

## Unit of learning outcomes

Qualification: Qualification certificate for **Family Helper** specific to the secondary superior secondary education of social promotion (*«Certificat de qualification d'aide familial spécifique à l'enseignement secondaire supérieur de promotion sociale »*)

EQF-level: Not yet defined

Duration of the course: 1241H40 (1490 periods)

Stakeholders:

Key activities and professional competence	ECVET - points
<p><b>Key activity 1 : Listen, communicate and assist people, psychologically and physically</b></p> <ul style="list-style-type: none"> <li>- Listen continuously or persons assisted, and ensure professional communication with family and / or contacts of the helped person</li> <li>- Provide psychological support to people: presence, conversation, and reading.</li> <li>- Stimulate mental and physical abilities; encourage people to move, to activate in the household; lead recreational and creative activities.</li> <li>- Identify auditory and visual problems, ask follow-up.</li> <li>- Identify people in distress ("confused", in a depression, substance abuse, ...) and bring some help</li> <li>- Identify signs of abuse (physical and psychological) seniors and children; submit its observations.</li> <li>- Respond to improper conduct</li> <li>- Accompany a terminally ill person</li> <li>- Manage the reactions between a dying, family, other residents (in the community) and home</li> </ul>	
<p><b>Key activity 2 : Advise, educate</b></p> <p>Give advice, make suggestions for the organization of the household, health, the hygiene of adults, budget, diet menus</p> <p>Help and teach the child to make his toilet, brushing teeth, to have sanitation, etc ...</p> <p>Drive child(ren) to school, go search them</p> <p>Supervise children's school work and ensure that the child has regular schooling</p> <p>Monitoring in cases of abuse</p> <p>Monitor compliance and the steps taken by the social team</p>	

<p><b><u>Key activity 3 : Assist in the management of everyday life: home maintenance, food and meals</u></b></p> <p>Maintain housing, room, excluding heavy and hazardous work</p> <p>Laundry (delicate hand washing, washing machine or laundry), ironing, mending</p> <p>Ensure reserves laundry and groceries, Shopping</p> <p>Individualize menus (in the community: check for abnormalities), from the instructions of the staff responsible</p> <p>Prepare one or more meals</p> <p>Distribute and present the meal room, dining room</p> <p>The acts of security and develop housing in a prevention perspective</p> <p>Housing habitation taking into account the disability of the beneficiaries</p>	
<p><b><u>Key activity 4 : Aid to daily life</u></b></p> <p>Substitute parents and take care of children in the home service</p> <p>Help people with diminished autonomy to ensure personal hygiene (participation in the toilet, hygiene mouth, hair, nails, shaving, ...)</p> <p>Collaborate with practitioners of nursing to achieve the toilet person difficult to mobilize; contribute to the prevention of risks related to the asset; ensuring hygiene bedding, ensure hygiene of the surrounding environment.</p> <p>Help feeding and drink</p> <p>Assist in the preparation and taking medications (oral way, rectal way), take measurements (weight, height, ...)</p> <p>Help people move and / or to mobilize</p> <p>Help placing orthopaedic appliances, prostheses etc ...</p> <p>Maintain, clean and disinfect equipment care (oxygen therapy, aerosol therapy, urinal, commode ...)</p> <p>Take emergency measures in case of accident</p> <p>Take action in case of death</p> <p>Make dressing of the deceased.</p>	
<p><b><u>Key activity 5 : Ensure a relay</u></b></p> <p>Account for observations in oral or written form</p> <p>Serve as a relay (under the authority of the service) between aid recipients and family members, people in the neighbourhood, the relational network expanded</p> <p>Liaise between beneficiaries of help and</p> <p>a) other profession involved (assistant (e) social (e), nurse / e, physiotherapist, ONE, support services to youth, doctors, etc. ..)</p> <p>b) school</p> <p>Help the person in his correspondence (at the request of beneficiaries)</p> <p>Monitor administrative procedures (mutual post office, bank, etc ...)</p>	

**Key activity 6 : Integrate into professional life**

Organise work based on the priorities and emergencies in accordance with the head of service and the recipient  
Participate in coordination meetings  
Communicate with other personnel: doctors, nurses, paramedical, administrative, ...  
Work in a team  
Integrate and participate in the definition of a project  
Respect the person, including the beliefs and convictions  
Be punctual and diligent  
Respect privacy (beneficiaries and colleagues), including professional secrecy and reserved behaviour  
Act within the professional boundaries  
Ask a look back on his work and on his own operation  
Diagnose his own training needs

Relevant sources:

- *“Dossier pédagogique Section Aide Familial” Enseignement de promotion sociale secondaire supérieure CODE : 81 50 00 S 20 D1*

<b>Key activity 1:</b> Listen, communicate and assist people, psychologically and physically <b>Qualification</b> Family Helper		<b>ECVET- Points</b> <b>EQF - Level</b>
<b>Professional Competence</b> Listen continuously or persons assisted, and ensure professional communication with family and / or contacts of the helped person		
<b>Skills</b> - To establish a positive first contact; - To use active listening & impose himself this practice - To identify barriers to communication - To use different modes of communication; - tactful	<b>Knowledge</b> - Active listening techniques	
<b>Professional Competence</b> Provide psychological support to people: presence, conversation, and reading		
<b>Skills</b> - to detect need(s) and problem(s) - To apply adequate responses - To be able to express themselves clearly and appropriately - To de-center himself emotionally and mentally - To understand the family situation as a whole and not to focus on the sole beneficiary - not to impose its own history - Develop team answers support tailored to the needs and problems of the person	<b>Knowledge</b> - notions of Applied Psychology - Behaviours of appropriate responses to requests	
<b>Professional Competence</b> Stimulate mental and physical abilities; encourage people to move, to activate in the household; lead recreational and creative activities.		
<b>Skills</b> - make the person being cared to act independently or, at least, to participate in daily life; - Ask the person being cared for choices that concern - participate in the selection of activities tailored to the individual and collective interests of the people and their possibilities - know and apply animation techniques - acting in the consciousness of why it is important to stimulate mental and physical abilities of the person being cared	<b>Knowledge</b> - Notions in physiology and neuro-psychology applied - notions in physiology	

<b>Professional Competence</b> Identify auditory and visual problems, ask follow-up.	
<b>Skills</b> - observe the difficulties of the user - identify disorders	<b>Knowledge</b> -
<b>Professional Competence</b> Identify people in distress ("confused", in a depression, substance abuse, ...) and bring some help.	
<b>Skills</b> - observe, identify and describe the unusual features in the behaviour of individuals assisted and / or their environment - Establishing the link between knowledge on behavioural observations and - Based on knowledge, develop appropriate responses in a team, implement the decisions taken in the exercise of its powers - Transmit its written and oral submissions to a manager, a specialist or team - Learn about unusual behavioural problems encountered during the professional life	<b>Knowledge</b> - theoretical notions about behavioural troubles
<b>Professional Competence</b> Identify signs of abuse (physical and psychological) seniors and children; submit its observations.	
<b>Skills</b> - observe people - identify signs of abuse - Participate in the development of an appropriate response - Observe the evolution of the state of abuse - Transmit observations to the team or manager - to document and learn spontaneously when the limits of knowledge are reached	<b>Knowledge</b> - the usual signs of abuse
<b>Professional Competence</b> Respond to improper conduct.	
<b>Skills</b> - Apply appropriate responses - relativize these behaviours - Inform and involve the team	<b>Knowledge</b> - identify the improper behaviours

<b>Professional Competence</b> Accompany a terminally ill person.	
<b>Skills</b> - To adopt behaviours of appropriate help respecting religious and philosophical convictions of the person being cared - Observe, detect phenomena of pain, discomfort - Linking the knowledge regarding end of life support and a specific situation - Participate in a multidisciplinary action - Control his reactions so as not to create unnecessary anxiety - Working his own image of death - Submit his own observation to the manager, the team, the family ...	<b>Knowledge</b> - psychological needs of a dying person
<b>Professional Competence</b> Manage the reactions between a dying, family, other residents (in the community) and home.	
<b>Skills</b> - apply behaviours of help	<b>Knowledge</b> - the psychological needs of people who are preparing for bereavement - identify situations that prevent the grieving - the behaviours that help people prepare for bereavement

<b>Key activity 2:</b> Advise, educate <b>Qualification</b> Family Helper	<b>ECVET- Points</b> <b>EQF - Level</b>
<b>Professional Competence</b> Give advice, make suggestions for the organization of the household, health, the hygiene of adults, budget, diet menus	
<b>Skills</b> - Tactfully offer solutions adapted to the situation - Maintain knowledge in organization of daily life - Adapt his knowledge to the particular case being cared	<b>Knowledge</b> -

<b>Professional Competence</b> Help and teach the child to make his toilet, brushing teeth, to have sanitation, etc ...	
<b>Skills</b> - explain the purpose of care, hygiene - give clear instructions - encouraged to regularly repeat these instructions - Foster collaboration from the environment	<b>Knowledge</b>
<b>Professional Competence</b> Drive child(ren) to school, go search them.	
<b>Skills</b> - dare to ask in case of problems (eg missing equipment) - dare to take steps - organize himself and his travel in the public transport system	<b>Knowledge</b>
<b>Professional Competence</b> Supervise children's school work and ensure that the child has regular schooling.	
<b>Skills</b> - make discover a method of working - Draw parents' attention to the importance of schooling	<b>Knowledge</b> - the contents of the primary school
<b>Professional Competence</b> Monitoring in cases of abuse	
<b>Skills</b> - observe the evolution of the state of abuse - follow the advice of specialists	<b>Knowledge</b> - to document and learn spontaneously when limits of his knowledge
<b>Professional Competence</b> Monitor compliance and the steps taken by the social team.	
<b>Skills</b> - implement decisions - Make reports in compliance with his functions and in the due respect of the deontological and ethical rules	<b>Knowledge</b> - the respective tasks and functions of the social workers
<b>Professional Competence</b> Respond to improper conduct.	
<b>Skills</b> - Apply appropriate responses - relativize these behaviours - Inform and involve the team	<b>Knowledge</b> - identify the improper behaviours

<b>Professional Competence</b> Accompany a terminally ill person.	
<b>Skills</b> - To adopt behaviours of appropriate help respecting religious and philosophical convictions of the person being cared - Observe, detect phenomena of pain, discomfort - Linking the knowledge regarding end of life support and a specific situation - Participate in a multidisciplinary action - Control his reactions so as not to create unnecessary anxiety - Working his own image of death - Submit his own observation to the manager, the team, the family ...	<b>Knowledge</b> - psychological needs of a dying person
<b>Professional Competence</b> Manage the reactions between a dying, family, other residents (in the community) and home.	
<b>Skills</b> - apply behaviours of help	<b>Knowledge</b> - the psychological needs of people who are preparing for bereavement - identify situations that prevent the grieving - the behaviours that help people prepare for bereavement

<b>Key activity 3:</b> Assist in the management of everyday life: home maintenance, food and meals <b>Qualification</b> Family Helper	<b>ECVET- Points</b> <b>EQF - Level</b>
<b>Professional Competence</b> Maintain housing, room, excluding heavy and hazardous work	
<b>Skills</b> - Implement elements of response and technical routine for the maintenance of the housing and equipment in accordance with the rules of hygiene and safety - Identify malfunctions and make simple repairs (within safety, jurisdictional boundaries), or inform the responsible	<b>Knowledge</b> -
<b>Professional Competence</b> Laundry (delicate hand washing, washing machine or laundry), ironing, mending	
<b>Skills</b> - Implement common techniques of washing, ironing and folding laundry, and mending	<b>Knowledge</b> -



<b>Professional Competence</b> Ensure reserves of laundry and groceries, shopping.	
<b>Skills</b> - to inventory - to plan purchases - Assess the needs for consumer products, taking into account the habits and opinions of the individual(s) - negotiate with the helped person the choice of store - List the purchases from the scheduled weekly menus - Choose a point of sale according to various criteria (proximity, quality / price ratio, habits of the person...) - Take into account the helped person's incomes	<b>Knowledge</b>
<b>Professional Competence</b> Individualize menus (in the community: check for abnormalities), from the instructions of the staff responsible.	
<b>Skills</b> - apply the instructions of the doctor, the dietician - verify compliance with the instructions - Learn about the tastes and preferences of individuals - Assess individual portions - Within the limits of a fixed budget - Respect the socio-cultural habits of people - Adapt to situations commonly encountered in the home and community	<b>Knowledge</b> - In the nutritional field, the knowledge useful for a balanced diet
<b>Professional Competence</b> Prepare one or more meals.	
<b>Skills</b> - Collaborate to implement or enforce the implementation of a full menu using techniques and equipment available - Accommodate the leftovers of a meal - Make a meal for a given number of people, for immediate consumption or deferred  Take into account the physical limitations of the person being cared  Consider hygiene	<b>Knowledge</b> - theoretical notions about behavioural troubles

<b>Professional Competence</b> Distribute and present the meal in room or dining room.	
<b>Skills</b> - Respect the rhythm of people - Mark of interest to the user - Ensure the optimum temperature portions - Doing the dishes in the homework - As part of the work at home, remove the remains unusable	<b>Knowledge</b> -
<b>Professional Competence</b> The acts of security and develop housing in a prevention perspective.	
<b>Skills</b> - Identify potential hazards of a living - Propose and implement preventive measures by establishing a link between knowledge and a specific situation - obtain the agreement of the beneficiary - be vigilant	<b>Knowledge</b> - the possibilities of aid, including specialized services for room planning
<b>Professional Competence</b> Housing habitation taking into account the disability of the beneficiaries.	
<b>Skills</b> - Identify mismatches between the layout and equipment and needs of people (age, level of autonomy, possible disability) - By establishing a link with the skills and a specific situation, propose the necessary adjustments in the exercise of its powers and in consultation with the person concerned - Monitor or verify the implementation of the proposals - To inform himself in case of limits of knowledge	<b>Knowledge</b> - the main problems of the person's having loss of autonomy

<b>Key activity 4:</b> Aid to daily life <b>Qualification</b> Family Helper	<b>ECVET- Points</b> <b>EQF - Level</b>
<b>Professional Competence</b> Substitute parents and take care of children in the home service	
<b>Skills</b> - Ensure proper hygiene - Bathing, changing the baby, sterilize, prepare and give the bottle or meal, walk the child - make appropriate food preparation - Assist in making the meal or the meal to stimulate the participation of parents	<b>Knowledge</b> - Active listening techniques

<b>Professional Competence</b> Help people with diminished autonomy to ensure personal hygiene (participation in the toilet, hygiene mouth, hair, nails, shaving, ...)	
<b>Skills</b> <ul style="list-style-type: none"> <li>- Collaborate with practitioners of nursing to achieve the toilet of person difficult to mobilize;</li> <li>- contribute to the prevention of risks related to the asset; ensuring hygiene bedding, ensure hygiene of the surrounding environment</li> <li>- Handle adequately, applying handling techniques that prevent injuries and pain in people helped</li> <li>- Be attentive to individual needs (hygiene and comfort) and do the things that help people to maintain a positive image of themselves</li> <li>- Adapt the gestures of care to the state of the person (eg rhythm)</li> <li>- Apply proper ergonomic techniques, so as to protect yourself</li> <li>- Take proper precautions to ensure the health and reduce the risk of cross-contamination</li> <li>- Communicate information to a responsible</li> <li>- Continually update their knowledge of techniques and ergonomic handling</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>- techniques and ergonomic handling</li> </ul>
<b>Professional Competence</b> Help feeding and drink.	
<b>Skills</b> <ul style="list-style-type: none"> <li>- identify the most appropriate way to eat and drink and apply this method</li> <li>- Respect the rhythm of each person and the instructions received</li> <li>- Be vigilant regarding hydration food; understanding why it is important to be attentive</li> </ul>	<b>Knowledge</b>
<b>Professional Competence</b> Assist in the preparation and taking medications (oral way, rectal way), take measurements (weight, height, ...)	
<b>Skills</b> <ul style="list-style-type: none"> <li>- Read the accompanying documents and information useful to identify</li> <li>- Observe a medication tab issued by the doctor (In-home service)</li> <li>- Meet the prescribed doses (part ...)</li> <li>- Observe routes of administration</li> <li>- Check the expiry date of the drug</li> <li>- Verify that the person takes the medication</li> <li>- Insure good vigilance</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>-</li> </ul>

<b>Professional Competence</b> Help people move and / or to mobilize.	
<b>Skills</b> - Apply handling techniques to prevent injury and pain - Apply appropriate ergonomic techniques - use common technical support	<b>Knowledge</b> - functions and use of common technical support
<b>Professional Competence</b> Help placing orthopaedic appliances, prostheses etc ...	
<b>Skills</b> - Apply his knowledge to a particular person - Use Orthopaedic instruments	<b>Knowledge</b> - Functions and use of common orthopaedic tools and instruments
<b>Professional Competence</b> Maintain, clean and disinfect equipment care (oxygen therapy, aerosol therapy, urinal, commode ...)	
<b>Skills</b> - select the right products, and apply the techniques of cleaning and disinfection routine, respecting the rules of hygiene and equipment - Inform in case of particular situation	<b>Knowledge</b> - the cleaning and disinfection products
<b>Professional Competence</b> Take emergency measures in case of accident.	
<b>Skills</b> - Observe and assess the situation - Act adequately	<b>Knowledge</b> - basic first aid and emergency procedures
<b>Professional Competence</b> Take action in case of death.	
<b>Skills</b> - apply the procedure	<b>Knowledge</b> - the proper procedures in case of death of the person being cared
<b>Professional Competence</b> Make dressing of the deceased.	
<b>Skills</b> - adequately handle - Observe the rules of hygiene	<b>Knowledge</b> - the proper procedures in case of death of the person being cared

<b>Key activity 5:</b> Ensure a relay <b>Qualification</b> Family Helper		<b>ECVET- Points</b> <b>EQF - Level</b>
<b>Professional Competence</b> Account for observations in oral or written form		
<b>Skills</b> - use the vocabulary related to the profession - Have a common practice of the French language - Use a word processing software	<b>Knowledge</b> - Active listening techniques	
<b>Professional Competence</b> Serve as a relay (under the authority of the service) between aid recipients and family members, people in the neighbourhood, the relational network expanded		
<b>Skills</b> - Communicate orally and in written comments - Gather information about any additional aid from the social environment of the person being cared	<b>Knowledge</b> - techniques and ergonomic handling	
<b>Professional Competence</b> Liaise between beneficiaries of help and a) other profession involved (assistant (e) social (e), nurse / e, physiotherapist, ONE, support services to youth, doctors, etc. ..) b) school.		
<b>Skills</b> - Have a common practice of the French language - To relate, communicate with other professionals - use the vocabulary related to the profession	<b>Knowledge</b>	
<b>Professional Competence</b> Help the person in his correspondence (at the request of beneficiaries)		
<b>Skills</b> - master current writing - Write administrative or personal letters - Identify, sort and distribute mail	<b>Knowledge</b> -	
<b>Professional Competence</b> Monitor administrative procedures (mutual post office, bank, etc ...).		
<b>Skills</b> - demonstrate accountability to ensure a continuation documents - Help people filing-in those documents -Sort these documents	<b>Knowledge</b> - the current administrative documents relating to users and follow-up	

<b>Key activity</b> Integrate into professional life		<b>ECVET-Points</b>
<b>Qualification</b> Social Care Assistant		<b>EQF Level</b>
<b>Professional Competence</b> Organise work based on the priorities and emergencies in accordance with the head of service and the recipient		
<b>Skills</b> <ul style="list-style-type: none"> <li>- define work objectives</li> <li>- distinguish the essential from the accessory</li> <li>- negotiation skills</li> <li>- Say no to good use</li> <li>- Inventory of all the tasks</li> <li>- Apply instructions</li> <li>- Determine priorities among the tasks according to defined objectives and with flexibility to cope with the unexpected</li> <li>- Establish the chronology of the various activities based on priorities</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>- The limits of his tasks and functions</li> </ul>	
<b>Professional Competence</b> Participate in coordination meetings		
<b>Skills</b> <ul style="list-style-type: none"> <li>- Clearly describe the situation or the problem</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>-</li> </ul>	
<b>Professional Competence</b> Communicate with other personnel: doctors, nurses, paramedical, administrative staff		
<b>Skills</b> <ul style="list-style-type: none"> <li>- bring elements of observation and analysis</li> <li>- listen to different points of analysis</li> <li>- dare to express</li> <li>- set goals with others</li> <li>- evaluate</li> </ul>	<b>Knowledge</b>	
<b>Professional Competence</b> Work in a team		
<b>Skills</b> <ul style="list-style-type: none"> <li>- negotiate the division of labor</li> <li>- negotiate the pace of work</li> <li>- Situate his role in the team</li> <li>- Control his own behaviour and emotions</li> <li>- Integrate his work into the work of a team</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>-</li> </ul>	

<b>Professional Competence</b> Integrate and participate in the definition of a project	
<b>Skills</b> - Participate in the definition of a project - inform about a specific institution's project	<b>Knowledge</b> - the elements needed for the definition of a project
<b>Professional Competence</b> Respect the person, including the beliefs and convictions	
<b>Skills</b> - adapt its behaviour accordingly to the sensitive elements - Respect the helped person a whole person - Respect the person's beliefs and convictions - Impose itself not to discuss opinions different from their own	<b>Knowledge</b> - develop sensitivity to cultural and philosophical differences
<b>Professional Competence</b> Be punctual and diligent	
<b>Skills</b> - Exercise personal discipline - Be punctual and diligent	<b>Knowledge</b> -
<b>Professional Competence</b> Respect privacy (beneficiaries and colleagues), including professional secrecy and reserved behaviour	
<b>Skills</b> - distinguish in daily life limits of privacy - Respect privacy (the person being helped and colleagues) - Accept the advice and comments - Internalize the requirements of honesty - exercise discipline - communicate only the mandatory and essential	<b>Knowledge</b> - what comes under privacy - Learn about the laws in force in the institution to determine the limits within which their work is - professional secrecy
<b>Professional Competence</b> Act within the professional boundaries	
<b>Skills</b> - be disciplined - Implement decisions, follow the advice of specialists	<b>Knowledge</b> - acts that fall within the profession (and those who are excluded) - Have knowledge of labour legislation
<b>Professional Competence</b> Ask a look back on his work and on his own operation	
<b>Skills</b> - describe the characteristics of its business objective - Evaluate the deviation from an ideal situation	<b>Knowledge</b>
<b>Professional Competence</b>	

**Diagnose his own training needs**

<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Identify his shortcomings and resources</li> <li>- to emit hypothesises on his competences</li> <li>- Analyze several proposals and identify training needs, gaps which will be taken into account by these formations</li> <li>- Select appropriate training</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- the importance of continuous training</li> </ul>
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