

## Overview on Units of Learning

### Key Activities and Professional Competences

Qualification: **Family-helper (Belgian “aide familial”)**  
 EQF Level<sup>1</sup>: **4**

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

<sup>1</sup> 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
<p><b>Key activity 5: Contribute to the care recipient's well-being by offering social support</b></p> <p>Take note of any social problems</p> <p>Monitor ongoing administrative procedures</p> <p>Create and maintain a social connection</p>
<p><b>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</b></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 eat and drink</p> <p>Help the care recipient to sit comfortably and to move about</p> <p>Ensure that medication prescribed by a doctor is taken properly</p> <p>Maintain, clean and disinfect equipment (aerosol, urinal, commode, etc.)</p> <p>Take emergency measures in the event of an accident</p> <p>Take appropriate action in the event of death</p>
<p><b>Key activity 7: Communicate appropriately with:</b></p> <ul style="list-style-type: none"> <li>- the team leader</li> <li>- team members</li> <li>- other parties.</li> </ul> <p>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</p> <p>Help to keep the care recipient in his own home</p> <p>Work as part of a team</p> <p>Take part in team meetings</p>
<p><b>Key activity 8: Plan his work</b></p> <p>Decide priorities together with the team leader and the care recipient when the assistance plan is being drawn up or evaluated</p> <p>Plan the performance of the family helper's job in accordance with priorities, emergencies, contracts / agreements made or instructions received</p>
<p><b>Key activity 9: Scrupulously apply ethical rules related to the profession</b></p> <p>Respect the care recipients, their families, informal family helpers, etc.</p> <p>Work within the limitations of his competences</p> <p>Adopt appropriate personal and professional attitudes and behaviour</p> <p>Act in accordance with privacy laws</p>
<p><b>Key activity 10: Take part in a self-assessment and training process</b></p> <p>Take a critical look at his own performance and conduct</p> <p>Contribute to an assessment of his ongoing training needs</p> <p>Share feedback</p>

**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*

**Length of training:**

*1533 hours and 20 minutes*

<b>Key activity 1</b> Establish an appropriate relationship and communicate with care recipients and their families	
<b>Qualification</b> Family Helper	<b>EQF Level:</b> 4
<b>Assessment tools:</b> Oral examination, practical examination, written work and examination	
<b>Professional competence</b> Make contact with the care recipient	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Introduce himself, establish an initial positive contact</li> <li>• Introduce the department and the family helper's role in the department</li> <li>• Explain what is possible within the framework of the service provided.</li> <li>• Explain the family helper's limitations</li> <li>• Adopt an appropriate attitude</li> <li>• Address the care recipient politely and formally</li> </ul>	<b>Knowledge<sup>2</sup></b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Clarify the limitations that apply to the position of family helper</li> </ul>
<b>Professional competence</b> Listen to the care recipient and the family circle	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Apply the basic principles of active listening</li> <li>• Adopt a confident attitude and show positive interest in the care recipient</li> <li>• Understand explicit and implied requests</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Identify the basic principles of active listening and empathy</li> </ul>

<sup>2</sup> 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.

<b>Professional competence</b> Establish effective communication and a suitable means of communication with the care recipient and the family	
<b>Skills</b> <ul style="list-style-type: none"> <li>Identify the exact situation of the care recipient and a means of communication adapted to suit the care recipient and the family</li> <li>Analyze the care recipient's situation in accordance with the knowledge and skills acquired (psychology, relationship, communication, etc.)</li> <li>Work as part of a team to develop support methods adapted to the problems and needs of the care recipient</li> <li>Note any obstacles to communication (hearing, visual or behavioural problems, poor language skills, etc.), identify any personal difficulties</li> <li>Establish connections between the situations observed and knowledge in communication</li> <li>Use different communication techniques (verbal and non-verbal)</li> <li>Use easy-to-understand language</li> <li>Identify the risks of projecting their personal history into the support relationship</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Tackle the concepts relating to psychology and ethics which are the basis of the conceptual field of the personal care and assistance professions</li> <li>List and characterize the various verbal and non-verbal communication techniques</li> <li>Clarify the principal impediments and aids to communication</li> </ul>
<b>Professional competence</b> Show respect for the care recipient	
<b>Skills</b> <ul style="list-style-type: none"> <li>Take account of their lifestyle</li> <li>Take account of intercultural factors, religious and philosophical beliefs</li> <li>Refrain from making judgments</li> <li>Act with tact and discretion</li> <li>Adopt attitudes and behaviour that support the independence of the care recipient</li> <li>Adopt a calming and reassuring approach</li> <li>Apply the basic principles of empathy</li> <li>Respect the wishes of the care recipient as to whether or not to communicate and build a relationship</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Clarify the basic principles of empathy</li> </ul>
<b>Personal competences</b> <ul style="list-style-type: none"> <li>Establish connections between observed situations and knowledge in communication</li> <li>Identify the risks of projecting one's personal history into the support relationship</li> <li>Refrain from making judgements</li> <li>Work under the delegation and direct supervision of a social worker</li> <li>Work as part of a multidisciplinary team</li> </ul>	

<b>Key activity 2</b> Help with day-to-day tasks in accordance with the assistance plan prepared by the team leader	
<b>Qualification</b> Family Helper	<b>EQF Level:</b> 4
<b>Assessment tools:</b> Oral examination, practical examination, written work and examination	
<b>Professional competence</b> Agree the practical aspects of the care arrangement with the care recipient and, if appropriate, the family	
<b>Skills</b> <ul style="list-style-type: none"> <li>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</li> <li>Display flexibility and take account of team decisions when accepting additional temporary tasks</li> </ul>	<b>Knowledge<sup>3</sup></b> <ul style="list-style-type: none"> <li>Tackle the major health problems of the current general population</li> <li>Identify the main preventive actions with regard to health and hygiene</li> <li>Clarify the concepts of health, sickness, hygiene, comfort, etc.</li> <li>Clarify the concepts of autonomy/heteronomy, independence/dependence</li> </ul>
<b>Professional competence</b> Encourage the care recipients in improving, maintaining and/or restoring his/her independence	
<b>Skills</b> <ul style="list-style-type: none"> <li>Recommend/encourage the care recipients to get involved in some of the domestic tasks according to their abilities (housekeeping, laundry, preparing meals, etc.)</li> <li>Encourage the care recipients to help improve their environment (safety, hygiene, comfort, etc.)</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Identify the main preventive actions with regard to health and hygiene</li> </ul>

<sup>3</sup> Le fait d'associer des savoirs et des savoir-faire n'est pertinent pour chaque compétence.

<b>Professional competence</b> Perform housekeeping tasks, except for heavy or dangerous jobs	
<b>Skills</b> <ul style="list-style-type: none"> <li>Plan his work logically in accordance with agreed plans</li> <li>Adjust this work plan in line with various situations as required and according to the resources made available by the care recipient</li> <li>Choose cleaning products, equipment and methods that are suitable for the premises, the resources, the level of soiling and the equipment available</li> <li>Use products (disinfectants, etc.) and equipment and methods that are selected in accordance with health, safety, environmental and ergonomics regulations</li> <li>Note and report the presence of parasites or pests and if necessary inform the department of the action required</li> <li>Identify the presence of mould and if necessary inform the department of the action required</li> <li>Return items to their original location while ensuring accessibility, comfort and safety (accident prevention)</li> <li>Care for the home while taking account of the care recipient's financial resources (plants, pets, etc.)</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Identify cleaning products, equipment and methods that are suitable for the premises, the resources, the level of soiling and the equipment available</li> <li>Read the pictograms related to housekeeping products</li> <li>Clarify the safety, environmental and ergonomics regulations</li> </ul>
<b>Professional competence</b> Do the laundry	
<b>Skills</b> <ul style="list-style-type: none"> <li>Plan his work logically in accordance with established plans</li> <li>Adapt his work plan in line with various situations as required and according to the resources made available by the care recipient</li> <li>Choose laundry products, equipment and techniques (sorting, washing, drying, mending, ironing, folding) appropriate for the clothes (type of laundry, colors, nature of fibres, etc.)</li> <li>Use products, equipment and methods that are selected in accordance with health, safety, environmental and ergonomics regulations</li> <li>Return items to their original location while ensuring accessibility, comfort and safety</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Identify laundry products, equipment and techniques (sorting, washing, drying, mending, ironing, folding) appropriate for the clothes (type of laundry, colors, nature of fibres, etc.)</li> <li>Clarify health, safety, environmental and ergonomics regulations linked to the field of action</li> </ul>

<b>Professional competence</b> . Plan and prepare suitable meals and help with eating	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Prepare meals that are suited to:             <ul style="list-style-type: none"> <li>○ the category of care recipient (child, adolescent, adult, senior, etc.)</li> <li>○ a balanced diet</li> <li>○ any special dietary requirements</li> <li>○ the degree of independence of the care recipient.</li> </ul> </li> <li>• Prepare one or more meals for immediate or later consumption, organising his work logically in accordance with timing and environmental and health &amp; safety regulations</li> <li>• Serve the meal and ensure that the portions are at the optimum temperature</li> <li>• Set and clear the table</li> <li>• Pack/store the foodstuffs and/or meals according to use and preservation method</li> <li>• Do the washing up, sterilise feeding bottles</li> <li>• Return items to their original location while ensuring accessibility, comfort and safety</li> <li>• Discard waste respecting environmental rules</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Clarify food hygiene rules</li> <li>• Identify the nutritional needs of a healthy person according to age</li> <li>• Identify the food groups and cooking and food preservation methods</li> <li>• Clarify the main food groups and a variety of menus that include them</li> <li>• Clarify health &amp; safety and environmental rules linked to the field of action</li> </ul>
<b>Professional competence</b> Do the care recipient's shopping	
<b>Skills</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Consider the choice of shop with the care recipient in line with criteria (proximity, value for money, care recipient's habits, etc.)</li> <li>• Preserve the goods appropriately (transport and storage)</li> <li>• Manage stocks</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Identify how to properly preserve foodstuffs (transport and storage)</li> </ul>
<b>Professional competence</b> Accompany the care recipient on trips	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Use an appropriate means of transport</li> <li>• Assist the care recipient if they have any mobility problems</li> <li>• Use suitable equipment (crutches, etc.)</li> <li>• Call on specialist services.</li> <li>• Ensure the safety and well-being of the care recipient while travelling</li> <li>• Know how to travel with the help of a plan</li> <li>• 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</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Clarify the techniques for handling the care recipient without causing injury or pain for the recipient or the family helper</li> </ul>



<b>Professional competence</b> Respond appropriately to any equipment failures in the home	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Note any malfunctioning equipment in the home</li> <li>• Report these irregularities to the family circle or the department</li> <li>• If appropriate, take any emergency measures required to protect the care recipient and the home</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Identify the main domestic risks and how to manage them</li> </ul>
<b>Personal competences</b> <ul style="list-style-type: none"> <li>• Display flexibility when accepting additional temporary tasks</li> <li>• Adopt a holistic care approach</li> <li>• Refrain from making judgements</li> <li>• Work under the delegation and direct supervision of a social worker</li> <li>• Work as part of a multidisciplinary team</li> </ul>	

<b>Key activity 3</b> Play a preventive role as well as offering advice and education as appropriate in accordance with the assistance plan	
<b>Qualification</b> Family Helper	<b>EQF Level:</b> 4
<b>Assessment tools:</b> Oral examination, practical examination, written work and examination	
<b>Professional competence</b> Create a safe environment by preventing domestic accidents	
<b>Skills</b> <ul style="list-style-type: none"> <li>Identify any causes and risks of accidents in accordance with the problems and degree of independence of the care recipient</li> <li>Find out about possible solutions based on acquired knowledge and the specific situation</li> <li>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</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Identify the main domestic risks and their management.</li> <li>List the contents of a home medicine cabinet</li> </ul>
<b>Professional competence</b> Advise the care recipient with regard to preventive healthcare and well-being	
<b>Skills</b> <ul style="list-style-type: none"> <li>Inform the care recipient about the different methods of prevention (primary, secondary, tertiary, quaternary) according to his needs</li> <li>Inform the care recipient about the health problems arising from the presence of pets</li> <li>Encourage and help the care recipient to assist in taking preventive measures in order to enable them to remain in his home</li> <li>Educate them with regards to lifestyle</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Identify the main domestic risks and their management</li> </ul>
<b>Professional competence</b> Make the care recipient aware of the importance of daily hygiene	
<b>Skills</b> <ul style="list-style-type: none"> <li>Encourage and help to keep the home clean, hygienic, ventilated and tidy, etc.</li> <li>Educate the care recipient as to how to behave with regard to pets</li> <li>Help change and care for linen and clothing (bed linen, towels, household materials, clothes, etc.)</li> <li>Encourage personal hygiene (washing hands, shower or bath, oral hygiene, hair, shaving, etc.) and clothes-related hygiene</li> <li>Organise and help dispose of waste in an environmentally-friendly manner (sorting, storing, regular disposal, etc.)</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Identify the importance of daily hygiene</li> </ul>

<b>Professional competence</b> Assist them with maintaining a healthy diet	
<b>Skills</b> <ul style="list-style-type: none"> <li>Advise on and help with the preparation of meals and food shopping (quality/quantity)</li> <li>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</li> <li>Suggest weekly food planning</li> <li>Prepare and store food in appropriate conditions (time, temperature, etc.) to ensure optimum nutritional quality</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Clarify the nutritional needs of a healthy person in accordance with age</li> <li>Describe food groups, cooking and food preservation methods</li> <li>Describe the main food groups and the kinds of menus that cater for them</li> <li>Identify how to properly preserve foodstuffs (transport and storage)</li> </ul>
<b>Professional competence</b> Advise and collaborate on educational tasks	
<b>Skills</b> <ul style="list-style-type: none"> <li>Inform parents of developmental activities for their children (extracurricular activities, sport, discovery and play activities, social life, etc.)</li> <li>Make care recipients aware of basic rules of life while ensuring that the needs of children and adolescents are met</li> <li>Create a positive atmosphere at mealtimes (pleasure in food, discovery of new tastes, friendship, mutual respect, etc.)</li> <li>Detect problems associated with another party and notify the department</li> <li>Place his work with the family under the mandate of a delegated power of guardianship and/or in the context of networking</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Clarify the child's needs</li> <li>Identify the key stages in a child's development</li> </ul>
<b>Professional competence</b> Advise and inform care recipients with regard to energy consumption and respect for the environment	
<b>Skills</b> <ul style="list-style-type: none"> <li>Advise and assist with selecting products and packaging</li> <li>Note any irregularities affecting water or energy consumption</li> <li>Pass on such information</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Give information concerning the importance of energy consumption</li> </ul>
<b>Personal competences</b> <ul style="list-style-type: none"> <li>Adopt a holistic care approach</li> <li>Refrain from making judgements</li> <li>Work under the delegation and direct supervision of a social worker</li> <li>Work as part of a multidisciplinary team</li> </ul>	

<b>Key activity 4</b> Contribute to the care recipient's well-being by offering relationship support	
<b>Qualification</b> Family Helper	<b>EQF Level:</b> 4
<b>Assessment tools:</b> Oral examination, practical examination, written work and examination	
<b>Professional competence</b> Take note of behavioural problems in the care recipient and/or the family circle and respond appropriately	
<b>Skills</b> <ul style="list-style-type: none"> <li>Observe, detect and describe any unusual aspects in the behaviour of the care recipient and/or those close to them</li> <li>Observe, detect and describe any signs of self-medication or addiction in the care recipient</li> <li>Pass on verbal and written observations to the department</li> <li>Adopt appropriate behaviour</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Identify unusual aspects of the health or behaviour of care recipients</li> <li>Recognize behaviour related to the principal observable pathologies</li> </ul>
<b>Professional competence</b> Respond to inappropriate and aggressive behaviour	
<b>Skills</b> <ul style="list-style-type: none"> <li>Recognise signs of aggressive behaviour</li> <li>Respond appropriately</li> <li>Inform the department</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Recognize the principal signs of aggressiveness</li> </ul>
<b>Professional competence</b> Identify signs of neglect or abuse of care recipients; escalate these observations and follow up	
<b>Skills</b> <ul style="list-style-type: none"> <li>Observe care recipients and note any signs of neglect or abuse; establish a link between acquired knowledge and observations made</li> <li>Report these observations to the department</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Recognize the principal signs of abuse</li> </ul>
<b>Professional competence</b> Provide end-of-life support for the care recipient and the family	
<b>Skills</b> <ul style="list-style-type: none"> <li>Offer relevant thoughts on end-of-life support for care recipients and their families</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Identify the basic human needs and clarify the issues specifically related to ageing and end of life</li> </ul>
<b>Personal competences</b> <ul style="list-style-type: none"> <li>Adopt a holistic care approach</li> <li>Refrain from making judgements</li> <li>Work under the delegation and direct supervision of a social worker</li> <li>Work as part of a multidisciplinary team</li> </ul>	

<b>Key activity 5</b> Contribute to the care recipient's well-being by offering social support	
<b>Qualification</b> Family Helper	<b>EQF Level:</b> 4
<b>Assessment tools:</b> Oral examination, practical examination, written work and examination	
<b>Professional competence</b> Take note of any social problems	
<b>Skills</b> <ul style="list-style-type: none"> <li>Listen to the requests/expectations of the care recipient, forward information to the department to target any problems</li> <li>Note any irregularities</li> <li>Pass on relevant observations and information</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Identify the basic principles of active listening</li> </ul>
<b>Professional competence</b> Monitor ongoing administrative procedures	
<b>Skills</b> <ul style="list-style-type: none"> <li>Identify the main administrative documents currently found in a family unit (insurance, bank, medical, welfare benefits, etc.)</li> <li>Read and understand in order to offer help, support the care recipient with form-filling, following up, etc.</li> <li>File and store these documents with the care recipient and/or the family, in accordance with his wishes</li> </ul>	<b>Knowledge</b>
<b>Professional competence</b> Create and maintain a social connection	
<b>Skills</b> <i>In accordance with what has been decided by the team:</i> <ul style="list-style-type: none"> <li>Help the care recipient while respecting his expectations and independence</li> <li>assist in creating daily social need</li> <li>assist in eliminating social isolation</li> <li>Support on trips to other places (e.g. day centres, community centres, etc.)</li> </ul>	<b>Knowledge</b>
<b>Personal competences</b> <ul style="list-style-type: none"> <li>Adopt a holistic care approach</li> <li>Refrain from making judgements</li> <li>Work under the delegation and direct supervision of a social worker</li> <li>Work as part of a multidisciplinary team</li> </ul>	

<b>Key activity 6</b> 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	
<b>Qualification</b> Family Helper	<b>EQF Level:</b> 4
<b>Assessment tools:</b> Oral examination, practical examination, written work and examination	
<b>Professional competence</b> Stimulate the care recipient's mental and physical abilities	
<b>Skills</b> <ul style="list-style-type: none"> <li>Stimulate the care recipient's mental and physical abilities</li> <li>Ask the care recipient for their preferences; do not impose anything</li> <li>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)</li> </ul>	<b>Knowledge</b>
<b>Professional competence</b> Be aware of the various needs (hygiene and comfort)	
<b>Skills</b> <ul style="list-style-type: none"> <li>Be aware of the various needs (hygiene and comfort)</li> <li>Help the care recipient with day-to-day toilet functions</li> <li>Note changes to the skin</li> <li>Use techniques for handling the care recipient without causing injury or pain</li> <li>Use ergonomic techniques intended to protect the family helper</li> <li>Apply appropriate hygiene and safety rules</li> <li>Ensure hygiene with regard to the bedding and the immediate environment of the care recipient</li> <li>Undertake actions that help care recipients to preserve a positive self-image</li> <li>Take all appropriate hygiene measures in the event of vomiting or diarrhea</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Clarify health &amp; safety, environmental and ergonomics rules linked to the field of action</li> <li>Detail techniques for handling the care recipient without causing pain or injury to the recipient or to the family helper</li> </ul>
<b>Professional competence</b> Help the person to get to the toilet and to ensure proper bowel movements	
<b>Skills</b> <ul style="list-style-type: none"> <li>Ensure regular bowel movements</li> <li>Use hygienic urinals and bedpans</li> <li>Make changes regardless of the age of the care recipient</li> </ul>	<b>Knowledge</b>

<b>Professional competence</b> Help the care recipient to eat and drink	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Help the care recipient to eat meals at his own pace and according to the degree of independence</li> <li>• Make sure that nutritional and hydration needs are met</li> <li>• Encourage and motivate at mealtimes (time, presentation of the dishes, etc.)</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Clarify the nutritional needs (including hydration) of the healthy person according to his age</li> </ul>
<b>Professional competence</b> Help the care recipient to sit comfortably and to move about	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Be aware of the different needs (maintaining good posture, mobility)</li> <li>• Undertake risk prevention related to immobility</li> <li>• Use techniques for handling the care recipient without causing injury or pain</li> <li>• Use ergonomic techniques intended to protect the family helper</li> <li>• Use appropriate technical aids</li> <li>• Place and remove hot water bottles and ice packs</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Tackle the basic ergonomic principles</li> </ul>
<b>Professional competence</b> Ensure that medication prescribed by a doctor is taken correctly	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Encourage and motivate the care recipient in taking prescribed medication</li> <li>• Use a weekly dispenser</li> </ul>	<b>Knowledge</b>
<b>Professional competence</b> Maintain, clean and disinfect equipment (aerosol, urinal, commode, etc.)	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Select and use appropriate cleaning and disinfecting techniques, equipment and products.</li> <li>• Observe hygiene and safety rules</li> </ul>	<b>Knowledge</b>
<b>Professional competence</b> Take emergency measures in the event of an accident	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Take emergency measures in the event of an accident</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Detail first aid</li> <li>• Identify emergency procedures in the event of an accident</li> </ul>
<b>Professional competence</b> Take appropriate action in the event of death	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Take appropriate action in the event of death</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Identify appropriate procedures in the event of the death of the care recipient</li> </ul>
<b>Personal competences</b> <ul style="list-style-type: none"> <li>• Display tact and respect the independence of the care recipient</li> <li>• Adopt a holistic care approach</li> <li>• Work under the delegation and direct supervision of a social worker</li> <li>• Work as part of a multidisciplinary team</li> </ul>	

<b>Key activity 7</b> Communicate appropriately with: <ul style="list-style-type: none"> <li>- the team leader;</li> <li>- team members;</li> <li>- other parties</li> </ul>	
<b>Qualification</b> Family Helper	<b>EQF Level:</b> 4
<b>Assessment tools:</b> Oral examination, practical examination, written work and examination	
<b>Professional competence</b> 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	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Identify the role of each person working with the care recipient</li> <li>• Pass on objective observations verbally or in writing using professional vocabulary</li> <li>• Pass on the information required for optimum care of the care recipient via the communication log and other means</li> <li>• Correctly understand and convey verbal or written observations/information</li> <li>• Maintain a liaison role, suggest without imposing his own solutions</li> <li>• Encourage cooperation</li> <li>• Choose and explain a method of communication and observation to reduce subjectivity</li> <li>• Prepare a concise observation report</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Master French on an adequate level</li> <li>• Master the professional vocabulary</li> </ul>
<b>Professional competence</b> Help to keep the care recipient in his own home	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Assist with introducing aids (physical, external, social, etc.) that enhance the autonomy and independence of the care recipient</li> </ul>	<b>Knowledge</b>
<b>Professional competence</b> Work as part of a personal assistance and care team	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Position themselves in the department's organisational chart</li> <li>• Act in accordance with the strategies decided by the team, respect the roles of each team member</li> <li>• Work as an engaged member of a team supporting one care recipient</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Identify the missions, goals, values, etc. of the department</li> <li>• Identify the role of each member of the department</li> <li>• Identify the institutional framework and the main elements of the social legislation relating to the personal care and assistance sector</li> </ul>



<b>Professional competence</b> Take part in team meetings	
<b>Savoir-Faire</b> <ul style="list-style-type: none"> <li>• Introduce observations and present them properly</li> <li>• Listen to all points of view and be prepared to express his own</li> </ul>	<b>Knowledge</b>
<b>Personal Competences</b> <ul style="list-style-type: none"> <li>• Develop an open-minded approach with a view to inclusion as part of a working team</li> <li>• Work under the delegation and direct supervision of a social worker</li> <li>• Work as part of a multidisciplinary team</li> </ul>	

<b>Key activity 8</b> Plan his work	
<b>Qualification</b> Family Helper	<b>EQF Level:</b> 4
<b>Assessment tools:</b> Oral examination, practical examination, written work and examination	
<b>Professional competence</b> Decide priorities together with the team leader and the care recipient when the assistance plan is being drawn up or evaluated	
<b>Skills</b> <ul style="list-style-type: none"> <li>Participate in defining work objectives</li> <li>Distinguish between what is essential and what is of secondary importance</li> <li>Observe the limitations fixed by the profession, know when to say no</li> </ul>	<b>Knowledge</b>
<b>Professional competence</b> Plan the performance of the family helper's job in accordance with priorities, emergencies, contracts/agreements made or instructions received	
<b>Skills</b> <ul style="list-style-type: none"> <li>Select all observations and information useful for the job</li> <li>List all tasks to be performed</li> <li>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</li> <li>Prioritise the tasks to be performed in line with the goals defined and display flexibility when faced with unforeseen circumstances</li> <li>Establish a schedule for the different activities in accordance with the priorities and bearing in mind the time required</li> </ul>	<b>Knowledge</b>
<b>Personal competences</b> <ul style="list-style-type: none"> <li>Work under the delegation and direct supervision of a social worker</li> <li>Work as part of a multidisciplinary team</li> </ul>	

<b>Key activity 9</b> Scrupulously apply ethical rules related to the profession	
<b>Qualification</b> Family Helper	<b>EQF Level:</b> 4
<b>Assessment tools:</b> Oral examination, practical examination, written work and examination	
<b>Professional competence</b> Respect the care recipients, their families, informal family helpers, etc.	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Adopt a polite and respectful attitude to the care recipient, addressing them accordingly</li> <li>• Think of the care recipient as a person in his own right; respect his autonomy and independence and avoid imposing his own choices</li> <li>• Respect the cultural and philosophical beliefs, convictions and differences held by the care recipient, the family and informal family helpers</li> <li>• Refrain from judging opinions which differ from his own</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Define the basic rules of ethics for the personal care and assistance professions (professional secrecy, respect for the individual, professional limitations, etc.)</li> </ul>
<b>Professional competence</b> Work within the limitations of his competences	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Avoid taking the place of others involved with the care recipient (family, close friends, nurse, social assistant, etc.)</li> <li>• Direct the care recipient towards another family helper if necessary</li> <li>• Allow the care recipient to make the decisions</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Define the basic rules of ethics for the personal care and assistance professions (professional secrecy, respect for the individual, professional limitations, etc.)</li> <li>• Identify the duties, constraints and scope of activities of the personal care and assistance professions. (Family helper, Nursing assistant)</li> </ul>
<b>Professional competence</b> Adopt appropriate personal and professional attitudes and behaviour	
<b>Skills</b> <ul style="list-style-type: none"> <li>• Inform the team leader of a connection or family relationship with the care recipient and/or a family member or close friend</li> <li>• Show personal discipline (self-control, tact, listening, availability, etc.) and professional discipline (precision, competence, organisation, care, etc.)</li> <li>• Be punctual and hard-working</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Define the basic rules of ethics for the personal care and assistance professions (professional secrecy, respect for the individual, professional limitations, etc.)</li> </ul>

<b>Professional competence</b> Act in accordance with privacy laws	
<b>Skills</b> <ul style="list-style-type: none"> <li>Determine which elements fall within the private life of the care recipient, the family, informal family helpers and team members</li> <li>Respect confidentiality rules; only disclose mandatory and essential information</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Define the basic rules of ethics for the personal care and assistance professions (professional secrecy, respect for the individual, professional limitations, etc.)</li> </ul>
<b>Personal competences</b> <ul style="list-style-type: none"> <li>Understand the need to distinguish between one's own life and that of the care recipient</li> <li>Liaise with the team if necessary</li> <li>Work under the delegation and direct supervision of a social worker</li> <li>Work as part of a multidisciplinary team</li> </ul>	

<b>Key activity 10</b> S'impliquer dans un processus d'autoévaluation et de formation	
<b>Qualification</b> Family Helper	<b>EQF Level:</b> 4
<b>Assessment tools:</b> Oral examination, practical examination, written work and examination	
<b>Professional competence</b> . Take a critical look at his own performance and conduct	
<b>Skills</b> <ul style="list-style-type: none"> <li>Objectively describe the characteristics of the job</li> <li>Be aware of his own abilities and limitations</li> <li>Question his own actions from an outside perspective</li> <li>Consider the difficulties encountered in the performance of his work</li> <li>Ask himself pertinent questions about the duties and role of the family helper</li> </ul>	<b>Knowledge</b>
<b>Professional competence</b> Contribute to an assessment of his ongoing training needs	
<b>Skills</b> <ul style="list-style-type: none"> <li>Keep informed about ongoing training opportunities</li> </ul>	<b>Knowledge</b>
<b>Professional competence</b> Share feedback	
<b>Skills</b> <ul style="list-style-type: none"> <li>Seek feedback from others in order to enhance and enrich his own competences</li> </ul>	<b>Knowledge</b>
<b>Personal competences</b> <ul style="list-style-type: none"> <li>Work under the delegation and direct supervision of a social worker</li> <li>Work as part of a multidisciplinary team</li> </ul>	