

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 the Unit:	Basic care and hygienic		
Reference to the qualification:	Health care		
Area of work tasks: Observations of one or more individuals, personal care and guidance of the citizen.	EQF-level: 4	DQR-level: 4	
Description of the Unit: Observations, measuring and providing personal care. Working preventive together with the citizen and reflect on and documentation of the care provided			
Knowledge	Skills	Competence	
<p>The learner is able to describe the knowledge about.</p> <ul style="list-style-type: none"> • aging of the human being. • hygienic principles, including distinguishing between hand and surface disinfection and sterilization. • institutional standards. • back-friendly work techniques including the use of resource. <ul style="list-style-type: none"> ○ Transfer techniques • basic anatomical and physical conditions of the musculoskeletal system 	<p>The learner is able to</p> <ul style="list-style-type: none"> • measure the clients: <ul style="list-style-type: none"> Pulse Temperature Breathing. • make a bed, both with and without a client. • do a partial and complete body washing. • perform intimate care. • perform hair care. • shave and trim beard. • perform hand, foot and nail care. 	<p>The learner understands</p> <ul style="list-style-type: none"> • make relation to the client and to communicate respectfully. • practice the correct hygienic procedures. • how to relate to and to communicate with her/his team. • how to follow procedures • how to be patient, have ability to listen and behave respectfully. • how to work in a qualified and effective way • how to adapt to different situations. 	






<ul style="list-style-type: none"> • documentation of the carried out routines. • blood pressure measurement. • evaluate the urgency of a situation, react accordingly. • national recommendations for nutrition. • advantages and disadvantages of incontinence pads. 	<ul style="list-style-type: none"> • preform oral, dental and denture care. • dressing and undressing. • changing the right incontinence pad for the user. • measures to prevent bedsores (monitoring the skin, positioning, and mobilization). • using work clothing and protective clothing • seat or help mobilize the client for rest, moves or activities. • prepare meals that care for the user’s health and enjoyment. 	<ul style="list-style-type: none"> • how to advise and guide the user about nutrition. • the importance of taking initiatives
<p>Additional information: The unit refers to the learning field for Health care assistants or a similar education in the participating countries.</p>		
<p>Developed by: working group EREIVEIT network</p>		





Name of the Unit:	Basic nursing		
Reference to the qualification:	Health care		
Area of work tasks: <i>Assist with nursing tasks around handling medicine and preventing infections, prevent problems associated with immobility and work to promote good health.</i>		EQF-level: 4	DQR-level: 4
Description of the Unit: <i>Cooperation with colleagues, nurses and doctors to ensure the health of the client in medicine intake, infections and immobility. Rehabilitative work with clients and develop a respectfully cooperation with clients and colleagues.</i>			
Knowledge	Skills	Competence	
<p>The learner is able to describe the knowledge about</p> <ul style="list-style-type: none"> • medicine and how to handle it • the risks related to immobility. • helping aid. • the hospital-acquired and healthcare associated infections. • the protocols and procedures of care and safety at the placement. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • help with medication taking. • mobilize the client. • take care of the client’s skin. • ensure variable positions. • use helping aid. • prevent spreading of infections • act according to the protocols and procedures. 	<p>The learner understands</p> <ul style="list-style-type: none"> • how to observe the client, and react appropriately and report the facts • how to observe the client before and after taking medicine. • how to motivate and help the client to mobilize, in respect for the client’s capability and wishes. • how to cooperate with colleagues in 	






<ul style="list-style-type: none"> • rehabilitating, health promoting and preventing way. • how to respect each person. • special diets to people with different needs. • physical and mental health and describe symptoms. • first aid. 	<ul style="list-style-type: none"> • show and explain how job related techniques are carried out. • participate in the creating of learning supports or tools • device and implement actions to promote good health • work in a rehabilitating and health promoting and preventing way, in respect of each person. • guide people in health issues 	<p>special teams in healthcare.</p> <ul style="list-style-type: none"> • how to recognize the symptoms of infections • how to report to the person with the responsibility of the client. • how to cooperate with nurses and doctors about treating the infection in respect of the client. • the protocols and procedures • how to work in a qualified and effective way • how to take initiatives • the importance of being patient, having ability to listen and behave respectfully. • how to identify client’s signs of distress, of pain and abnormalities, the most common physical and mental diseases. • how to warn the risks related to prolonged bed • how to evaluate the urgency of a situation, react accordingly. • how to guide people in health issues.
<p>Additional information: The unit refers to the learning field in a hospital for Health care assistants or a similar education in the participating countries.</p>		
<p>Developed by: working group EREIVET network</p>		





Name of the Unit:	Interaction and communication with client/ citizen/ family and relatives		
Reference to the qualification:	Health care		
Area of work tasks: Establishing of a respectful dialogue with a patient and the patients family. Guiding the patient according to her or his needs; and documentation of the given care and guidance.		EQF-level: 4	DQR-level: 4
Description of the Unit: Training in different ways to communicate with patients, clients and colleagues. Work with documentation of today's tasks, including information to ensure that the tasks are followed up on.			
Knowledge	Skills	Competence	
The learner has knowledge about : <ul style="list-style-type: none"> the different forms of communication 	The learner is able to : <ul style="list-style-type: none"> create a situation of exchange, favouring 	The learner understands : <ul style="list-style-type: none"> how to identify the patients and family's 	






<ul style="list-style-type: none"> • the factors which influence the communication • how to ensure a good communication in every situation • the professional secret and discretion • the aids and tools necessary to communicate and report • respect for the rules of business ethics • characteristics of the various clients 	<p>dialogue in respect of the patient and the co-operation of their family and relatives</p> <ul style="list-style-type: none"> • analyze the patient’s needs • guide the patient to healthcare professionals, departments or partners as required 	<p>needs</p> <ul style="list-style-type: none"> • how to formulate answers or suggest solutions in a way adapted to the request • how necessary it is to get good listening skills and a suitable language • how to communicate with users and patients using various communication skills • how to show empathy • how to secure a good communication to every user • how to gather, select, and organize information. • how to choose and use correct communication tools. • how to use the work related documents. • how to improve work related documents. • how to transmit necessary information to ensure that documents are followed up on.
<p>Additional information: The unit refers to the learning field for Health care assistants or a similar education in the participating countries.</p>		
<p>Developed by: working group EREIVET network</p>		





Name of the Unit:	Teamwork		
Reference to the qualification:	Health care		
Area of work tasks: Working in a team and as a team, working with her or his role in the team, develop responsibility and initiative. Reflect upon own practice and the teams.		EQF-level: 4	DQR-level: 4
Description of the Unit: Learning about the different functions in the team, learning to use timetable as a working tool, reflect upon the practice together with supervisor, work in interdisciplinary teams.			
Knowledge	Skills	Competence	






The learner has knowledge about	The learner is able to	The learner understands
<ul style="list-style-type: none"> • status and skills of team members and their limits • work legislation • lifelong professional training • team work interest • hierarchical and functional links • different work timetable • supervisor's role in relation to the learner 	<ul style="list-style-type: none"> • share information with the team • plan one's own work activities • establish the work timetable and the team member's work activities. • participate in team members' appraisals. 	<ul style="list-style-type: none"> • how to share information with the team • interdisciplinary work – and plan one's own work activities • how to create a team spirit and be aware of solidarity • how to be conscious of responsibility within a team • how to reflect upon the practices • how to respect the members of the team • how to have a reasoned and responsible attitude • how to resist in the outside pressure • how to identify team members' training needs. • the value of the law • the importance of an initiative spirit • the importance of the adaptive capacity • the importance of being punctual
<p>Additional information: The unit refers to the learning field for Health care assistants or a similar education in the participating countries.</p>		
<p>Developed by: working group EREIVET network</p>		





Name of the Unit:	Administrative and documental tasks		
Reference to the qualification:	Health care		
Area of work tasks: Working to get an overview of the team, working with administrative tasks and develop capability to evaluate products and materials and to reflect upon practice. Develop into a professional colleague.		EQF-level: 4	DQR-level: 4





Description of the Unit:
 Learning about the different functions in the team, learning about documents and administration of these at the placement, working to gain insight into her or his role as a professional in the health and social care profession.


Knowledge	Skills	Competence
The learner has knowledge about <ul style="list-style-type: none"> • status and skills of team members • quality tools and quality documents, standards • procedure of orders • material’s turnover • Classifying : <ul style="list-style-type: none"> - administrative documents - patient’s file • using computer and professional software • the professional secrecy and discretion 	The learner is able to <ul style="list-style-type: none"> • explain which staff is in charge of quality checks and quality management. • participate in the creation and/or improvement of quality tools and/or documents. • participate in the implementation of a quality process. • evaluate product and material needs. • plan the purchase, taking into account the products already in stock and pay attention to their durability. • place an order • fill in current administrative documents. • propose different filing systems for routine documents. • use software 	The learner understands <ul style="list-style-type: none"> • how to classify documents • how to fill in current administrative documents. • how to ensure that all agreed steps are taken. • the importance of keeping professional secret • how to reflect upon the practices • how to ensure an order is followed up • how to behave in a reasonable and a responsible attitude • how to be conscious of one’s responsibility (social media)

Additional information:
 The unit refers to the learning field for Health care assistants or a similar education in the participating countries.

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Name of the Unit:	Device and implement activities	
Reference to the qualification:	Health care	






<p>Area of work tasks: Work accordingly to the clients physical and mental development, Indtast tekst eller en webadresse til et website, eller oversæt et dokument.</p>		EQF-level: 4	DQR-level: 4
<p>Mente du: <u>planlægning og udførelse af aktivitet</u> planning and execution of activities and evaluation of these. Help the client to set goals for activity or training.</p>			
<p>Description of the Unit: Work with different client/patients and with activities for various clients/patients. Work with planning activities for the client/patient according to the clients/patients goals. Work with stimulating the client/patient for activities.</p>			
Knowledge	Skills	Competence	
<p>The learner has knowledge about:</p> <ul style="list-style-type: none"> • the development of people • handicaps and diseases • quality of life • importance to be active • what activities are possible for the client • comprehensive care • the goals you can reach with activities for the client • planning and evaluation of activities 	<p>The learner is able to:</p> <ul style="list-style-type: none"> • organize, lead and evaluate activities • adapt the activities to the clients according to the goals • stimulate for activities 	<p>The learner understands</p> <ul style="list-style-type: none"> • the importance of different activities • how to perform activities with the respect of well-being • the goals you can reach with an activity have value to different clients • how to assess whether the activity is appropriate for the client • how to reflect upon the activities • the importance of creativity and enthusiasm • how to motivate for activity 	
<p>Additional information: The unit refers to the learning field for Health care assistants or a similar education in the participating countries.</p>			
<p>Developed by: working group EREIVET network</p>			






Name of the Unit:	Planning and management		
Reference to the qualification:	Health care		
Area of work tasks: Develop an overview over the team and the working tasks. Work with communication and organizing in the team. Planning and hosting a meeting, and work with encouraging colleagues.		EQF-level: 4	DQR-level: 4
Description of the Unit: Work with planning her or his working day, work with her or his own communication, and capability to listen. Develop a professional positioning. Bring in a stimulating and encouraging spirit in the team.			
Knowledge	Skills	Competence	
The learner has knowledge about <ul style="list-style-type: none"> • meeting’s strategies to hold a meeting • communication rules • professional positioning • functions, competences and qualities of the organizer 	The learner is able to <ul style="list-style-type: none"> • host a work meeting. • plan one’s own work activities in accordance with the staff 	The learner understands <ul style="list-style-type: none"> • how to plan one’s own work activities. • how to accept another point of view • the importance of listen carefully, repeat • how to stimulate, and encourage the team 	
Additional information: The unit refers to the learning field for Health care assistants or a similar education in the participating countries.			
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Name of the Unit:	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: <ul style="list-style-type: none"> • 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: <p>Perform basic daily care e.x.</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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


Additional information:

[The unit refers to the learning field for Health care assistants or a similar education in the participating countries.](#)

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Name of the Unit:	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: <ul style="list-style-type: none"> • Developmental psychology • Education and coaching • Learning abilities • Handicaps • Pedagogical methods • Pedagogical policy of the institution 	The learner is able to: <ul style="list-style-type: none"> • Lead a group • Adapt to the needs of the clients • Organize activities 	The learner understands: <ul style="list-style-type: none"> • That pedagogical goals are the main object of the work • Evaluation of the work • Planning of the work 	






<ul style="list-style-type: none"> • Games, creativity, drama etc. 		
<p>Social competences/Personal competences</p> <ul style="list-style-type: none"> • Flexibility • Respectful attitude • Carefulness 		
<p>Additional information: The unit refers to the learning field for Health care assistants or a similar education in the participating countries.</p>		
<p>Developed by: working group EREIVET network</p>		





Name of the Unit:	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: <ul style="list-style-type: none"> The different forms of communication The factors which influence the 	The learner is able to: <ul style="list-style-type: none"> Create a situation of exchange, favoring dialogue, the will of the client and the co- 	The learner understands: <ul style="list-style-type: none"> How he can collect the families' and client's needs 	






<p>communication</p> <ul style="list-style-type: none"> • 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 	<p>operation of their family and relatives</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<p>Additional information: The unit refers to the learning field for Health care assistants or a similar education in the participating countries.</p>		
<p>Social competences/Personal competences</p> <ul style="list-style-type: none"> • 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 		
<p>Developed by: working group EREIVET network</p>		





Name of the Unit:	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	The learner is able to	The learner understands	





<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • how to join a cross departmental work team • his/her limits in his/her work • the value of the law
<p>Social competences/Personal competences</p> <ul style="list-style-type: none"> -flexibility -be punctual -respect of ethics rules -analytical skills to a conflict -respectful attitude -get a team spirit 		
<p>Additional information: The unit refers to the learning field for Health care assistants or a similar education in the participating countries.</p>		
<p>Developed by: working group EREIVET network</p>		

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