Contact with care recipients Listen to the specific requests of the care recipient
Play a preventive role as well as offering advice and education as appropriate in accordance with the assistance plan	0	-/-
Show respect for the care recipient	X	Integrate into professional life, respecting professional ethics Observe rules of discretion Adopt a professional attitude
Complexity and scope of the learning outcomes		
<u>Complexity and scope of the learning outcomes:</u> <i>Aptitudes</i> <ul style="list-style-type: none"> • 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 	<u>Complexity and scope of the learning outcomes:</u> <i>Aptitudes</i> <ul style="list-style-type: none"> • Working under the supervision of a social worker, within delegation • Working as part of a multidisciplinary team 	

Major Blemishes
Qualification Need per Professional Competence

Make contact with the care recipient

Skills

- Introduce the department and the family helper's role in the department
- Explain the family helper's limitations

Knowledge

- 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

Listen to the care recipient and the family circle

Skills

- Adopt a confident attitude and show positive interest in the care recipient

Knowledge

- Identify the basic principles of active listening and empathy

Play a preventive role as well as offering advice and education as appropriate in accordance with the assistance plan

-- entirely--

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.

Knowledge

- Clarify the basic principles of empathy

Family-Helper	Housekeeper	
Comparable key activities and professional competences		
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	0	-/-
Encourage the care recipients in improving, maintaining and/or restoring his/her independence	0	-/-
Perform housekeeping tasks, except for heavy or dangerous jobs	XX	Perform housekeeping tasks, on the basis of labour regulations specific to each service Planning housekeeping activities Cleaning Tidying Respect the environment, and ergonomics and health & safety standards Sort cleaning products and tools Observe the rules under existing legislation Prevent accidents
Do the laundry	XX	Perform housekeeping tasks, on the basis of labour regulations specific to each service Planning housekeeping activities Washing laundry Ironing Folding and putting away laundry Respect the environment, and ergonomics and health & safety standards Sort cleaning products and tools Observe the rules under existing legislation Prevent accidents
Plan and prepare suitable meals and help with eating	0	-/-
Do the care recipient's shopping	0	-/-
Accompany the care recipient on any trips	0	-/-
Respond appropriately to any equipment failures in the home	X	Respect the environment, and ergonomics and health & safety standards Prevent accidents Report a problem
Complexity and scope of the learning outcomes		
Complexity and scope of the learning outcomes:	Complexity and scope of the learning outcomes:	
<i>Aptitudes</i> <ul style="list-style-type: none"> 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 	<i>Aptitudes</i> <ul style="list-style-type: none"> Working under the supervision of a social worker, within delegation Working as part of a multidisciplinary team 	

Major Blemishes
Qualification Need per Professional Competence

Agree the practical aspects of the care arrangement with the care recipient and, if appropriate, with the family

-- entirely --

Encourage the care recipients in improving, maintaining and/or restoring his/her independence

-- entirely --

Perform housekeeping tasks, except for heavy or dangerous jobs

Skills:

- 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

Plan and prepare suitable meals and help with eating

-- entirely --

Do the care recipient's shopping

-- entirely --

Accompany the care recipient on any trips

-- entirely --

Respond appropriately to any equipment failures in the home

-- entirely --

Family-Helper	Housekeeper	
Comparable key activities and professional competences		
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	X	Respect the environment, and ergonomics and health & safety standards Prevent accidents Report a problem
Advise the care recipient with regard to preventive healthcare and well-being	0	-/-
Make the care recipient aware of the importance of daily hygiene	0	-/-
Assist them with maintaining a healthy diet	0	-/-
Advise and collaborate on educational tasks	0	-/-
Advise and inform care recipients with regard to energy consumption and respect for the environment	0	-/-
Complexity and scope of the learning outcomes		
Complexity and scope of the learning outcomes:	Complexity and scope of the learning outcomes:	
<i>Aptitudes</i> <ul style="list-style-type: none"> 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 	<i>Aptitudes</i> <ul style="list-style-type: none"> Working under the supervision of a social worker, within delegation Working as part of a multidisciplinary team 	
Major Blemishes Qualification Need per Professional Competence		
Create a safe environment by preventing domestic accidents		
<i>Skills</i> <ul style="list-style-type: none"> 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 		
<i>Knowledge</i> <ul style="list-style-type: none"> List the contents of a home medicine cabinet 		
Advise the care recipient with regard to preventive healthcare and well-being		
-- entirely --		
Make the care recipient aware of the importance of daily hygiene		
-- entirely --		
Assist them with maintaining a healthy diet		
-- entirely --		
Advise and collaborate on educational tasks		
-- entirely --		

Advise and inform care recipients with regard to energy consumption and respect for the environment

-- *entirely* --

Family-Helper	Housekeeper	
Comparable key activities and professional competences		
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	0	-/-
Respond to inappropriate and aggressive behaviour	0	-/-
Identify signs of neglect or abuse of care recipients; escalate these observations and follow up	0	-/-
Provide end-of-life support for the care recipient and the family	0	-/-
Complexity and scope of the learning outcomes		
<u>Complexity and scope of the learning outcomes:</u> <i>Aptitudes</i> <ul style="list-style-type: none"> • 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 		
Major Blemishes Qualification Need per Professional Competence		
Take note of behavioural problems in the care recipient and/or the family circle and respond appropriately <i>-- entirely --</i>		
Respond to inappropriate and aggressive behaviour <i>-- entirely --</i>		
Identify signs of neglect or abuse of care recipients; escalate these observations and follow up <i>-- entirely --</i>		
Provide end-of-life support for the care recipient and the family <i>-- entirely --</i>		

Family-Helper	Housekeeper	
Comparable key activities and professional competences		
Contribute to the care recipient's well-being by offering social support		
Take note of any social problems	0	-/-
Monitor ongoing administrative procedures	0	-/-
Create and maintain a social connection	0	-/-
Complexity and scope of the learning outcomes		
<p><u>Complexity and scope of the learning outcomes:</u></p> <p><i>Aptitudes</i></p> <ul style="list-style-type: none"> • 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 		
Major Blemishes Qualification Need per Professional Competence		
<p>Take note of any social problems -- <i>entirely</i> --</p> <p>Monitor ongoing administrative procedures -- <i>entirely</i> --</p> <p>Create and maintain a social connection -- <i>entirely</i> --</p>		

Family-Helper	Housekeeper	
Comparable key activities and professional competences		
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)	0	-/-
Help those with diminishing independence to ensure personal hygiene (ablutions, oral hygiene, hair, nails, shaving, bedding, etc.) and with dressing, undressing, etc.	0	-/-
Help the person to get to the toilet and to ensure proper bowel movements	0	-/-
Help the care recipient to eat and drink	0	-/-
Help the care recipient to sit comfortably and to move about	0	-/-
Ensure that medication prescribed by a doctor is taken correctly	0	-/-
Maintain, clean and disinfect equipment (aerosol, urinal, commode, etc.)	0	-/-
Take emergency measures in the event of an accident	0	-/-
Take appropriate action in the event of death	0	-/-
Complexity and scope of the learning outcomes		
<u>Complexity and scope of the learning outcomes:</u>		
<i>Aptitudes</i>		
<ul style="list-style-type: none"> • 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 		
Major Blemishes		
Qualification Need per Professional Competence		
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)		
-- entirely --		
Help those with diminishing independence to ensure personal hygiene (ablutions, oral hygiene, hair, nails, shaving, bedding, etc.) and with dressing, undressing, etc.		
-- entirely --		
Help the person to get to the toilet and to ensure proper bowel movements		
-- entirely --		
Help the care recipient to eat and drink		

-- entirely --

Help the care recipient to sit comfortably and to move about

-- entirely --

Ensure that medication prescribed by a doctor is taken correctly

-- entirely --

Maintain, clean and disinfect equipment (aerosol, urinal, commode, etc.)

-- entirely --

Take emergency measures in the event of an accident

-- entirely --

Take appropriate action in the event of death

-- entirely --

Family-Helper	Housekeeper	
Comparable key activities and professional competences		
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	0	-/-
Help to keep the care recipient in his own home	0	-/-
Work as part of a personal assistance and care team	0	-/-
Take part in team meetings	0	-/-
Complexity and scope of the learning outcomes		
<u>Complexity and scope of the learning outcomes:</u> <i>Aptitudes</i> <ul style="list-style-type: none"> • 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 		
Major Blemishes Qualification Need per 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 <i>-- entirely --</i>		
Help to keep the care recipient in his own home <i>-- entirely --</i>		
Work as part of a personal assistance and care team <i>-- entirely --</i>		
Take part in team meetings <i>-- entirely --</i>		

Family-Helper	Housekeeper	
Comparable key activities and professional competences		
Plan his work		
Decide priorities together with the team leader and the care recipient when the assistance plan is being drawn up or evaluated	0	-/-
Plan the performance of the family helper's job in accordance with priorities, emergencies, contracts/agreements made or instructions received	0	-/-
Complexity and scope of the learning outcomes		
Complexity and scope of the learning outcomes:		
<i>Skills</i>		
<ul style="list-style-type: none"> • Work under the delegation and direct supervision of a social worker • Work as part of a multidisciplinary team 		
Major Blemishes Qualification Need per Professional Competence		
Decide priorities together with the team leader and the care recipient when the assistance plan is being drawn up or evaluated <i>-- entirely --</i>		
Plan the performance of the family helper's job in accordance with priorities, emergencies, contracts/agreements made or instructions received <i>-- entirely --</i>		

Family-Helper	Housekeeper	
Comparable key activities and professional competences		
Scrupulously apply ethical rules related to the profession		
Respect the care recipients, their families, informal family helpers, etc.	0	-/-
Work within the limitations of his competences	0	-/-
Adopt appropriate personal and professional attitudes and behaviour	0	-/-
Act in accordance with privacy laws	0	-/-
Complexity and scope of the learning outcomes		
Complexity and scope of the learning outcomes: <i>Skills</i> <ul style="list-style-type: none"> • 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 		
Major Blemishes Qualification Need per Professional Competence		
Respect the care recipients, their families, informal family helpers, etc. <i>-- entirely --</i>		
Work within the limitations of his competences <i>-- entirely --</i>		
Adopt appropriate personal and professional attitudes and behaviour <i>-- entirely --</i>		
Act in accordance with privacy laws <i>-- entirely --</i>		

Family-Helper	Aide-Ménagère	
Comparable key activities and professional competences		
Involving in a self-assessment and training process		
Take a critical look at his own performance and conduct	0	-/-
Contribute to an assessment of his ongoing training needs	0	-/-
Share learning outcomes	0	-/-
Complexité et étendue des acquis d'apprentissage		
<u>Complexité et étendue des acquis d'apprentissage :</u> <i>Aptitudes :</i> <ul style="list-style-type: none"> • Work under the delegation and direct supervision of a social worker • Work as part of a multidisciplinary team 		
Major Blemishes Qualification Need per Professional Competence		
Take a critical look at his own performance and conduct -- <i>entirely</i> --		
Contribute to an assessment of his ongoing training needs -- <i>entirely</i> --		
Share learning outcomes -- <i>entirely</i> --		

Recommendation for Recognition of Learning Outcomes

Recognition of the qualification „Housekeeper” for further training as „Nursing Assistant“

After comparison, the professional competences of the profession “housekeeper”, acquired and assessed in training, are sufficient for none of the professional competences of the profession “Nursing Assistant”. None are thus recommended for blanked recognition.