

Overview on Units of Learning Outcomes

Key Activities and Professional Competences

Qualification: **Nursing Assistant (Belgium)**

EQF Level: **4¹**

Key activities and professional skills
<p>Key activity 1: Listening to, communicating with and supporting people, both psychologically and physically</p> <p>Establishing a supportive human relationship Being prepared to listen to care recipients Stimulating their mental and physical abilities; encouraging them to move around in accordance with medical advice and/or their individual abilities Identifying behavioural problems in care recipients and/or those close to them, as well as signs of abuse; escalating these observations and providing follow-up actions Participating in end-of-life care</p>
<p>Key activity 2: Advice and education</p> <p>Providing information about problems arising in daily life Teaching someone to wash, to brush their teeth, general hygiene, etc. Informing and advising patients/residents and their families in accordance with a care plan Health education work</p>
<p>Key activity 3: Providing quality and continuity of care within the framework of nursing activities that can be delegated to the nursing assistant</p> <p>Performing delegated nursing tasks such as oral care, ostomy care, taking pulse and temperature, helping with non-sterile samples, transporting patients, hygiene care, distributing medication to be taken orally, putting on support stockings Monitoring the correct execution of the care plan: catheter, hydration and feeding by mouth, placing the patient in a functional position Conveying information by means of verbal and written reports Preventing bedsores, infections and injuries</p>
<p>Key activity 4: Assistance with the activities of daily life (ADLs)</p> <p>Learning professional hygiene rules Noting and reporting physical, psychological or social changes in the patient/resident within the context of activities of daily living (ADLs) Providing care and support in terms of hygiene and comfort Transporting and handling the patient/resident in accordance with safety and ergonomics rules and care plans Providing meals</p>

¹ In Belgium, the Qualification Framework hasn't been effectively transposed. It is not the competence of this project's leaders to decide the EQF level. Meanwhile, taking into account the competences, the European definition and the evolution in Belgium and in the member states, the written level is the most likely.

Key activities and professional skills

Key activity 5: Immersing themselves into work life

Respecting the identity and the religious, philosophical and cultural choices of the patient/resident
Organising their work in accordance with the planned schedule while adapting to unforeseen circumstances
Applying moral and ethical principles and respecting legislation and regulations
Dealing with stress, unforeseen events and difficult and recurrent emotional situations
Working as part of a team
Ensuring appropriate professional communication

Legal sources:

- *Inter-network training guide, nursing assistant section of Education for Social Advancement, upper secondary level, code 821000S20D1*
- *Royal Decree of 12 January 2006 setting out the nursing activities that can be performed by nursing assistants and the conditions in which the nursing assistants can perform them*

Course duration:

1,533 hours and 20 minutes (1,840 periods)

Key activity 1: Listening to, communicating with and supporting people, both psychologically and physically	
Qualification: Nursing assistant	Level – EQF : 4
Assessment Instruments: Oral examination, practical examination, written work and examination	
Professional competence Establishing a supportive human relationship	
Skill <ul style="list-style-type: none"> The use of verbal and non-verbal tools (including touch) to provide assistance to the patient/resident and those close to them at difficult times (bereavement, grief, suffering, etc.) Communicating with care recipients to understand their needs and help maintain or improve their quality of life 	Knowledge² <ul style="list-style-type: none"> The use and importance of non-verbal language Specify the basic rules of active listening and non-violent communication
Professional competence Being prepared to listen to care recipients	
Skill <ul style="list-style-type: none"> Ask questions to ensure that the patient/resident understands the message or to clarify the meaning of the speaker Practise appropriate communication techniques such as active listening and assertiveness Identify the different elements of communication as well as factors that help or hinder communication Ensure the needs of the patients/residents are met by involving them Work on their self-awareness, self-image and self-confidence 	Knowledge <ul style="list-style-type: none"> The use and importance of non-verbal language Specify the basic rules of active listening and non-violent communication
Professional competence Stimulating their mental and physical abilities; encouraging them to move around in accordance with medical advice and/or their individual abilities	
Skill <ul style="list-style-type: none"> Encourage participation in activities of daily life (ADLs) in order to retain independence through physical and mental stimulation Encourage participation in social activities in order to retain independence outside the family 	Knowledge <ul style="list-style-type: none"> Identify areas of daily activity that enable an assessment to be made of the degree of independence of the care recipient

² The Belgian authority for standards (SFMQ) decided that there should be no verbs for knowledge. Since the decision among the project partners was to keep them these learning outcome description include verbs.

Professional competence Identifying behavioural problems in care recipients and/or those close to them as well as signs of abuse; escalating these observations and providing follow-up actions	
Skill <ul style="list-style-type: none"> • Identify any unusual health or behavioural issues affecting those receiving assistance • Pass on concise and accurate reports verbally or in writing • Gather information • Observe the situation • Refrain from judging the person receiving assistance 	Knowledge <ul style="list-style-type: none"> • Characterise the behaviour related to the principal observable pathologies present or encountered as well as the appropriate response
Professional competence Participating in end-of-life care	
Skill <ul style="list-style-type: none"> • Take a stance on the issue of death and bereavement 	Knowledge <ul style="list-style-type: none"> • Explain the grieving process • Learn about the palliative approach
Personal competences: <ul style="list-style-type: none"> • Work under the delegation and direct supervision of nursing staff • Work as part of a multidisciplinary team • The ability to adapt to emergency situations 	

Key activity 2: Advice and education	
Qualification: Nursing assistant	Level – EQF : 4
Assessment Instruments: Oral examination, practical examination, written work and examination	
Professional competence Providing information about problems arising in daily life	
Skill <ul style="list-style-type: none"> Practise appropriate communication techniques such as active listening and assertiveness Refrain from judging the person receiving assistance 	Knowledge <ul style="list-style-type: none"> As part of a holistic care approach, describe the basic human needs and explain the aspects specific to each life stage (birth, growing, ageing, end of life)
Professional competence Teaching someone to wash, to brush their teeth, general hygiene, etc.	
Skill <ul style="list-style-type: none"> Describe the basic hygiene principles Respect the privacy and the social and cultural traditions of the care recipient Observe basic hygiene rules 	Knowledge <ul style="list-style-type: none"> Basic hygiene rules
Professional competence Informing and advising patients/residents and their families in accordance with a care plan	
Skill <ul style="list-style-type: none"> Informing and advising patients/residents and their families in accordance with a care plan and with authorised technical services Note the information to be passed on to the individual and his/her family in accordance with the care plan. Working as part of a multidisciplinary team 	Knowledge <ul style="list-style-type: none"> Know how to prepare a care plan
Professional competence Health education work	
Skill <ul style="list-style-type: none"> Present health education and preventive methods (preventing falls, etc.), technical aids (for mobility, etc.) relative to the carer's sphere of activity Carry out their work within the context of the wider issue of public health 	Knowledge <ul style="list-style-type: none"> Set out the constituent elements of a health education plan
Professional competence <ul style="list-style-type: none"> Work under the delegation and direct supervision of nursing staff Work as part of a multidisciplinary team The ability to adapt to emergency situations 	

Key activity 3: Providing quality and continuity of care within the framework of nursing activities that can be delegated to the nursing assistant	
Qualification: Nursing assistant	Level – EQF : 4
Assessment Instruments: Oral examination, practical examination, written work and examination	
Professional competence Performing delegated nursing tasks (oral care, ostomy care, taking pulse and temperature, helping with non-sterile samples, transporting patients, hygiene care, distributing medication to be taken orally, putting on support stockings)	
Skill <ul style="list-style-type: none"> • Respect basic professional hygiene principles • Observe vital signs • Describe the care plan and the relevant procedures • Identify the connections between the theoretical perspectives relating to anatomophysiology and the delegated nursing activities • Provide oral care • Provide hygiene care to a colostomy not requiring wound treatment • Assist the patient/resident with medication to be taken orally, in accordance with a distribution system prepared for the individual by a nurse or pharmacist • Perform hygiene care at the homes of patients/residents suffering from ADL dysfunction in accordance with a care plan • Take pulse and temperature and report the results • Assist the patient/resident with the taking of excretion and secretion samples • Relay the information required to monitor and control the delegated tasks • Knowing how to work as part of a multidisciplinary team is essential for all competences • Tailor their approach in line with unforeseen circumstances • Demonstrate adaptability 	Knowledge <ul style="list-style-type: none"> • Master the theory elements relating to anatomophysiology underlying the delegated nursing activities • Identify and list the activities that a nursing assistant can perform to assist nurses • Understand how to perform delegated nursing tasks in order to support patients in the activities of daily life, to maintain their independence and quality of life through basic needs • Master the theory elements relating to pharmacology underlying the delegated nursing activities. • Describe the procedures of delegation and supervision set up by the nurse within a team structure • - Identify those elements that fall within the caregiver's responsibility in the preparation, management and maintenance of equipment
Professional competence Monitor the correct execution of the care plan: catheter, hydration and feeding by mouth, placing the patient in a functional position	
Skill <ul style="list-style-type: none"> • Monitor the performance of urinary catheters • monitor the patient/resident's oral hydration • Assist with feeding and oral hydration except in cases of tube feeding and dysphagia • Place and monitor the patient/resident in a functional position with technical support, in accordance with the care plan • Report any problems • Take from the nursing file those elements required to perform their duties as a nursing assistant to ensure continuity of care 	Knowledge <ul style="list-style-type: none"> • Master the theory related to all skills • Describe the constituent elements of the nursing file

Professional competence Conveying information by means of verbal and written reports	
Skill <ul style="list-style-type: none"> Concisely, accurately and thoroughly set out the information required for the proper management of the nursing file and transcribe onto specific documents forming part of a care structure 	Knowledge <ul style="list-style-type: none"> Identify those elements for which the nursing assistant is responsible relating to the maintenance and updating of the nursing file for each patient/resident
Professional competence Preventing bedsores, infections and injuries	
Skill <ul style="list-style-type: none"> Remove and put on stockings for the prevention and/or treatment of vein disorders, except in the case of compression therapy using special elastic bandages Apply methods to prevent injuries, bedsores and infections in accordance with the care plan 	Knowledge <ul style="list-style-type: none"> Know the difference between sterile and non-sterile cares
Personal competences: <ul style="list-style-type: none"> Work under the delegation and direct supervision of nursing staff Work as part of a multidisciplinary team The ability to adapt to emergency situations 	

Key activity 4: Help with daily life	
Qualification: Nursing assistant	Level – EQF : 4
Assessment Instruments: Oral examination, practical examination, written work and examination	
Professional competence Learning professional hygiene rules	
Skill <ul style="list-style-type: none"> Strictly apply professional hygiene rules (clothing, hand washing, wearing a mask, short nails, jewellery, etc.) 	Knowledge <ul style="list-style-type: none"> Differentiates clean, disinfected and sterile
Professional competence Noting and reporting physical, psychological or social changes in the patient/resident within the context of ADLs	
Skill <ul style="list-style-type: none"> Prepare an observation report Prepare and use a joint observation chart Respond appropriately to emergency situations Gather data in the correct way and identify the special needs of the person receiving assistance in order to meet them effectively and make an accurate observation (liaison role) Take account of the main developmental stages of the child and the adult, including ageing, when communicating 	Knowledge <ul style="list-style-type: none"> Interpret the needs of the care recipient using the Virginia Henderson chart Describe the key personal and environmental characteristics of the person receiving assistance in psychological and ethical terms

Professional competence Providing care and support in terms of hygiene and comfort	
Skill <ul style="list-style-type: none"> • Make beds, both occupied and unoccupied, in accordance with hygiene and ergonomics principles while respecting the independence of the care recipient • Use personal hygiene techniques while respecting hygiene and ergonomics principles • Apply appropriate techniques for ADL assistance with regard to hygiene and comfort while supporting the independence of those receiving assistance • Identify the needs for assistance with regard to hygiene and comfort geared to the difficulties observed in daily life and/or as requested • Put together proposals for assistance related to the professional practice of the nursing assistant, taking into account age, ability and habit • Perform tasks that contribute to the comfort and well-being of those receiving assistance • Carry out their duties in such a way that the care recipient can maintain a positive self image in terms of clothing and appearance • Ensure the safety of care recipients and their families • Check the contents of the home medicine cabinet • Prepare a management plan for the purchase of commonplace products, food stores and reserves and waste • Suggest changes in the immediate environment to improve the comfort of the care recipient 	Knowledge <ul style="list-style-type: none"> • Identify the principles for caring for the home and for laundry • List preventive actions that can be taken with regard to health and hygiene in collaboration with the supervisor • Learn the different washing techniques (in bed, at the wash basin, for dependent people, etc.) • Identify materials and products to ensure correct use • Identify tools and equipment to ensure correct use and maintenance • Explain the care structure (hospitals, rest homes, nursing homes, etc.), the hygiene principles governing the assistant's organisation and the resulting logistical issues and describe the different "circuits" established within the care structure • Describe the infection process (agent, transmission method, point of access, favourable environment and list the types of infectious agent (bacteria, viruses, parasites, fungus) • Identify and explain the basic hygiene principles (hygiene and professional hygiene, dirty, infected, clean, sterile, asepsis, antisepsis, opportunistic and nosocomial/MRSA infections, etc.) • Identify the individual and collective preventive measures that fall within the responsibility of the nursing assistant
Professional competence Transporting and handling the patient/resident in accordance with safety and ergonomics rules and care plans	
Skill <ul style="list-style-type: none"> • Use patient handling techniques that prevent injury or pain for both the nursing assistant and the care recipient • Transport patients/residents in accordance with the care plan 	Knowledge

Professional competence Providing meals	
Skill <ul style="list-style-type: none"> • Distribute meals in accordance with hygiene and ergonomics principles • Prepare varied menus that take account of nutritional needs and different diets • Provide the patient/resident with full or partial assistance at mealtimes (serving up and clearing away, appropriate support) while encouraging independence and adapting to any individual disabilities • Respect the eating habits of care recipients 	Knowledge: <ul style="list-style-type: none"> • Understand the main nutritional concepts (including nutritional requirements, the food groups, cooking and preservation methods, the principal types of diet, etc.)
Personal competences: <ul style="list-style-type: none"> • Work under the delegation and direct supervision of nursing staff • Work as part of a multidisciplinary team • The ability to adapt to emergency situations 	

Key activity 5: Immersing themselves into work life	
Qualification: Nursing assistant	Level – EQF : 4
Assessment Instruments : Oral examination, practical examination, written work and examination	
Professional competence Respecting the identity and the religious, philosophical and cultural choices of the patient/resident	
Skill <ul style="list-style-type: none"> • Respect professional secrecy • Respect care recipients • Take account of the lifestyle traditions and customs related to culture, age, religion, etc. of patients/residents when providing assistance • Respect the healthcare project of the department or institution 	Knowledge <ul style="list-style-type: none"> • Identify the requisite personal and professional qualities • Knowledge of the legislation relating to professional secrecy
Professional competence Organising their work in accordance with the planned schedule while adapting to unforeseen circumstances	
Skill <ul style="list-style-type: none"> • Plan their work taking account of the unique requirements of the patient/resident and of the department • Respect the healthcare project of the department or institution 	Knowledge <ul style="list-style-type: none"> • Emergency phone numbers

Professional competence Applying moral and ethical principles and respecting legislation and regulations	
Skill <ul style="list-style-type: none"> Identify and explain the key elements relating to the social legislation affecting a given situation List the basic ethical rules governing concrete situations From a selection of items of information, select those which are to be conveyed to the team, to specific team members and to the family of the care recipient (and prepare them for transmission) Describe the tasks that can be performed by the nursing assistant with regard to the patient/resident or the family and the conditions in which they can be performed Avoid value judgements 	Knowledge <ul style="list-style-type: none"> Identify the constraints imposed by the professions of nursing assistant and caregiver Be able to discuss ethical issues (e.g. euthanasia) Describe the roles and responsibilities of those involved in the provision of assistance and care within a professional team, taking account of their sphere of activity Describe the basic principles of the political system of our country and the position of the social institutions within it Describe the major social security sectors, the underlying values of the social security system and their implications for daily life Define the basic principles of family law Explain the place and role of family care and assistance services Explain the place and role of care and assistance services for the elderly Explain the place and role of care and assistance services for the disabled Differentiate the professional identities and duties of the personal care and assistance professions (with respect to an institution, a care recipient, a team and other stakeholders, and to changes in the needs of the population) List the basic ethical rules for the personal care and assistance professions (professional secrecy, respect for individuals, the limits of each role, etc.) Highlight the range of objectives and realities of the structures and institutions involved in this field Explain the Royal Decrees governing the profession of nursing assistant and the methods of registration - Describe the principles of the labour legislation covering the profession of nursing assistant (hiring, employment contract, notice, supervision, etc.)
Professional competence Dealing with stress, unforeseen events and difficult and recurring emotional situations	
Skill <ul style="list-style-type: none"> The use of resources that enable the nursing assistant to express their problems and to face difficult situations (death, burn out, etc.) 	Knowledge <ul style="list-style-type: none"> Recognise the different forms of abuse and know how to deal with them

Professional competence Working as part of a team	
Skill <ul style="list-style-type: none"> • Provide a breakdown of the main components of a professional organisation. • Describe the position and challenges of the job in professional situations experienced (institutional and domestic) • Situate the professional identity and limitations of the job of a nursing assistant within the framework of a multidisciplinary team • Situate themselves as a professional (within a multidisciplinary team) vis-à-vis both the patient/resident and the immediate family • Accurately situate the role of a nursing assistant in the context of a healthcare or social care institution and within the context of the assistant's organisation • The ability to work in a multidisciplinary team • Respect the working hours and be aware of the tasks to be completed • Respect the management system 	Knowledge: <ul style="list-style-type: none"> • Read an organization chart
Professional competence Ensuring appropriate professional communication	
Skill <ul style="list-style-type: none"> • Be able to prepare an objective and verifiable report • In a written or verbal message, differentiate between the facts discussed, the feelings expressed and their meaning • In a written or verbal message, differentiate between legislation arising from a court order and that which is purely declaratory • Speak freely at team meetings 	Knowledge: <ul style="list-style-type: none"> • Know and understand the appropriate vocabulary for the profession
Personal competences: <ul style="list-style-type: none"> • Work under the delegation and direct supervision of nursing staff • Work as part of a multidisciplinary team • The ability to adapt to emergency situations 	