

**Mobility Units for technicians in health and social care**

**These units were drafted by a working group within the LDV network project EREIVET with 16 participants from 8 countries. They describe the following activities:**

**Health care:**Basic care and hygienic

Basic nursing

Interaction and communication with client/ citizen/ family and relatives

Teamwork

Administrative and documental tasks

Device and implement activities

Planning and management

**Social care:**

Practical elementary hygienic and housekeeping work

Basic Pedagogical understanding

Interaction and communication with client/citizen/family and relatives

Teamwork

Device and implement activities

Planning and management

Description

**The following micro units can be used within cross-border learning mobilities of IVT to ensure the compliance with ECVET principles.**

**According to the duration of the work placement one or more micro units can be chosen.**

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| Name of Unit 1: | **Practical elementary hygienic and housekeeping work** | | |  |
| Reference to the qualification: | **Social care** | | |
| Area of work tasks:  Working in the client’s home or an institution in respect of the client’s way of living. Working accordingly to hygienic principles and standards in the placement. Work, taking into account own posture and include using assistive. Work with documentation. Guiding the client to eat healthy food. | | | EQF-level: 4 | DQR-level: 4 |
| Description of the Unit:  Help the client with basic care, dressing and undressing and with mobilizing. Use the proper work clothes and protective clothing. Establish a trustful relationship to the client. Guiding and helping the client with cleaning. Prepare healthy food. | | | | |
| Knowledge | | Skills | Competence | |
| *The learner has knowledge about:*   * Developmental psychology. * Hygienic principles. * Institutional standards. * Back-friendly work techniques including the use of resource. * Documentation of the carried out routines. * Evaluate the urgency of a situation, react accordingly * Healthy food | | *The learner is able to:*  Perform basic daily care e.x.   * Oral and dental care. * Dressing and undressing. * Seat or help mobilize the client for rest, moves or activities. * Prepare healthy food * Clean | *The learner understands:*   * How to make relation to the client and how to communicate respectfully. * The use of work clothing and protective clothing * Hygienic hand disinfection. * The sensible use of protective gloves. * How to be hygienic when preparing food and cleaning | |
| **Social competences/Personal competences**   * Work by protocol * Patience * Ability to listen * Respectful attitude * Quality of work performed * Adaptability capacity * Taking initiatives | | | | |

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| Name of Unit 2: | **Basic Pedagogical understanding** | | |  |
| Reference to the qualification: | **Social care** | | |
| Area of work tasks:  Working with children and grownups with special needs in institutions or in their own homes. Support the development of the child or grownup, using various pedagogical methods. Organize and evaluate activities. | | | EQF-level: 4 | DQR-level: 4 |
| Description of the Unit:  Work with coaching a child or a grownup using the resources in the child/grownup. Plan an activity based on a pedagogic or educational goal for a child or group of children, and evaluate afterwards. | | | | |
| Knowledge | | Skills | Competence | |
| *The learner has knowledge about:*   * Developmental psychology * Education and coaching * Learning abilities * Handicaps * Pedagogical methods * Pedagogical policy of the institution * Games, creativity, drama etc. | | *The learner is able to:*   * Lead a group * Adapt to the needs of the clients * Organize activities | *The learner understands:*   * That pedagogical goals are the main object of the work * Evaluation of the work * Planning of the work | |
| **Social competences/Personal competences**   * Flexibility * Respectful attitude * Carefulness | | | | |

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| Name of Unit 3: | **Interaction and communication with client/citizen/family and relatives** | | |  |
| Reference to the qualification: | **Social care** | | |
| Area of work tasks:  Working with creating a good situation of dialogue with the client and the client’s´ family. Working with analyzing the client´s needs and understand the various characteristics of the clients. Working with different communication tools. Working with documentation. | | | EQF-level: 4 | DQR-level: 4 |
| Description of the Unit:  Work with analyzing a client and suggest an appropriate way to communicate with the client. Work within the rules of the placements ethics, taking into account the professional secrecy. Plan and conduct a dialog with a client and the client’s family, using appropriate communication tools, and document information from the dialog. Be aware of the possibilities of guiding the client to other professionals, and use these when necessary. | | | | |
| Knowledge | | Skills | Competence | |
| *The learner has knowledge about:*   * The different forms of communication * The factors which influence the communication * The way situations can be fit for a difficult communication * The professional secret and discretion * The aids and tools necessary to communicate * respect for the rules of business ethics * characteristics of the various clients | | *The learner is able to:*   * Create a situation of exchange, favoring dialogue, the will of the client and the co-operation of their family and relatives * Analyze the client’s needs and adjust to them * Guide the client to professionals, departments or partners as required * gather, select, and organize information * observe * choose and use correct communication tools. * draw up, write and communicate work related documents. | *The learner understands:*   * How he can collect the families’ and client’s needs * How he can formulate answers or suggest solutions * add a value to work related documents. * transmit necessary information to ensure that documents are followed up on | |
| **Social competences/Personal competences**   * Ability to use a suitable language * quality of the listening, of the expression, of questioning * patience * take care, carefulness * empathy * adaptability capacity * taking initiatives * analytical skills to a conflict * respectful attitude | | | | |

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| Name of Unit 4: | **Teamwork** | | |  |
| Reference to the qualification: | **Social care** | | |
| Area of work tasks:  Working to get an overview of the team and to take responsibility in the team. Working within the laws and organization in the host country. Working with taking initiatives and share knowledge and information in the team. Develop capability to reflect upon practice and suggest new ways. | | | EQF-level: 4 | DQR-level: 4 |
| Description of the Unit:  Work with planning her or his working day, using the placements timetable. Work with planning the teams work activities and participate in evaluation of the team members. Develop a professional positioning, and take initiative to reflect upon practice in the team. | | | | |
| Knowledge | | Skills | Competence | |
| The learner has knowledge about   * status and skills of team members and their limits * work legislation * importance of teamwork * how the work field is organized in the host country * different work timetable | | The learner is able to   * share information with the team * plan one’s own work activities * establish the work timetable and the team members’ work activities. * participate in team members’ evaluation. * be aware of his responsibility within a team * have a critical mind * take initiative | The learner understands   * how to join a cross departmental work team * his/her limits in his/her work * the value of the law | |
| **Social competences/Personal competences**  -flexibility  -be punctual  -respect of ethics rules  -analytical skills to a conflict  -respectful attitude  -get a team spirit | | | | |

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| Name of Unit 5: | **Administrative and documental tasks** | | |  | |
| Reference to the qualification: | **Social care** | | |
| Area of work tasks:  Working with the documents, used in that particular country or at that particular placement, both in procedures and clients files. Working with quality checks and professional secrecy. | | | EQF-level: 4 | DQR-level: 4 | |
| Description of the Unit:  The learner works with her / his overview of different documents and the use of these, and develops understanding of the importance of documentation. | | | | | |
| Knowledge | | Skills | Competence | | |
| The learner has knowledge about   * know which staff are in charge of quality checks and quality management * documents and standards * procedure of orders * inventory turnover * client’s file | | The learner is able to   * file documents * keep professional secrets * evaluate product and material needs | The learner understands   * the difference in administrative work between countries * that it is important to have documents | | |
| **Social competences/Personal competences**   * work by protocol * accuracy * respect of ethics rules * respectful attitude | |  |  | | |

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| Name of Unit 6: | **Device and implement activities** | | |  | |
| Reference to the qualification: | **Social care** | | |
| Area of work tasks:  Working with development of children and clients, even clients with handicaps or diseases. Working with planning, leading and evaluation of activities for children and clients with or without handicaps or diseases. Working to motivate the child/client to participate in activities. | | | EQF-level: 4 | DQR-level: 4 | |
| Description of the Unit:  The learner works to assess the child’s natural development and deviations from this; and with planning an activity, based on the child/client. The learner evaluates the activity afterwards. | | | | | |
| Knowledge | | Skills | Competence | | |
| The learner has knowledge about   * the development of people * handicaps and diseases * quality of life * what activities are possible * the goals you can reach with activities * planning and evaluation of activities | | The learner is able to   * organize, lead and evaluate activities * adapt the activities to the clients | The learner understands   * the importance of different activities * show initiative * the goals you can reach with an activity have value to different clients | | |
| **Social competences/Personal competences**   * enthusiasm * empathy * patience * creativity * leadership | | | | | |

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| Name of Unit 7: | **Planning and management** | | |  | |
| Reference to the qualification: | **Social care** | | |
| Area of work tasks:  Working with organization, planning and management. | | | EQF-level: 4 | DQR-level: 4 | |
| Description of the Unit:  The learner works to get an overview and understanding of the placement and organization and how to communicate inside the organization. The learner works with planning and managing her/his own daily work and with her/his professional position. | | | | | |
| Knowledge | | Skills | Competence | | |
| The learner has knowledge about   * work by the basic planning of the organization * manage your own work * the interest for the team * communication rules * professional positioning | | The learner is able to   * plan one’s own work activities * accept another point of view | The learner understands   * the importance of planning | | |
| **Social competences/Personal competences**   * quality of the listening, of the expression, of questioning * patience * adaptability capacity * taking initiatives * be punctual * team spirit * respect of ethics rules * analytical skills to an emergency or conflict * respectful attitude * reliability * anticipate | | | | | |

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| Additional information:  The 7 units refer to the learning field for Social care assistants or a similar education in the participating countries. |
| Developed by: working group EREIVET network |