



## **Improving Mobility and Career Paths for Personal Care and Social Workers**

Dieses Projekt wurde mit Unterstützung der Europäischen Kommission finanziert. Die Verantwortung für den Inhalt dieser Veröffentlichung (Mitteilung) trägt allein der Verfasser; die Kommission haftet nicht für die weitere Verwendung der darin enthaltenen Angaben.

Project number: 191134-LLP-1-2010-1-IT-LEONARDO-ECVET  
Agreement number: 2010 - 4647



Im Projekt **ICARE** wurden **Lernergebniseinheiten für verschiedene Qualifikationen aus dem Bereich Gesundheit/Pflege** erarbeitet.

Exemplarisch wird an dieser Stelle zunächst die Qualifikation „Dental Assistant“, die dem deutschen Ausbildungsberuf der/s Zahnmedizinischen Fachgestellten zugeordnet werden kann, in deutscher und englischer Textfassung aufgeführt.

Die weiteren Lernergebniseinheiten für die Qualifikationen „Care Operator“, „Socio-Assistance Assistant“, „Family Assistant/Caregiver“ und „Baby Sitter“ werden in englischer Sprache ebenfalls angefügt.

Informationen zu den **Projektpartnern aus Italien, Polen, Rumänien und Deutschland** sind im Anhang ebenfalls in englischer Sprache enthalten.

Weitere Informationen zum Projekt finden Sie unter [www.icareproject.eu](http://www.icareproject.eu)

## Zahnmedizinische Fachangestellte/r

Lernergebnis-Einheit	Lernergebnis	Kenntnisse	Fertigkeiten / Kompetenzen
<b>Kommunikation mit Patienten: Von der Begrüßung bis zur Zahn-OP</b>	Patienten begrüßen	<ul style="list-style-type: none"> <li>Er/sie kennt Techniken des aktiven Zuhörens.</li> <li>Er/sie weiß, wie man unterschiedlich auf Patienten eingeht (Senioren, Kinder, behinderte Menschen)</li> <li>Er/sie kennt die Regeln zu Gesundheit und Dentalhygiene</li> <li>Er/sie ist mit der Einstellung der verschiedenen Positionen des Behandlungsstuhls vertraut</li> </ul>	<ul style="list-style-type: none"> <li>Er/sie kann Patienten begrüßen</li> <li>Er/sie kann den Behandlungsstuhl so einstellen, dass der Patient bequem sitzt.</li> <li>Er/sie kann den Patienten bezüglich eines gesunden Lebensstils und der ordnungsgemäßen Dentalhygiene beraten.</li> </ul>
	Dem Zahnarzt während der zahnärztlichen Untersuchung assistieren	<ul style="list-style-type: none"> <li>Er/sie kennt die verschiedenen Abläufe</li> <li>Er/sie weiß, wie man während der Behandlung auf Patienten eingeht</li> <li>Er/sie kennt die Ausstattung mit Geräten.</li> </ul>	<ul style="list-style-type: none"> <li>Er/sie kann die Arbeitsgeräte ordnungsgemäß benutzen</li> <li>Er/sie kann Beziehung zum Patienten aufbauen</li> <li>Er/sie kann den Anweisungen des Zahnarztes korrekt folgen.</li> </ul>
<b>Büroorganisation in der Praxis</b>	Terminvergaben machen	<ul style="list-style-type: none"> <li>Er/sie kennt die Software</li> </ul>	<ul style="list-style-type: none"> <li>Er/sie kann die Patientenkarten lesen</li> <li>Er/sie kann die richtige Zeitspanne für die benötigte Behandlung planen</li> <li>Er/sie kann mit dem Computer umgehen.</li> </ul>
	Patientenakten kontrollieren und aktualisieren	<ul style="list-style-type: none"> <li>Er/sie weiß, wie man archiviert (auch mit dem Computer)</li> <li>Er/sie kennt die Regelungen zum Datenschutz</li> </ul>	<ul style="list-style-type: none"> <li>Er/sie kann sorgfältig arbeiten (auch wenn es administrative Belange betrifft)</li> <li>Er/sie kann handelt vertraulich und moralisch, respektiert die einschlägigen Regelungen</li> </ul>
	Kontakt halten mit Lieferanten und Externen	<ul style="list-style-type: none"> <li>Er/sie kennt die Materialien, deren Anwendung und Lagerung.</li> <li>Er/sie kennt die Werkzeuge und Instrumente, er/sie weiß, wie diese eingesetzt werden.</li> </ul>	<ul style="list-style-type: none"> <li>Er/sie kann mit Menschen verhandeln.</li> <li>Er/sie kann eine Bestellung ausführen.</li> <li>Er/sie kann eine mögliche Zusammenarbeit mit Externen planen</li> <li>Er/sie kann technische Probleme an der Ausstattung benennen.</li> </ul>
	Tägliche Verwaltungstätigkeiten ausführen (auch mithilfe von Informationstechnologie)	<ul style="list-style-type: none"> <li>Er/sie kennt die Arten der Instrumente.</li> <li>Er/sie kennt die administrativen Abläufe.</li> <li>Er/sie weiß, wie man die Hauptdokumente der zahnärztlichen Behandlung ausfüllt.</li> </ul>	<ul style="list-style-type: none"> <li>Er/sie kann gebräuchliche Büromaschinen bedienen (Fax, PC,...)</li> </ul>

## Zahnmedizinische Fachangestellte/r

Lernergebnis-Einheit	Lernergebnis	Kenntnisse	Fertigkeiten / Kompetenzen
<p><i>Assistenz am Behandlungsstuhl: Vorbereitung und Durchführung der Behandlung, Reinigung des Platzes und der benutzten Werkzeuge</i></p>	<p>Den zahnärztlichen Behandlungsplatz vorbereiten</p>	<ul style="list-style-type: none"> <li>• Er/sie kennt die verschiedenen Arten von Instrumenten und Materialien</li> <li>• Er/sie kennt die verschiedenen zahnärztlichen Behandlungen</li> <li>• Er/sie die medizinische Situation des Patienten.</li> <li>• Er/sie kennt die Art und Weise der Assistenz</li> <li>• Er/sie kennt Elemente von Hygiene und Sicherheit</li> </ul>	<ul style="list-style-type: none"> <li>• Er/sie kann je nach Art der zahnärztlichen Behandlung die richtigen Werkzeuge vorbereiten.</li> <li>• Er/sie kann den eigenen Arbeitsplatz organisieren und auch den des Zahnarztes</li> <li>• Er/sie kann Räume unter Sicherheits- und Hygienebedingungen halten gemäß den relevanten Regelungen</li> </ul>
	<p>Benutzung, Vorbereitung und Lagerung von zahnärztlichen Materialien</p>	<ul style="list-style-type: none"> <li>• Er/sie kennt die zahnärztlichen Materialien</li> <li>• Er/sie kennt die Werkzeuge</li> </ul>	<ul style="list-style-type: none"> <li>• Er/sie kann die richtigen Materialien für die zahnärztlichen Behandlungen vorbereiten.</li> <li>• Er/sie kann Instrumente ordnungsgemäß gebrauchen.</li> </ul>
	<p>Aufräumen, Reinigung, Desinfektion, Sterilisation und Vorbereitung von Werkzeugen, Ausstattung und Arbeitsbereich</p>	<ul style="list-style-type: none"> <li>• Er/sie kennt die wesentlichen Gesundheits- und Hygienebedingungen bezogen auf die benutzten Instrumente</li> <li>• Er/sie kennt Desinfektions- und Sterilisationstechniken</li> <li>• Er/sie kennt Elemente der Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Er/sie kann unter Sicherheits- und Hygienebedingungen arbeiten.</li> <li>• Er/sie kann Gesundheit und Hygiene überprüfen, (gemäß den Richtlinien)</li> <li>• Er/sie kann mit der Sterilisationsausstattung umgehen.</li> <li>• Er/sie kennt Techniken zur Desinfektion von Instrumenten</li> <li>• Er/sie kann ordnungsgemäß mit Desinfektionsprodukten umgehen</li> </ul>

## Dental Assistant

Unit of Learning Outcome	Learning Outcome	Knowledge	Skills/Attitude
Communicating with patients: from welcoming to dental operation	Welcoming patients	<ul style="list-style-type: none"> <li>• He/she knows techniques of active listening</li> <li>• He/she knows different ways of approaching according to patients (elderlies, children, disabled people)</li> <li>• He/she knows the practices for health and dental hygiene</li> <li>• He/she knows chair positioning</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can welcome patients</li> <li>• He/she can adjust the chair for maximum patient comfort</li> <li>• He/she can advise the patient adopting a healthy lifestyle and proper dental hygiene practices</li> </ul>
	Assisting the dentist during the dental procedures	<ul style="list-style-type: none"> <li>• He/she knows type of procedure</li> <li>• He/she knows ways of relating with patients during the procedure</li> <li>• He/she knows equipment</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can use working tools properly</li> <li>• He/she can manage relations with patients</li> <li>• He/she can follow the dentist's indications correctly</li> </ul>
Administrative organization of the office	Handling appointment booking	<ul style="list-style-type: none"> <li>• He/she knows software</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can read patients charts</li> <li>• He/she can find right times for the procedure required</li> <li>• He/she can use computers</li> </ul>
	Controlling and updating patients files	<ul style="list-style-type: none"> <li>• He/she knows how to organise archives (also using computers)</li> <li>• He/she knows privacy regulations</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can operate carefully (also as far as administrative matters are concerned)</li> <li>• He/she can manage his/her activity confidentially and ethically, respecting relative regulations</li> </ul>
	Keeping contacts with suppliers and external co-operators	<ul style="list-style-type: none"> <li>• He/she knows materials, their handling and storage</li> <li>• He/she knows tools, instruments and how to use them</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can relate with people He/she can handle an order</li> <li>• He/she can organise the planning for co-operations</li> <li>• He/she can pick out technical problems of the equipment</li> </ul>
	Handling daily administrative activities (also using information technology)	<ul style="list-style-type: none"> <li>• He/she knows types of instruments</li> <li>• He/she knows administrative techniques</li> <li>• He/she knows ways of filing the main documents in a dental surgery</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can use common office equipment (fax, personal computer...)</li> </ul>

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Assistance to the dentist: preparation and implementation of the operation, tidying up of the area and of the tools used	Preparing the area of dental operations	<ul style="list-style-type: none"> <li>• He/she knows types of instruments and materials</li> <li>• He/she knows types of dental procedures</li> <li>• He/she knows patient medical situation</li> <li>• He/she knows type of assistance</li> <li>• He/she knows elements of hygiene and safety</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can prepare the right tools according to dental treatments</li> <li>• He/she can organise one's workplace and the dentist's office</li> <li>• He/she can keep the rooms under safety and hygiene conditions according to the relevant regulations</li> </ul>
	Handling, preparing and storing dental materials	<ul style="list-style-type: none"> <li>• He/she knows dental materials</li> <li>• He/she knows tools</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can prepare the right materials according to dental treatments</li> <li>• He/she can use instruments properly</li> </ul>
	Tidying, cleaning, disinfecting, sterilising and preparing tools, equipment and working environment	<ul style="list-style-type: none"> <li>• He/she knows main health and hygiene conditions required according to used instruments</li> <li>• He/she knows disinfection and sterilisation techniques</li> <li>• He/she knows elements of hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can Operate under safety and hygiene conditions</li> <li>• He/she can verify health and hygiene conditions (in conformity with regulations)</li> <li>• He/she can use sterilisation supplies</li> <li>• He/she knows techniques of tools disinfection</li> <li>• He/she knows correct use of disinfection products</li> </ul>

## Care Operator

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
Carrying out the care operator role within the organization structure and service and cooperate caring staff ...	Working in team	<ul style="list-style-type: none"> <li>• He/she knows team-working: dynamics, roles, functions</li> <li>• He/she knows structure and dynamics of the organization system in which he/she works</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can work in team</li> <li>• He/she can recognize and respect different roles</li> <li>• He/she can recognise the organisational context of services</li> </ul>
	Handling and understanding file, charts, and forms to record what is observed during the service	<ul style="list-style-type: none"> <li>• He/she knows the main instruments and communication tools in different operative contexts and their use</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can cooperate to define procedures and protocols related to his/her tasks of caregiving, housekeeping and health-hygienic interventions</li> <li>• He/she can work according to his/her competencies and respecting procedures and protocols defined by the working team</li> </ul>
	Cooperating to verify the quality of the service	<ul style="list-style-type: none"> <li>• He/she knows the main tools for quality monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can cooperate to define care projects and to verify their results</li> <li>• He/she can cooperate to verify the properness and quality of services</li> </ul>
	Using common computer tools	<ul style="list-style-type: none"> <li>• He/she knows basics of information technology</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can carry out basic computer operations</li> <li>• He/she can use the software at a basic level under specific training</li> </ul>
	Carrying out the working activities respecting privacy regulations	<ul style="list-style-type: none"> <li>• He/she knows the regulations about communication/ information</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can manage his/her activities confidentially and ethically</li> <li>• He/she can identify the ways of upgrading his/her knowledge through self-training and refresher courses</li> </ul>
	Cooperating for the realisation of training of support operators and for their evaluation		<ul style="list-style-type: none"> <li>• He/she can recognise and apply safety regulations at work to protect his/her health and the patient's health</li> <li>• He/she can assist the student during the training period and transmit knowledge</li> <li>• He/she can give an evaluation of the student assisted in the training</li> </ul>

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
<i>Carrying out the care operator role within the welfare network</i>	Recognising services and their functions on the territory	<ul style="list-style-type: none"> <li>• He/she knows the welfare network</li> <li>• He/she knows elements of social and health laws (national and regional)</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can identify the organisation of social and health services and the one of informal networks</li> <li>• He/she can involve informal networks, can relate to social, health, socio-sanitary, recreational, cultural structures on the territory (operate and cooperate)</li> </ul>
	Informing the client about services	<ul style="list-style-type: none"> <li>• He/she knows the welfare network</li> <li>• He/she knows elements of social and health laws (national and regional)</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can carry out specific activities to counsel the client and the family about the services on the territory</li> </ul>
	Supporting the client and the family to get access to services	<ul style="list-style-type: none"> <li>• He/she knows the main social and health bureaucratic procedures</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can accompany the patient to get access to services</li> <li>• He/she can handle simple bureaucratic procedures</li> </ul>
<i>Indirect assistance through activities of housekeeping, hygiene and comfort of the environment ...</i>	Using techniques of domestic intervention	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>• He/she knows elements of environmental hygiene at home and in facilities</li> <li>• He/she knows elements of home economics</li> <li>• He/she knows elements of dietetics and food hygiene</li> </ul>	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>• He/she can operate and cooperate with the patient and the family for the housekeeping and the maintenance of the living space</li> <li>• He/she can operate to maintain environmental hygiene</li> <li>• He/she can cooperate with the patient and the family for the hygiene and change of personal and bed linen, for purchases</li> <li>• He/she can operate and cooperate with the patient and the family in assisting during the preparation of meals, also following particular dietetic prescriptions</li> </ul>
		<b>LEVEL 2</b> <ul style="list-style-type: none"> <li>• He/she knows elements of personal hygiene</li> <li>• He/she knows elements of environmental hygiene in in structures and hospitals</li> </ul>	<b>LEVEL 2</b> <ul style="list-style-type: none"> <li>• He/she can apply techniques of environmental hygiene</li> <li>• He/she can carry out a correct body hygiene to the patient</li> <li>• He/she can carry out correct procedures of environmental hygiene in facilities and hospitals</li> <li>• He/she can carry out checks and verify the effectiveness of the practices of environmental hygiene</li> </ul>



Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
... Indirect assistance through activities of housekeeping, hygiene and comfort of the environment	Using techniques to ensure a patient's safety reducing at maximum risks	<ul style="list-style-type: none"> <li>He/she knows techniques to protect the living environment</li> </ul>	<ul style="list-style-type: none"> <li>He/she can identify living habits and risking/dangerous conditions for the patient</li> </ul>
	Using techniques of environment sanification	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>He/she knows elements of environmental hygiene and prophylaxis</li> <li>He/she knows elements of domestic hygiene</li> <li>He/she knows how to use hygienic, sanification and sanitization products</li> </ul>	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>He/she can handle procedures for the sanification and sanitization of the environment</li> <li>He/she can clean and cleanse the environment</li> <li>He/she can carry out checks and verify the effectiveness of the practices of environment sanification and sanitisation</li> </ul>
		<b>LEVEL 2</b> <ul style="list-style-type: none"> <li>He/she knows elements of environmental hygiene in facilities and hospitals</li> <li>He/she knows modalities of using sterilisation products</li> </ul>	<b>LEVEL 2</b> <ul style="list-style-type: none"> <li>He/she can carry out all the steps of cleaning, cleansing, disinfection and prepare the material to be sterilised and its storage</li> <li>He/she can carry out all the operations to prepare a sterile field</li> </ul>
	Using techniques of hotel intervention	<ul style="list-style-type: none"> <li>He/she knows elements of environmental hygiene and prophylaxis</li> <li>He/she knows elements of food hygiene</li> </ul>	<ul style="list-style-type: none"> <li>He/she can prepare the environment for meals and cooperate to food distribution</li> <li>He/she can supply and change linen, can transport and dispose dirty or infected linen</li> </ul>
	Using techniques to make beds	<ul style="list-style-type: none"> <li>He/she knows different types of bed</li> </ul>	<ul style="list-style-type: none"> <li>He/she can make beds (free or occupied beds, stretchers, cradles)</li> </ul>
Applying techniques to organise, use and eliminate materials	<ul style="list-style-type: none"> <li>He/she knows ways of disposing materials</li> </ul>	<ul style="list-style-type: none"> <li>He/she can use material resources respecting the cost-effectiveness criteria</li> <li>He/she can guarantee adequate supplies, can promptly inform about damages occurred, can express opinions about the effectiveness of the use of resources</li> <li>He/she can handle the preparation of materials to be eliminated/recycled</li> <li>He/she can guarantee the collection and storage of different types of waste according to established protocols in relation to the operational context</li> </ul>	

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
<p><i>Direct assistance to the patient</i></p>	<p>Using techniques to assist a patient in daily activities in order to satisfy the basic needs and according to the type of client</p>	<ul style="list-style-type: none"> <li>• He/she knows the basics of caregiving</li> <li>• He/she knows elements of physiological anatomy, physical, psychic and sensorial pathology He/she knows psycho-relational aspects and caring interventions according to the person</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can involve the patient, the family and other figures as resources in the care within the living context</li> <li>• He/she can identify the different stages of drawing up a project of personal assistance</li> <li>• He/she can recognise, in different contexts, the proper relationship dynamics in order to relate with a suffering patient</li> <li>• He/she can recognise environmental situations and a patient's conditions for which it is necessary to apply different technical competences</li> <li>• He/she can identify, through observation, the most common symptoms and signs which indicate variations in a patient's clinical conditions (pallor, sweating, agitation and confusion), risking situations (reddening of skin, total or partial refusal of food, self-harm behaviours, harmful behaviours) to inform the professional operators</li> <li>• He/she can recognise the ways of collecting, reporting and communicating general and specific problems of a patient</li> <li>• He/she can recognise the conditions of risk and the most common syndromes due to prolonged bed rest and immobilisation</li> <li>• He/she can make simple interventions regarding health education for patients and their families</li> </ul>

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
... Direct assistance to the patient	Assisting a patient in his/her physiological functions	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>• He/she knows the basics of caregiving</li> <li>• He/she has a basic knowledge of elements of caregiving (feeding, movement, hygiene)</li> <li>• He/she knows elements of physiological anatomy, physical, psychic and sensorial pathology</li> </ul>	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>• He/she can handle the hygienic care of the patient (partial and total), the change of clothing and of absorbing surfaces</li> <li>• He/she can cut nails of hands and feet</li> <li>• He/she can help the patient have meals according to dietetic indications and report any discrepancies</li> <li>• He/she can help the patient for natural output of feces and urine</li> <li>• He/she can monitor the collection bag of urine output</li> <li>• He/she can help the patient to get proper temperature control and right positioning for proper breathing and blood circulation</li> </ul>
		<b>LEVEL 2</b> <ul style="list-style-type: none"> <li>• He/she has a deep knowledge of caregiving (feeding, movement, hygiene)</li> </ul>	<b>LEVEL 2</b> <ul style="list-style-type: none"> <li>• He/she can carry out the change of the stoma bag (definitive or temporary)</li> <li>• He/she can change the urine collecting bag</li> </ul>
	Assisting a patient in ambulating	<ul style="list-style-type: none"> <li>• He/she knows elements of mobilisation</li> <li>• He/she knows elements of basic caregiving (movement)</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can help the patient walk and change postures</li> <li>• He/she can apply procedures to make the patient learn and maintain correct postures and the positioning and mobilisation of a non-self-sufficient person</li> </ul>
	Assisting a patient to use correctly devices, aids and equipment	<ul style="list-style-type: none"> <li>• He/she knows the functioning of devices, aids and prosthesis</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can operate to support a non-self-sufficient person in his/her daily life activities also using aids and devices under indication of health operators</li> </ul>
	Assisting a patient in activities aimed at maintaining the residual psycho-physical capabilities, re-education and functional recovery	<ul style="list-style-type: none"> <li>• He/she knows the basics of diagnostics, therapy and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can carry on activities aimed at the reactivation of the functionalities defined in the person's care plan</li> <li>• He/she can carry on the entertainment activities that promote socialisation, recovery and maintenance of manual and cognitive skills, as per the person's care project</li> </ul>

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
... Direct assistance to the patient	Using techniques to assist a patient with medical and therapeutic prescriptions	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>He/she knows elements of pharmacology (ways of administration, elimination, storage only as far as it is required by the involved skills)</li> </ul>	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>He/she can cooperate to ensure the correct taking of drugs according to medical prescriptions</li> </ul>
		<b>LEVEL 2</b> <ul style="list-style-type: none"> <li>He/she knows the basics of diagnostics, therapy and rehabilitation</li> <li>He/she knows elements of physiological anatomy, physical, psychic and sensorial applied pathology</li> </ul>	<b>LEVEL 2</b> <ul style="list-style-type: none"> <li>He/she can cooperate in the diagnostic activity only as regards the collection of biological material samples, which are excreted naturally</li> <li>He/she can transport biological, sanitary, supplying materials according to established protocols and withdraw reports</li> <li>He/she can cooperate in therapeutic activities also using simple medical devices, administrating medicines enterally or by aerosol, giving eye or ear drops, putting ointments or transdermal preparations, changing simple wound dressings</li> <li>He/she can cooperate during first aid operations and call professional health operators</li> <li>He/she can cooperate in monitoring the infusion therapy, notifying particular signs of pouring off indicating that the bottles need to be transferred or replaced</li> </ul>
	Using techniques to observe signs and symptoms of variations of a patient's physical conditions and the rising of situations of risk	<ul style="list-style-type: none"> <li>He/she knows elements of physiological anatomy, physical, psychic and sensorial pathology</li> </ul>	<ul style="list-style-type: none"> <li>He/she can properly observe patient's health condition</li> <li>He/she can identify and report risking situations</li> <li>He/she can verify the vital parameters and use the reflectometer to get glycaemia levels</li> </ul>
	Using techniques to take care of corpse	<ul style="list-style-type: none"> <li>He/she knows techniques and procedures to take care of the corpse</li> </ul>	<ul style="list-style-type: none"> <li>He/she can apply techniques for the hygiene of the corpse</li> <li>He/she can take care of the corpse and carry out the transport</li> </ul>

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
... Direct assistance to the patient	Using devices for BLS/D	<ul style="list-style-type: none"> <li>• He/she knows the criteria to assess the state of consciousness</li> <li>• He/she knows the patient positioning techniques</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can correctly apply techniques of mouth-to-mouth breathing or mouth-to-mask breathing</li> <li>• He/she can use the automated external defibrillator (EAD)</li> <li>• He/she can perform the external cardiac massage (ECM)</li> </ul>
Communicating and relating with the patient and the household together with the caring staff	Managing the relationship with a patient	<ul style="list-style-type: none"> <li>• He/she knows strategies and techniques of a relationship with a patient</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can support the patient with empathy</li> <li>• He/she can handle conflicts within the assigned tasks</li> <li>• He/she can recognize the relationship dynamics according to the characteristics of the person</li> </ul>
	Respecting the individual's self-determination	<ul style="list-style-type: none"> <li>• He/she knows strategies and techniques of a relationship with a patient</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can recognize the general conditions of the patient (psycho-physical, social)</li> <li>• He/she can recognise the persons who are important to the patient</li> <li>• He/she can foster the patient's autonomy</li> </ul>
	Applying techniques of welcoming, presenting and informing about role and service	<ul style="list-style-type: none"> <li>• He/she knows theories and techniques of verbal and non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can welcome the patient and his family, can counsel and foster their access to services, can promptly inform about services and resources</li> <li>• He/she can ask for and organise events of socialisation, providing support for the participation in cultural and recreational activities at home or on the territory</li> </ul>
	Using techniques to involve a patient and his/her family in realizing the assistance service in daily life context	<ul style="list-style-type: none"> <li>• He/she knows theories and techniques of verbal and non-verbal communication</li> <li>• He/she knows techniques to communicate properly with different types of clients</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can relate with patients and family, communicating empathically in all activities of daily living assistance, can reply thoroughly involving and stimulating the dialogue acting diplomatically</li> <li>• He/she can operate using communication methods according to different cultural contexts, to different situations of care and in case of decrease of the patient's communication skills (aphasia, hearing loss, cognitive deficits, altered sensorium)</li> </ul>

## Socio-Assistance Assistant

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
<i>Carrying out the assistance operator role within the organisation structure and service co-operating with the caring staff ...</i>	Carrying out the assistance operator role within different operative contexts	<ul style="list-style-type: none"> <li>• He/she knows structure and dynamics of the organisation system in which he/she works</li> <li>• He/she knows the main aspects of professional ethics</li> <li>• He/she knows his/her role and relational implications</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can prefigure the expectations of his/her own role</li> <li>• He/she can act according to the assigned tasks</li> <li>• He/she can relate with the clients and the organisation respecting roles and functions</li> <li>• He/she can apply and recognise the basics of professional ethics</li> </ul>
	Working in team	<ul style="list-style-type: none"> <li>• He/she knows team-working: dynamics, roles, functions</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can work in team</li> </ul>
	Handling and understanding file, charts, and forms to record what is observed during the service	<ul style="list-style-type: none"> <li>• He/she knows the main instruments and communication tools in different operative contexts and their use</li> <li>• He/she knows the way of working in socio-sanitary field (drawing up of intervention projects, planning tools)</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can cooperate to define procedures and protocols related to his/her tasks</li> <li>• He/she can work according to his/her competencies and respecting the procedures and protocols defined</li> </ul>
	Cooperating to verify the Individual Assistance Plan	<ul style="list-style-type: none"> <li>• He/she knows the way of working in socio-sanitary field (drawing up of intervention projects, planning tools)</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can cooperate to define care projects and to verify their results</li> </ul>
	Cooperating to verify the quality of the service	<ul style="list-style-type: none"> <li>• He/she knows the main tools for quality monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can give information to verify care projects and their results</li> <li>• He/she can identify his/her needs of training regarding his/her professional profile and tasks in a pro-active way</li> </ul>
	Using common computer tools	<ul style="list-style-type: none"> <li>• He/she knows basic software (spread sheet, word-processing, e-mail, Internet)</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can carry out basic computer operations</li> <li>• He/she can use the main functions of Windows</li> <li>• He/she can use the software at a basic level under specific training</li> </ul>

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
Carrying out the assistance operator role within the organization structure and service co-operating with the caring staff ...	Carrying out the working activities respecting privacy regulations	<ul style="list-style-type: none"> <li>• He/she knows the main aspects of professional ethics</li> <li>• He/she knows privacy regulations</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can manage his/her activities confidentially and ethically, respecting relative regulations</li> </ul>
	Carrying out the working activities respecting safety regulations	<ul style="list-style-type: none"> <li>• He/she knows safety regulations</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can identify the environmental situations of risk for his/her health and for the patient's health</li> <li>• He/she can use devices and aids necessary to properly protect his/her health and the patient's health</li> </ul>
Carrying out the assistance operator role within the welfare network	Knowing the organisational, institutional and informal contexts of sanitary network	<ul style="list-style-type: none"> <li>• He/she knows the welfare network</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can identify the appropriate references according to the situation and can interact with them</li> <li>• He/she can involve informal networks, can relate to social, health, socio-sanitary, recreational, cultural structures on the territory</li> </ul>
	Informing the assisted person about available services	<ul style="list-style-type: none"> <li>• He/she knows the welfare network</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can carry out specific activities to counsel the patient, the family and other caregivers about the services on the territory</li> </ul>
	Supporting the patient, the family and other people who work as assistants to get access to services	<ul style="list-style-type: none"> <li>• He/she knows the main procedures for sanitary and social bureaucratic practices</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can accompany the patient to get access to services</li> <li>• He/she can handle simple bureaucratic procedures related to services</li> </ul>
Direct assistance: help in domestic activities, hygiene and comfort of the home environment ...	Using techniques of domestic intervention	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>• He/she knows elements of environmental hygiene at home and in facilities</li> <li>• He/she knows elements of home economics</li> <li>• He/she knows elements of dietetics and food hygiene</li> </ul>	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>• He/she can operate and cooperate with the patient and the family for the housekeeping and the maintenance of the living space</li> <li>• He/she can operate to maintain environmental hygiene</li> <li>• He/she can cooperate with the patient and the family for the hygiene and change of personal and bed linen, for purchases</li> <li>• He/she can operate and cooperate with the patient and the family in assisting during the preparation of meals, also following particular dietetic prescriptions</li> </ul>

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
... Direct assistance: help in domestic activities, hygiene and comfort of the home environment	Managing emergencies	<ul style="list-style-type: none"> <li>He/she knows safety and protection general rules</li> </ul>	<ul style="list-style-type: none"> <li>He/she can identify situations of risk to the safety of the person</li> <li>He/she can react promptly to reduce the risk</li> <li>He/she can enable the involvement of professional actors</li> </ul>
	Using techniques of environment sanitation	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>He/she knows elements of environmental hygiene and prophylaxis</li> <li>He/she knows elements of domestic hygiene</li> <li>He/she knows how to use hygienic, sanitation and</li> </ul>	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>He/she can clean and cleanse the environment</li> <li>He/she can handle procedures for the sanitation and sanitisation of the environment</li> <li>He/she can carry out checks and verify the effectiveness of the practices of environment sanitation and sanitisation</li> </ul>
	Using techniques of hotel intervention	<ul style="list-style-type: none"> <li>He/she knows elements of home economics</li> <li>He/she knows elements of food</li> </ul>	<ul style="list-style-type: none"> <li>He/she can prepare the environment for meals and cooperate to food distribution</li> <li>He/she can supply and change linen</li> </ul>
	Using techniques to prepare beds and to tidy up the living space	<ul style="list-style-type: none"> <li>He/she knows the different types of bed</li> </ul>	<ul style="list-style-type: none"> <li>He/she can make beds and tidy up the home environment</li> </ul>
	Applying techniques to organise, use and eliminate material	<ul style="list-style-type: none"> <li>He/she knows how to eliminate materials</li> </ul>	<ul style="list-style-type: none"> <li>He/she can cooperate in using material resources respecting the cost-effectiveness criteria</li> <li>He/she can guarantee adequate supplies, can promptly inform about damages occurred, can express opinions about the effectiveness of the use of resources</li> <li>He/she can handle the preparation of material to be eliminated/recycled</li> <li>He/she can guarantee the collection and storage of different types of waste according to established protocols in relation to the operational context</li> </ul>



Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
Patient direct assistance ...	Using techniques to assist a patient in daily activities according to needs and type of patient	<ul style="list-style-type: none"> <li>• He/she knows the basics of caregiving</li> <li>• He/she knows elements of physiological anatomy, physical, psychic and sensorial pathology</li> <li>• He/she knows psycho-relational aspects and caring interventions according to the person</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can involve the patient, the family and other figures in the care within the living context</li> <li>• He/she can identify the different stages of drawing up a project of personal assistance</li> <li>• He/she can recognise the relationship dynamics according to the characteristics of the person</li> <li>• He/she can observe the patient and the environment</li> <li>• He/she can recognise the key signs/symptoms of discomfort</li> <li>• He/she can recognise the conditions of risk and the most common syndromes due to prolonged bed rest and immobilization</li> <li>• He/she can report data to professional operators</li> <li>• He/she can make simple interventions regarding health education for patients and their families</li> <li>• He/she can handle errands and bureaucratic procedures</li> </ul>
	Using techniques to assist a patient	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>• He/she knows the basics of caregiving</li> <li>• He/she has a basic knowledge of elements of caregiving (feeding, movement, hygiene)</li> <li>• He/she knows elements of physiological anatomy, physical, psychic and sensorial pathology</li> </ul>	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>• He/she can handle the hygienic care of the patient (partial and total), the change of clothing and of absorbing surfaces</li> <li>• He/she can cut nails of hands and feet</li> <li>• He/she can help the patient have meals according to dietetic indications and report any discrepancies</li> <li>• He/she can help the patient for natural output of feces and urine</li> <li>• He/she can monitor the collection bag of urine output</li> <li>• He/she can help the patient to get proper temperature control and right positioning for proper breathing and blood circulation</li> </ul>

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
... Patient direct assistance	Using techniques to assist a patient in ambulating and in finding right positioning	<ul style="list-style-type: none"> <li>• He/she knows elements of diagnostics, therapy and rehabilitation</li> <li>• He/she knows elements of rehabilitation and mobilisation</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can cooperate to help the patient walk and change postures</li> <li>• He/she can apply procedures to make the patient learn and maintain correct postures and the positioning and mobilisation of non-self-sufficient persons</li> </ul>
	Applying techniques to assist a patient with devices, aids, equipment	<ul style="list-style-type: none"> <li>• He/she knows the functioning of aids, devices, prosthesis</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can cooperate to support the non-self-sufficient person in his/her daily life activities also using aids and devices under indication of health operators</li> </ul>
	Using techniques to assist a patient with medical and therapeutic prescriptions	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>• He/she knows elements of pharmacology (natural ways of taking drugs, storage conditions)</li> </ul>	<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>• He/she can cooperate to ensure the correct taking of drugs according to medical prescriptions</li> </ul>
	Using techniques to assist a patient with the activities aiming to maintain the residual psychological and physical capabilities, rehabilitation and functional recovery	<ul style="list-style-type: none"> <li>• He/she knows elements of rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can cooperate to carry on activities aimed at the reactivation of the functionalities defined in the person's care plan</li> <li>• He/she can cooperate to carry on the entertainment activities that promote socialisation, recovery and maintenance of manual and cognitive skills, as per the person's care project</li> <li>• He/she can cooperate to carry out friction and direct massage to prevent pressure sores</li> </ul>
	Cooperating in taking care of corpse, in absence of professional operators	<ul style="list-style-type: none"> <li>• He/she knows elements of physiological anatomy, physical, psychic and sensorial pathology</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can apply techniques for the hygiene of the corpse</li> <li>• He/she can take care of the corpse and manage the transfer of the corpse</li> </ul>
Communicating and relating with patient, family and caring staff ...	Managing the relationship with a patient	<ul style="list-style-type: none"> <li>• He/she knows theories and techniques of verbal and non-verbal communication</li> <li>• He/she knows strategies and techniques in the relation with a patient</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can support the patient with empathy</li> <li>• He/she can handle conflicts within the assigned tasks</li> <li>• He/she can recognise the relationship dynamics according to the characteristics of the person</li> </ul>

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
... Communicating and relating with patient, family and caring staff	Respecting the individual's self-determination	<ul style="list-style-type: none"> <li>He/she knows elements of human psychology in different periods of life and in case of disability</li> </ul>	<ul style="list-style-type: none"> <li>He/she can recognise the general conditions of the patient (psycho-physical, social)</li> <li>He/she can recognise the persons who are important to the patient</li> <li>He/she can foster the patient's autonomy</li> </ul>
	Applying techniques of welcoming, presenting and informing about role and service	<ul style="list-style-type: none"> <li>He/she knows theories and techniques of verbal and non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>He/she can welcome the patient and his family, can counsel and foster their access to services</li> <li>He/she can organise and take part in events of socialisation and entertainment, providing support for the participation in cultural and recreational activities at home or on the territory</li> </ul>
	Using techniques to involve the patient and his/her family in realising the assistance service in daily life context	<ul style="list-style-type: none"> <li>He/she knows theories and techniques of verbal and non-verbal communication</li> <li>He/she knows techniques to communicate properly with different types of clients</li> </ul>	<ul style="list-style-type: none"> <li>He/she can relate with patients and family, communicating empathically in all activities of daily living assistance, can reply thoroughly involving and stimulating the dialogue</li> <li>He/she can observe and identify potentially critical situations</li> <li>He/she can relate with the patient and with the family assistant to set a climate of collaboration with respect to the established interventions</li> <li>He/she can observe and report signs of difficulty</li> <li>He/she can advise the caregiver about the best ways to carry out interventions to support daily life</li> <li>He/she can operate using communication methods according to different cultural contexts, to different situations of care and in case of decrease of the patient's communication skills (aphasia, hearing loss, cognitive deficits, altered sensorium)</li> </ul>

## Family Assistant/Caregiver

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
Carrying out the family assistant role within the living context of the assisted person	Placing oneself in organisational, social and institutional contexts	<ul style="list-style-type: none"> <li>• He/she knows workers' rights and duties and relative social institutions</li> <li>• He/she knows the main bureaucratic, social and sanitary procedures (requiring of health vouchers)</li> <li>• He/she knows the main local socio-sanitary services and ways of access (to health-care homes and day-care centres)</li> <li>• He/She knows responsibilities of the family assistant</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can relate with local services (doctor, municipal offices and their functions)</li> <li>• He/she can manage into the relative labour market (cooperatives, trade unions, social security institutions)</li> <li>• He/she can make purchases and run errands</li> <li>• He/she can exercise his/her rights and duties at work</li> <li>• He/she can organize his/her own work</li> </ul>
	Cooperating with cooking and housekeeping	<ul style="list-style-type: none"> <li>• He/she knows elements of environmental hygiene</li> <li>• He/she knows safety and prevention procedures at home</li> <li>• He/she knows products, tools and techniques for environment cleaning and hygiene</li> <li>• He/she knows elements of cooking and dietetics</li> <li>• He/she knows the main recipes and menus of Italian cooking</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can apply house cleaning techniques</li> <li>• He/she apply laundry hygienisation techniques</li> <li>• He/she can handle clothes and wardrobe</li> <li>• He/she can make bed</li> <li>• He/she can make home spaces functional respecting the person's needs</li> <li>• He/she can apply safety procedures in the home</li> <li>• He/she can organise his/her own working activities</li> <li>• He/she can apply methods of cooking and food conservation, respecting the person's habits</li> </ul>

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
Direct physical and psychological support to the assisted person	Taking care of the non-self-sufficient person, recognising needs and conditions	<ul style="list-style-type: none"> <li>• He/she knows psycho-physical characteristics of individuals with different levels of self-sufficiency</li> <li>• He/she knows elements of dietetics and diet therapy</li> <li>• He/she knows techniques to handle and stimulate residual capabilities</li> <li>• He/she knows techniques of personal hygiene</li> <li>• He/she knows local cultural/leisure services and ways of access</li> <li>• He/she knows techniques and equipment to transfer the patient on mobility chairs and risks in case of wrong procedures</li> <li>• He/she knows techniques for right postures and positioning of the patient</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can apply first aid techniques, waiting for professional people</li> <li>• He/she can apply techniques to facilitate the patient's</li> <li>• He/she can apply techniques to facilitate the person's dressing up</li> <li>• He/she can apply techniques to help the person eat</li> <li>• He/she can apply techniques to help the person with bathing and grooming</li> <li>• He/she can apply techniques to help the person with personal hygiene</li> <li>• He/she can apply procedures to take prescribed medications properly</li> </ul>
	Relating and communicating with the person, his/her household and the caring staff in organisational,	<ul style="list-style-type: none"> <li>• He/she knows ethical aspects of care and assistance</li> <li>• He/she knows elements of sanitary organisation</li> <li>• He/she knows elements of psychology (strategies to manage relation with a patient, techniques of communication (verbal and non-verbal)</li> <li>• He/she knows communication techniques (specific for ALS patient)</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can apply techniques to facilitate social integration</li> <li>• He/she can manage relations with the family</li> <li>• He/she can encourage the family network being involved to the improvement of the patient's welfare</li> <li>• He/she can handle emotions (stress)</li> <li>• He/she can correctly communicate with health operators in case of emergency</li> <li>• He/she can use different communication modalities</li> <li>• He/she can understand the person's and the family's requests</li> <li>• He/she can work with discretion, respecting the rights and needs of people in fragile conditions</li> </ul>

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
Taking care of non-self-efficient people  (at different levels)	Taking care of a person affected by Alzheimer's disease and senile dementia	<ul style="list-style-type: none"> <li>• He/she knows ethical aspects and laws related to the assistance to patients affected by Alzheimer's disease</li> <li>• He/she basically knows the illness and its evolution</li> <li>• He/she knows the specific techniques related to Alzheimer's disease: elements of personal hygiene, food education, dietetics and diet therapy, safety rules, handling of residual capabilities, communication and social and educational assistance</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can apply correct ways of managing daily life</li> <li>• He/she can apply simple techniques of cognitive stimulation</li> <li>• He/she can apply techniques to assist patients with food and fluid intaking</li> <li>• He/she can apply techniques to manage serious behaviour problems</li> <li>• He/she can apply techniques to better the home space and safety</li> <li>• He/she can apply communication and relation techniques with an Alzheimer's patient and an elderly person affected by senile dementia</li> <li>• He/she can identify physical and psychological needs and problems as well as assistance and health problems</li> <li>• He/she can recognise signs and symptoms of illnesses typical of elderly age and of Alzheimer's disease at different stages</li> </ul>
	Taking care of a person affected by ALS disease	<ul style="list-style-type: none"> <li>• He/she knows legislative and ethical aspects of the work with ALS patients</li> <li>• He/she knows techniques to check parameters (temperature, pressure, oximetry)</li> <li>• He/she has a basic knowledge of the illness and its evolution</li> <li>• He/she knows elements of personal hygiene</li> <li>• He/she knows how to transfer patients to mobility chair and bed positioning</li> <li>• He/she knows how to prevent and care skin lesions</li> <li>• He/she knows regulations about sanitary and ordinary assistance and responsibilities of the assistant</li> <li>• He/she knows specific communication techniques with ALS patients</li> <li>• He/she knows how to use aids</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can apply personal hygiene techniques</li> <li>• He/she can applying mobility techniques and right positioning in bed</li> <li>• He/she can apply techniques to support the patient in his physical needs</li> <li>• He/she can apply techniques to help the person eat</li> <li>• He/she can apply techniques to help the person communicate</li> <li>• He/she can manage emergencies waiting for professional healthcare operators</li> <li>• He/she can use technological devices to manage the patient at home and control the environment</li> <li>• He/she can valuate useful and necessary aids</li> <li>• He/she can watch over patients</li> <li>• He/she can operate respecting the profile's duties and responsibilities</li> </ul>

## Baby Sitter

Unit of Learning	Learning Outcome	Knowledge	Skills/Attitude
<i>Organisation of the environment: spaces and needs</i>	Keeping the house tidy and cosy and equipping the rooms considering children's needs	<ul style="list-style-type: none"> <li>• He/she knows elements of environmental hygiene</li> <li>• He/she knows safety and prevention at home</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can apply modalities of organising places for children</li> <li>• He/she apply safety procedures in places for children</li> <li>• He/she apply rooms cleaning techniques</li> <li>• He/she can apply techniques to take care of toys</li> </ul>
<i>Childcare</i>	Taking care of the children aged 0-3 years and promoting their socialising	<ul style="list-style-type: none"> <li>• He/she knows elements of social and educational assistance, with reference to private service standards</li> <li>• He/she knows elements of personal hygiene</li> <li>• He/she knows elements of paediatric first aid</li> <li>• He/she knows elements of child psychology</li> <li>• He/she knows elements of paediatric nursing</li> </ul>	<ul style="list-style-type: none"> <li>• He/she can apply welcoming techniques with children aged 0-3 years</li> <li>• He/she can apply techniques for playing activities with children aged 0-3 years with empathy and patience</li> <li>• He/she can apply techniques to prepare food</li> <li>• He/she can apply first aid techniques</li> <li>• He/she can apply supporting techniques to serve meals to children aged 0-3 years with patience</li> <li>• He/she can apply techniques for hygiene and care of children aged 0-3 years</li> </ul>

## Annex



Fondazione CEFASS (IT) is the not for profit foundation of Eupolis Lombardia, the Regional Institute for Research, Statistics and Training of Public Administration. In accordance with its public mission, CEFASS aims at providing applied research, training and consultancy in the fields of social affairs, employment, education, VET and public health care (<http://www.cefass.eu/>)

Fondazione IKAROS (IT) is a certified VET and job services provider, operating in the field of lifelong learning. IKAROS is active in the provision of a wide range of training activities, as well as of labour market services, research and innovation. It offers since 8 years recognised training courses in the field of personal care and social work. Fondazione IKAROS received an Excellence Label from Lombardy Region in 2010 (<http://www.fondazioneikaros.org/>)



IKAROS Formazione Società Cooperativa Sociale (IT) is based in Bergamo and it operates mainly in the Lombardy Region in the field of vocational training and education sector and job service provision. Thanks to high qualified human resources, it supports Fondazione IKAROS in the implementation of local and international projects (<http://www.fondazioneikaros.org/>)

Federsolidarietà Nazionale (IT) is an organisation of Confcooperative representing social cooperatives, mutual and social enterprises. Federsolidarietà represents its members in institutional negotiations and it promotes member institutions through a consortium system. It currently gathers 5.600 cooperatives operating in all areas of social, health, education and business. Federsolidarietà is member of the CECOP - European Confederation of Cooperative and Worker-Owned Enterprises Active in Industry and Service (<http://www.federsolidarieta.confcooperative.it/default.aspx>)



CISL BRIANZA (IT) is a regional branch of CISL (national trade union), widely represented in Italy (20 regional, 101 provincial, and 10 local sites). It includes ANOLF CISL which promotes social inclusion of migrants and it is involved in immigration policy development. ANOLF cooperates at the European and national level with institutions, political organisations, trade unions and associations in social promotion initiatives and covers an important role in the Permanent Forum of the Third Sector (<http://www.cislbrianza.it/>)



NQA (RO) is a public institution subordinated to the Ministry of Education, Research, Youth and Sport. The main tasks of NQA are the development and implementation of NQF, of criteria/procedures for the certification and recognition of qualifications, of criteria/procedures for the development of occupational standards, of methodologies, instruments and procedures for the validation of learning outcomes acquired in non-formal and informal contexts (<http://www.cnfpa.ro/>)



TILS Romania (RO) is a private organisation operating in Romania since 2007. TILS was established with the aim of transferring expertise and bringing the know-how acquired by its experts at the international level in the field of consulting and professional training. The main areas of activity covered by TILS are the design and implementation of European, national and regional projects for the economic, local and human resources development, and the technical assistance for public and private clients on operational programmes funded by EU Structural Funds ([http://www.tils.ro/eng/chi\\_siamo.htm](http://www.tils.ro/eng/chi_siamo.htm))





Foundation for Social Innovation Centre (PL) is an initiative launched for the development of self-governmental institutions, associations and foundations operating in the area of social assistance. Its activities focus on the development of local communities in Greater Poland. It provides assistance and support to individuals and groups with problems affecting their daily life through professional vocational guidance, improving social abilities and developing interpersonal skills (<http://sic.to/indexpl.php>)



Volkshochschule im Landkreis Cham e.V. is a non-profit association specialised in lifelong learning education. The main focus is set on the health sector, with job-oriented education for nursing personnel, physiotherapists, doctor's assistants and carers in order to facilitate career opportunities and to adapt the students' competencies to the standards and requirements of the European labour market (<http://www.vhs-cham.de/>)

#### Associated Partners



ANOLF CISL (IT) is a national association, promoted by CISL (trade union), which promotes social inclusion of migrants and is involved in immigration policy development. It cooperates at the EU and national level with institutions, political organisations, trade unions and associations in social promotion initiatives and covers an important role in the Permanent Forum of the Third Sector (<http://www.anolf.it/>)



KERIGMA is a society managing a residence for mentally ill people in Bergamo (IT). It employs social and health care workers, in particular socio-assistance assistants and care operators and it will be therefore participating in the piloting phase of the project.



Useyourmind (DE) is a SME specialised in post-graduate training and research on lifelong learning issues. UYM works for the business world providing tools and innovative approaches for human resources development. UYM expertise focuses on supporting the re-integration and career planning and development of unemployed people, with particular regard to young people and adults over 50 (<http://www.useyourmind.de/>)

