



EASY HEALTH LEARNING UNITS FRAMEWORK

FOREWORD

The knowledge, skills and aptitudes of workers are a major factor in the companies' innovation, productivity and competitiveness. Social and civic competences, among which health literacy, are part of them and play a major role in workers' integration in the labour market: indeed, the competence is based on an attitude of collaboration, assertiveness and integrity which are valuable for the companies.

The data from the European Health Literacy Survey published in 2013, show that nearly half the Europeans surveyed have inadequate or problematic health literacy. Weak health literacy skills are associated with riskier behavior, poorer health, less self-management and more hospitalization and costs. Strengthening health literacy has been shown to build individual and community resilience, help address health inequities and improve health and well-being.

About 350 million working days are lost in the EU each year, with stress and depression recognized as a major cause of sickness. The European working-age population is expected to shrink between 2020 and 2060 by 13,6 % and the number of workers older than 65 will increase. Consequently, health literacy is a key issue in our society to enable every member to be an active citizen as long as possible.

Health factor and role are very often underestimated as far as the professional inclusion is concerned. According to European Health Literacy Survey published in 2013, Workplace interventions about health have proved to help prevent accidents, lower the risk of industrial or occupational diseases, improve lifestyle choices and reduce the risk of non-communicable diseases. They have also been shown to counter stress factors (including job (in) security, demands and control and effort and reward in the workplace²) and issues related to achieving an appropriate work-life balance. Strengthening health literacy as part of comprehensive health and well-being programs improves attendance, performance, engagement and retention as well as health care costs.

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INTRODUCTION TO THE PROJECT AND ITS OBJECTIVES

EASY HEALTH is an Erasmus + project more precisely a strategic partnership gathering together VET providers, businesses, non-governmental organizations, a regional public body from 6 different countries;

We mean to address professionals and unemployed people (more particularly adults) to have the appropriate behaviour and reactions as far as health related to professional inclusion is concerned. Our aim is to provide keys to our target group so that they get the best chance to have a satisfactory and fulfilling professional life.

This project aims at supporting individuals in acquiring and developing key competences and more particularly competences related to health linked to professional inclusion.

The partnership will work on the design of a curriculum, a training game, a communication strategy to promote education for health, the creation of a new approach in order to raise awareness on the topic of health (part of social and civic competences : key competences) related to work.

We are aiming at:

- helping them develop interpersonal skills for an effective interaction on a one-to-one basis or in groups.
- helping our target group to get knowledge of how to maintain good health, hygiene and nutrition for themselves and their family
- consolidating the social competencies required in order to maintain/to get employment implementing learning situations/tools related to their professional activities.
- reinforcing the security for the professional careers of employees or unemployed, future professionals by providing them with tools to prevent risky situations linked to health in a professional context.
- Helping our target group to acquire the necessary knowledge and skills to be able to adapt and meet the needs and expectations of employers and/or customers in a professional scope (related to health and hygiene).
- Preventing and reducing inequalities, many of which are due to living conditions and lifestyle factors, so that it benefits the society economically by reducing losses from illness associated with health inequalities and problems.
- giving individuals means to monitor their health and therefore ensure social and professional inclusion.

We mean to address VET learners, more precisely continuing VET which means future professionals, job seekers who are undertaking upskilling. The project targets certain level of certifications, more particularly: EQF levels 3 and 4 in our countries with the goal to build a competences framework.

THE RESULTS EXPECTED

Partners wish to create digital tools embedded in a more global educational approach that will be easily usable by trainers to promote health for job seekers (attending upskilling trainings) and generally speaking CVET learners. The different results and outputs expected are :

- A survey to identify the training needs and educational strategies to focus on,
- A competences framework,
- A training game,
- Some digital and non digital educational contents and tools forming a pedagogical approach described in a guide for trainers

Our goal is to fill in the gap in the VET offer with regards to health, hygiene and professional inclusion. We are also aiming at empowering individuals regarding health issue.

SKILLS AND COMPETENCES TO DEVELOP RELATED TO HEALTH AND PROFESSIONAL INCLUSION

The project will cover several aspects such as health and life balance: biological and social rhythms, sleep, physical activities... , personal hygiene, food and health, addictions and prevention of risky behaviours.

Following the field and desk surveys, a certain number of topics have been identified helping the partnership to determine the topics to work on and thus the units of learning outcomes to design.

The curriculum will be made up of 8 units of learning outcomes ; some of them for EQF levels 3 and 4 (because considered as basic knowledge and competences to be an active citizen and be able to decide by oneself for one's well-being and the well-being of family members) ; and some others only for EQF level 4 as requiring a higher level of analysis and more complex to understand if we consider they appeal to social and psychological mechanisms embedded in the professional environment with its rights, duties and expectations.

The learning process comprises the following units:

- Unit 1: Health system understanding
- Unit 2: Food balance
- Unit 3: Biological rhythm, life balance and sleep
- Unit 4: Body hygiene
- Unit 5: Preventing high-risk behaviours and addictive behaviours
- Unit 6: Preventing risks linked to psychological risks
- Unit 7: preventing risks linked to the occupational activity
- Unit 8: Employers' expectations

The following chart is to define **learning outcomes** in relation with EQF. A learning outcome is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process.

The learning achievements are specified in the shape of:

1. **Knowledge:** in the context of EQF, knowledge is described as theoretical and/or factual. Level 4: factual and theoretical knowledge in crosscutting contexts within a range of tasks undertaken in the catering industry.
2. **Skills:** in the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments). Level 4 means a range of cognitive and practical skills required to generate solutions to specific problems, a range of tasks undertaken in the catering industry.
3. **Competences:** in the context of EQF, responsibility and autonomy are described as the ability of the learner to apply knowledge and skills autonomously and with responsibility. He/she exercises self-management within the guidelines of work or study contexts that are usually predictable, but are subject to changes ; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
4. **Assessment criteria:** The quality and precision of learning outcomes descriptions is an important basis for assessment. It is up to each VET institution to develop its own method of assessment according to the training pathways and overall curriculum they undertake.

UNIT 1: HEALTH SYSTEM UNDERSTANDING (UNDERSTAND THE CONCEPT OF "HEALTH CAPITAL" AND THE RUNNING OF THE NATIONAL HEALTH SYSTEM, ITS FINANCING AND THE HEALTH SYSTEM ITSELF)

Unit 1:	Title : Understand the concept of "health capital" and the running of the national health system, its financing and the health system itself	ECVET credit points :
Learning outcomes correspond to EQF level	3/4	
Learning outcome : The learner checks if his/her overall state of health is compatible with the practice of a given professional activity, for this purpose s/he : <ul style="list-style-type: none"> - Can work through the health and health insurance system to take charge of his/her health capital and become an actor in his/her own health prevention. - Knows his/her rights and clearly knows how to use the healthcare system 		
Knowledge	Skills	Competence

<p>The learner knows and understands :</p> <p>➤ The importance of preserving his/her health capital.</p> <p>S/he knows risky behaviour in terms of diet, sleep, lifestyle, addiction to substances and activities.</p> <p>S/he knows s/he can benefit from regular medical check-ups to check if s/he is in good health, for this reason s/he knows the recommendations that make it possible to evaluate the proper functioning of the :</p> <ul style="list-style-type: none"> - Cardiac and arterial system - Pulmonary system - Muscle and joint system - Neurophysiological system - Digestive system, dentition - Sensory organs - <p>S/he knows the vaccinations recommended in his/her professional sector.</p> <p>S/he knows s/he can benefit from a preventive health examination (EPS) fully covered by the Health Insurance this scheme is based on the most recent medical recommendations regarding prevention and is complementary to the action of the GP.</p> <p>S/he knows that a preventive health examination (EPS) allows you to enrol or re-enrol in a health programme.</p> <p>➤ The steps and procedures to be covered by social insurance</p> <p>S/he knows the rules related to the Health system and how he/she can get entitled to social insurance rights (according to the national Health system)</p>	<p>The learner is able to</p> <p>Identify if his/her attitude towards risks does not jeopardize his/her health capital.</p> <p>Refer to a health professional for standard medical care designed to detect physical, physiological dysfunction or disease.</p> <p>Take an appointment in one of the 85 health clinic and provide all information concerning the significant events that mark his/her life-story.</p> <p>S/he is able to comply with the procedure requested to benefit from the insurance system : documents to provide, choice of health professionals ... according to their personal situation.</p>	<p>The learner :</p> <p>Plays a part towards his/her health in line with the expectations of the professional environment.</p> <p>S/he is autonomous to direct himself/herself in the path of care, s/he knows his/her rights in terms of social protection, s/he is up to date as a member of the Social Security and beneficiary of a mutual health insurance.</p> <p>The learner masters information on health rights, the healthcare system</p>
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<p>S/he knows how the system is funded.</p> <p>S/he knows s/he can benefit from the State medical care if he is a foreigner (non part of the EC) according to his/jher status : resident, refugee ...</p> <p>S/he knows, as a European citizen (part of the EC) in the event of travel to a European country, s/he may obtain a European Health Insurance Card (CEAM/EHIC) which certifies entitlement to health insurance and allows him to receive local medical care, in accordance with the legislation and formalities in force in the country of stay.</p> <p>➤ The care system at national, regional and local level.</p> <p>S/he knows that at the national level, the State intervenes directly in the financing and organisation of health care provision, as it is the guarantor of the general interest, the protection of the health of the population and the coherence of the initiatives of health actors. S/he knows that it is the health and social ministries that develop and implement health policies</p>	<p>S/he is able to order the European Health Insurance Card (CEAM), either at the CPAM local office, or online on his/her amélie.fr account.</p> <p>S/he is able to identify key actors in the promotion of public health at national, regional and territorial levels.</p>	<p>S/he knows his/her social protection rights to receive care in all circumstances.</p> <p>S/he is autonomous to create and visit his/her online health account.</p> <p>S/he is aware that the institutions have as their missions the promotion and preservation of the health of the entire population that constitutes a territory.</p>
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		S/he is able to navigate through the flow of available information about prevention and health care in the complex system of institutions
Performance criteria for the evaluation		
The learner is able to :	Expected outcomes*:	
<ul style="list-style-type: none"> - Find his/her way around the healthcare system to get information and prevention advice. - S/he is able to check if s/he is covered by health insurance to cover his/her health, depending on his/her personal, social and family situation. 	<ul style="list-style-type: none"> - The learner clearly identifies what the concept of health capital covers - S/he plays an active part in maintaining his/her good health throughout life - He/she can easily identify himself/herself in the care pathway, he/she masters its objectives 	
Number of hours : At least 3 sessions of 3 hours each - A dedicated time to elaborate a guide and a memento		
Evaluation Methods		
Elaboration of a guide/memento "To preserve my health capital" Group work recommended		

UNIT 2: FOOD BALANCE (ADOPT A BALANCED DIET ADAPTED TO ONE'S ACTIVITY)

Unit 2	Title : Adopt a balanced diet adapted to one's activity	ECVET credit points :
Learning outcomes correspond to EQF level	3/4	
Learning outcomes . know the principles of balanced nutrition in order to integrate them into one's lifestyle practices on a daily basis.(to be able to meet the needs inherent in the work environment).		

Knowledge	Skills	Competence
<p>The learner knows and understands :</p> <ul style="list-style-type: none"> - The different types of needs necessary for his/her body to function properly: energetic, plastic and functional needs. - The essential components supplied by our diet, for a healthy body - Factors influencing eating behaviour (socio-cultural, economic, etc.) - Nutrients and their role - Food classification and characteristics of different food groups - The composition of a balanced meal - The importance of dietary rhythm to keep fit and healthy - Distribution of food intake and recommended daily intakes - The consequences of snacking and excesses - Common dietary deficiencies and their effects on health, solutions - Professional constraints (travel, shift schedules, sedentary work, standing work, emergencies, etc.) and their consequences on the diet. - The link between overweight and occupational diseases (low back pain, venous insufficiency, articular aches and pains). - The importance of preventing nutritional disorders at work (anorexia, bulimia, ...) - Metabolic diseases (diabetes, cholesterol...): obligations and constraints 	<p>The learner is able to :</p> <ul style="list-style-type: none"> - Identify nutritional needs in relation to his physiological condition - Indicate the principles of a balanced diet - Develop personal guidelines for healthier eating based on medical, emotional, practical, social and other factors that influence eating habits. - Identify from meal compositions and meal distributions, frequent errors and suggest improvements - Explain the consequences of eating mistakes on his health and professional activity - Adapt the needs for calories in relation with the type of work - Make a reasoned food choice among several suggestions taking into account professional constraints - Calculate his/her BMI, analyze it and reflect on the results obtained - Alert those around you to the risks of poor nutrition 	<p>The learner :</p> <ul style="list-style-type: none"> - Complies with certain nutritional principles to: <ul style="list-style-type: none"> ▪ Be more efficient and effective in urban area and at work ▪ Better manage her/his health by avoiding certain metabolic disorders ▪ Manage surbooking and avoid falling into burn-out ▪ Sleep better and recover faster - Chooses the right nutrition to avoid a loss of energy during the day - shops in order to maintain a balanced nutrition (i.e. checking the nutrients' labels, selecting with nutritional criteria ...) - Adopts a better lifestyle that encourages personal development - Raises awareness among colleagues about their well-being, lifestyle and diet

Performance criteria for the evaluation	
The learner is able to :	Expected outcomes*:
<ul style="list-style-type: none"> - Prepare a balanced meal whatever his professional constraints - Choose the right food to avoid a loss of energy during the day - Adapt food intakes (qualitative and quantitative) according to his activity - Maintain an ideal weight by not "saying good bye" to all the things he enjoys - Analyze the composition of meals over the course of a day, a week and discuss improvements to be made 	<ul style="list-style-type: none"> - Suggestions of balanced meals adapted to specific professional constraints - Suggestions for meals and snacks adapted to the professional activity in order to preserve energy and concentration at work - Discrepancies are identified in specific eating habits, causes and effects are identified and relevant proposals for improvement are made - Vigilance is shown with regard to ready-made foods and the decoding of their labels is used wisely
Number of hours : 25	
Evaluation Methods	
<p>Theoretical part : A case study with the creation of documents</p> <p>Practical part : Compilation of a balanced meal in a given professional situation + oral</p>	

Unit 3 :	Title : Adopt a relevant biological rhythm, a good life balance and ensure a restful sleep.	ECVET crédit points :
Learning outcomes correspond to EQF level		
<p><u>Learning outcomes :</u></p> <ul style="list-style-type: none"> - Know the biological rhythms to manage one's life balance (adopt a biological rhythm, ensure a restful sleep, manage one's physical activity). - Adopt in everyday life, behaviours that promote good health, particularly with regard to life balance, in order to develop one's health capital and thus be able to meet the needs inherent in the work environment. - Identify behaviours that will promote the management of a stable life balance. 		
Knowledge	Skills	Competence

<p><u>The learner knows and understands :</u></p> <p><u>How sleep works :</u></p> <ul style="list-style-type: none"> - The notion of biological rhythm (biological, circadian and social clock). - The mechanism and the functioning of sleep (cycles, stages). - The notion of sleep cycles and stages of sleep (light sleep, deep sleep, REM sleep). - The proportion of different sleep stages varies over the night. - That each individual is a full-fledged sleeper. Sleep is personal and non-standard, (Sleeper profile, "early riser" or "night owl", small or large sleeper, number of cycles and duration of the stages different according to the person, according to age, sex, average sleep time also changes according to the activity. - that sleep is also affected by family, professional and social life. - that the biological clock changes as we get older. <p><u>The purpose of sleep :</u></p> <ul style="list-style-type: none"> - the purpose of sleep, physical recovery, mental recovery... - some effects of sleep on biological rhythms (heart rate, breathing, digestion..). - that sleep is a regulator of our vegetative functions (breathing, blood circulation, secretions...). - the specificities and role of the different stages of sleep (recovery, dream ...). 	<p><u>The learner is able to :</u></p> <ul style="list-style-type: none"> - Identify the characteristics of his or her sleep, he or she understands the functioning, the physiological function of sleep, the biological rhythm, the frequency, the number of cycles. - identify his/her lifestyle habits, determine his/her sleep profile through the use of sleep diaries and tools that allow him/her to identify his/her needs, particularly through sleepiness scales. - respect his/her biological rhythm, his/her sleep to be efficient the next day. He or she is able to adjust it according to his or her needs. - Through observation and analysis of his or her sleep, make the link between his or her activity and needs in terms of sleep, rest and recovery. - describe his or her rhythm of life, adapt according to his or her needs, be attentive to the signs of fatigue to adjust his or her needs (rest, sleep, activity, attention span, fatigue resistance, lifestyles...) - identify the health indicators related to biological rhythms, sleep and physical activity (Breathing, heart rate, digestion, fatigue...) - compare his/her biological rhythm and his or her rhythm dictated by family, professional and social life, which is why he or she adopts a biological rhythm and a rhythm influenced by work that allows him or her to be in tune with the requirements of the activity. - state and apply corrective measures and personal attitudes that promote a good recovery (nap according to needs, regular rhythm of life...) - justify his or her needs in relation to his or her biological rhythm, in terms of rest, nutrition, activity.... - identify the impact of his/her environment, lifestyle, activity and internal factors on his/her health (e.g. age, gender, pollution level, working conditions, tobacco consumption, alcohol, food, drug use...) - Analyse the effects and the professional and social consequences of the lack of sleep. 	<p><u>The learner :</u></p> <ul style="list-style-type: none"> - Adopts a sleep-wake attitude adapted to his or her needs (a rhythm that is consistent with his or her professional, family and social life ; a rhythm according to his/her professional activity and his/her working hours - shifted, posted, at night ... - in order to be in tip top shape. - Adopts a regular and stable rhythm. - He/She takes measures to promote restful sleep. If necessary, he/she establishes a sleep schedule to identify the most favourable moments for falling asleep, at his/her "sleep portals". He/she interprets this agenda and knows how to behave so as not to be sleep-deprived. - He or she can justify changes in biological needs according to different factors (immobility, sedentary life, physiological state, pathological state, increased activity, lack of sleep)... -The trainee opts for regular physical activity, a healthy diet and regular mealtimes, he/she is careful not to become too sedentary. - If his/her sleep quality deteriorates, he/she uses a sleepiness scale to better identify his/her needs (Epworth's scale).
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<p><u>Why sleep well ?</u></p> <ul style="list-style-type: none"> - the causes and the consequences of sleep disorders. (Physical well-being, Social well-being, Mental well-being). - the benefits of following sleep hygiene rules. - that his/her state of health is linked to his/her sleep. - the need to adopt a regular rhythm to avoid a lack of sleep . - the importance of alternating sleeping and waking times. - that according to his activity, age, lifestyle, working hours, physiological or pathological condition, he/she must respect his/her biological balance. - the consequences of the desynchronization of rhythms on the individual and his/her work life. - that chronic lack of sleep leads to health risks and a permanent readjustment of the biological clock. - the consequences of lack of sleep on the individual and on his/her professional activity, in the short and long term (Fatigue, insomnia, drowsiness, irritability, lack of concentration, learning disability, memory impairment, mood disorder, delay, risk of obesity, eating disorder, aggressive behaviour, anxiety, stress, depression, decreased motivation, diabetes, weight gain, hypertension, increased risk of accidents, decreased reaction time, decreased sensory perceptions...) - the link between work related stress and sleep (notion of time management, relaxation, breathing exercise, sophrology, relaxation activity, identifying harmful thoughts that cause anxiety ...) 	<ul style="list-style-type: none"> - Create the right conditions for him/her to fall asleep and wake up . - He/She identifies, if it is the case, his or her sleep disorders. - He/she is able to analyse his/her attitudes, behaviour to adapt his or her sleep needs according to a non-standard activity (shift work or night work, time shift, atypical schedule, time change ...). - He/She can identify a change in his/her activity, sleep behaviour, he/she is able to make behavioural adjustments to compensate for this change. - He/She identifies his or her behavioural errors which have a negative impact on his or her sleep, particularly by assessing the time spent in front of screens. - The trainee can use if needed the application « My Sleep Coach» in order to identify his/her rhythm and his/her needs. He/She can for example identify his/her sleeping profile. - He/She lists and adopts good habits to help him/her fall asleep and improve the quality of his/her sleep. 	<ul style="list-style-type: none"> - If necessary, he/she uses time management tools to promote his/her own organization and allow himself/herself time for rest.
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- that lack of sleep has consequences on his/her health and activity, work (low attention, drowsiness, decreased efficiency, increased risk of occupational accidents, risk of driving accidents ...)

How to sleep better :

- the ideal conditions for falling asleep. (soundproofing of accommodation, temperature regulation, observance of darkness, appropriate and regularly refreshed bedding, reduction of light stimuli, observance of wake-up and sleep times, avoid dephasing, respect meal times, respect the alternation of darkness/daylight, practice physical and sporting activities, be careful not to delay your wake-up and sleep times, avoid taking alcohol and medication before going to bed, no stimulating activities before going to bed, even smoking, energy drinks and caffeine, soda, tea...)

- the good practices (quiet places, protecting yourself from noise, being in the dark, being exposed to light during the day, lowering your body temperature, eating regularly, exercising regularly, sleeping at least 7 hours a night, encouraging calm activities before falling asleep such as reading, drawing, slowing down intellectual activity before falling asleep, arranging a decompression airlock before going to sleep....)

- the bad habits like having a mobile, radio, phone, tablet, computer in his/her bedroom, avoid noise pollution, electronic games, internet browsing... $\frac{3}{4}$ French people sleep with electronic devices more than 40% sleep with their phones, avoid a too sedentary lifestyle ...)

- the negative impact of new technologies on sleep. Too much light can delay falling asleep. Screens cause sleep deprivation and can lead to chronic sleep deprivation.

- the mechanisms and benefits of napping, if the nap is in conformity with some rules (duration 10 to 30 minutes, between 12pm and 3pm...).
- that our biological clock dictates resting times and that is why it is important to go to bed at the right time and not to delay falling asleep.

Prevention :

- some sleep disorders.
- that if he/she works during the night, he/she will have a more rigorous medical follow-up (compulsory medical check-up every 6 months), he/she will also have to adapt, adapt his/her sleep, to the shifted schedules, to the time discrepancies. Shifted work schedules must be organized according to certain criteria (fast speed rotation, every 2-3 days, clockwise rotation, meal break, regular rotation, additional rest period ...)
- the quality of his/her sleep (duration, sleepiness, drowsiness, insomnia, awakening, night awakening ...)
- During work, while driving, or during night work, signs of hypovigilance, yawning, stiffness of the neck, tingling eyes, drowsiness ...
- sleep disorders that are supposed to warn him/her (deterioration in the quality of the day, difficulty concentrating, decreased attention, vigilance, decreased performance during the day, mood disorders ...)

Performance criteria for the evaluation :

<p><u>The learner is able to :</u></p> <p>Adopt good practices to optimize the quality of his or her sleep (For example, he/she goes to bed when tired, does not shift his/her sleeping or eating hours, adopts a behaviour that helps him/her to fall asleep ...).</p> <p>Identify the factors that promote sleep, restorative sleep and a balanced life (Favouring a quiet place, disconnecting from electronic devices ...).</p> <p>Adopt regular lifestyle habits, he/she keeps as much as possible to his/her biological rhythm.</p> <p>The trainee identifies the difficulties he/she has to manage his/her lifestyle, he/she knows how to change it according to needs.</p>	<p>Expected outcomes*:</p> <p>The learner adopts a regular waking/sleeping rhythm</p> <p>He/She adapts his/her environment to help him/her sleep .</p> <p>He/She adapts his/her sleep depending on his/her activity, work, family life and social life.</p> <p>He/She adapts his/her behaviour and lifestyle to help him/her sleep.</p> <p>He/She respects his/her sleeping schedule.</p> <p>He/She pays attention to his/her sleep and knows how to identify a sleep dysfunction that would imply a medical visit.</p>
<p>Number of hours : 20h</p>	
<p>Evaluation methods :</p>	
<p>The trainee could use a sleep diary (sleep duration, sleep quality, insomnia, drowsiness, early awakening, time spent in bed without sleeping...) for a period of one month to identify his/her sleep profile and adopt the necessary remedial measures.</p> <p>The trainee makes a list of a good sleeper's golden rules : know his/her needs, maintain a regular rhythm, adjustment of the waking-up to be refreshed (shower, breakfast, light...), to be attentive to the signs of sleep (heavy eyelids, yawning, stretching, tingling eyes...), avoid stimulants in the evening (Coffee, tea, vitamin C, sodas, cigarettes, caffeine...), avoid eating too much during evening meals and drinking too much alcohol, don't exercise or do a stimulating activity one hour before going to bed , follow rituals to get ready for sleep (reading, herbal tea, relaxation...) to control sleepiness, create a calm environment (separate room, aired, good quality bed, temperature around 18-20 °C, avoid visual stimulations (television in the bedroom, light, screen...), audio stimulations (radio, music) or intellectual stimulations, the bed should be a place dedicated to sleep and intimacy.</p>	

Unit 4 :	TitLe : Adopt hygiene rules that allow good professional and social relations (personal hygiene: body and face, oral and dental care, dermatological care, etc.)	ECVET credit points :
Learning outcomes correspond to EQF level	3/4	
Learning outcomes :		
<ul style="list-style-type: none"> - Raise awareness about personal hygiene and its socio-professional impact - Apprehend the methodology, practices and methods for integrating good hygiene practices - Avoid the risks linked to bad hygiene 		
Knowledge	Skills	Competence
<p>The learner knows and understands :</p> <ul style="list-style-type: none"> - The basic knowledge of hygiene rules (hands, body, hair, oral, clothing, food & housing) - How to define hygiene / health - what are microbes / bacteria / viruses and how they are transmitted - General knowledge of the different disciplines - The various professionals who can provide him/her with medical follow-up in order to ensure that his/her health is maintained and monitored. - That s/he may be entitled to a free health check-up (depending on the health system). 	<p>The learner is able to</p> <ul style="list-style-type: none"> - Understand and define the notion of personal hygiene in relation to the definition in the dictionary /of the WHO guidelines.... - Understand and make the link between individual hygiene and the relationship with the professional / collective world (principle of cross-contamination) - Understand and apply some basic rules of hygiene of the body, premises, food. - Be aware that que the things around us are only apparently clean and hands are therefore prime targets for microbial contamination - Understand the importance of being healthy and how to become involved in your health 	<p>The learner :</p> <ul style="list-style-type: none"> - implement good hygiene rules into one's personal life and correct them when inappropriate. - Can transpose personal hygiene rules into the world of work / collective and understands the impact of these rules - Is aware that the notion of hygiene is not limited to physical washing but also includes food, clothing, housing, etc. He/she knows how to apply basic hygiene rules to limit contamination
Performance criteria for the evaluation		
The learner is able to :	Expected outcomes :	

<ul style="list-style-type: none"> - Become an actor in his/her health - Know and apply the basic personal and collective hygiene rules - Understand the relationship between hygiene / health / self-esteem and the possible impact in the world of work 	<ul style="list-style-type: none"> - The learner knows how to apply, grasp and understand how to implement the general rules of hygiene in order to remain healthy, and understands its impact on the collective and by extension on the work environment.
<p>Number of hours : 2.5 days or 17h50 (indicative duration depending on the animation and pedagogical games initiated)</p>	
<p>Evaluation Methods</p>	
<p>Evaluations over the course of the various sessions :</p> <ul style="list-style-type: none"> - Pedagogical games - Elaboration by the group of a Kahoot questionnaire and/or submission of (a) kahoot questionnaire(s) in order to validate the knowledge acquired during the various sessions - Paper quizzes questionnaires <p>End evaluation :</p> <ul style="list-style-type: none"> - Thought & creation of a booklet or memo card for medical follow-up / basic rules of hygiene 	

Unit : 5	Title : Prevent high-risk behaviour and addictive behaviour	ECVET credit points :
Learning outcomes correspond to EQF level	3/4	
Key outcome : To identify and prevent high risk and protective factors associated with addictive behavior and dependencies,		
<p>Learning outcomes</p> <ul style="list-style-type: none"> - Identify and know the fundamental concepts in the scope of addictive behaviors and dependencies - Learn about various drugs (including short and long-term health impacts), and recognize protective and risk factors associated with substance abuse and addiction and learn the importance of resilient factors. - Identify and know the types and characteristics of additions and dependencies without substance - Identify and know, risk and protection factors in relation to additions and dependencies, with and without substance 		
Knowledge	Skills	Competence

<p>The learner knows and understands :</p> <ul style="list-style-type: none"> - Fundamental concepts in the scope of addictive Behaviors and dependencies - The tobacco as preventable causal factor of disease and premature death - The immediate and long-term effects of tobacco on health, individual, family, social and environmental - Identify factors that influence the perception of risk in relation to smoking - The alcohol-related problems with illness and premature death - The effects of alcohol on health, immediate and long term - The factors that influence the perception of risk in relation to the consumption of alcoholic beverages - The adequate behaviors in relation to the consumption of alcoholic beverages - The characteristics and types of psychoactive substances - The immediate short and long-term effects of psychoactive substance use - The factors that influence the perception of risk in relation to the consumption of psychoactive substances - The different patterns of consumption of psychoactive substances and the respective consequences and risks associated with their consumption - The types and characteristics of addictions and dependencies without substance -The immediate, short-term and long-term effects of additions and dependencies without substance - The risk and protection factors in relation to addictions and dependencies without substance 	<p>The learner is able to :</p> <ul style="list-style-type: none"> - Know areas of intervention in the scope of addictive behaviors and dependencies: - Prevention, - Deterrence; - Treatment; - Rehabilitation / Social Reinsertion; - Harm Reduction. - Analyze self-knowledge components associated with good group and social integration (empathy, trust, cooperation, group work - Know the main constituents of the chemical composition of tobacco and its carcinogenic, toxic and mutagenic effects -Analyze the consequences of tobacco consumption in terms of cancer development, cardiovascular diseases, respiratory diseases, other diseases .- To evaluate the reduction in the life expectancy of people caused by the harmful and / or abusive consumption of alcoholic beverages -To evaluate the impact that the accidents (road, work, ...) caused by the abusive consumption of alcoholic beverages have in the family and the society - To evaluate the main consequences of prolonged consumption of alcoholic beverages, in terms of physical, psychological, family, social and school / work performance. - To evaluate the individual factors facilitating the consumption of alcoholic beverages, namely the normalization of consumption, beliefs and expectations, contexts - To analyze the risk behaviors associated with the consumption of alcoholic beverages (driving under the influence of alcohol, sexual risk behaviors, violence), Analyze the risks associated with the concomitant consumption of alcohol with other substances: legal (medicines, tobacco, energy drinks) and illegal (cannabis, an others). - Identify the characteristics of Psychoactive Substances according to the effects caused in the Central Nervous System (stimulants, depressants and disturbances) - To evaluate the factors that influence the effect of Psychoactive Substances in the body (Physical / Biological, Psychological, Behavioural, Environmental). - To analyze the cultural and social factors that induce or inhibit the consumption of Psycho Substances (media,marketing, social networks) - To analyze individual factors facilitating the consumption, namely the normalization of the consumption behavior according to the surrounding references - parents, - To analyze the risk behaviors associated with the consumption (driving under the effect of Psychoactive Substances, sexual risk behavior, violence) and analyze the risks of concomitant use of these 	<p>The learner :</p> <ul style="list-style-type: none"> - Will be capable of interacting with the various local social and healthcare networks in the community - Effectively promote the necessary actions to be taken in order to preserve a person's health in accordance with his/her lifestyle - Is capable to discuss the meaning of fundamental concepts in addictive behaviors and dependencies - Will be capable to integrate concepts related to consumption risk: - Risk; - Risk perception: - Risk behavior; - Motivation to live the risk - Identify the proportion of patients and deaths associated with tobacco use in the total number of deaths in Portugal, the rest of Europe and the world - Identify nicotine as a toxic substance, potentially lethal to humans by ingestion or absorption through the skin, Characterize addictive behavior and dependence on tobacco, Discuss the neurobiological effects of nicotine, Know the benefits of smoking cessation - Is capable to assess the main consequences of prolonged consumption of ABP, at physical, psychological, family, social and school / work performance levels. - To value and promote responsible behavior towards additions and dependencies without substance.
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	<p>with other substances: legal (alcohol, medicines, tobacco, energy drinks) and illegal.</p> <ul style="list-style-type: none"> - Analyze the most frequent types of addictions and dependencies without substance (game, internet, mobile phone) - Describe and analyze the implications of additions and addictions without substance more frequent (game, internet, mobile phone) - To analyze the immediate and long-term effects of additions and dependencies without substance more frequent (game, internet, mobile phone) - Analyze the main consequences of additions and dependencies without substance, in physical, psychological, family, social and work performance - Analyze cultural and social factors that induce or inhibit risk behaviors (media, marketing, social networks). - Analyze risks associated with the use / consumption of products, goods and activities that can trigger addictive behaviors. 	<p>- is capable to understand dimensions and factors that influence addictive behaviors and dependencies</p>
Performance criteria for assessment		
The learner is able to :	expected results*:	
<p>Understand the "processes of addition" as behaviors with impulsive-compulsive characteristics in relation to different activities or behaviors.</p> <p>Understand that the most frequent among people are the consumption of Psychoactive Substances, namely alcohol, tobacco and cannabis, gambling and the internet and that the phenomenon of addictive behaviors and dependencies is complex and multidimensional, including genetic, neurobiological, psychological and environmental factors, being transversal to society.</p>	<ul style="list-style-type: none"> - Identifies psychopathology related to addictive behaviors. - Describe the impact and personal and family consequences of addictive behavior and substance use; - Discusses different approaches and existing programs; - Describes the main aspects for care planning; - Identifies several techniques to be used in monitoring individuals and families; - Identifies the expected results for the person, in a personalized way. - Decrease the consumption of legal and illegal psychoactive substances in adults, - Increase the perception of risk associated with the use of substances. Licit and illicit psychoactive substances in adults. - Increase the perception of risk associated with alcohol, Addictive behavior and dependencies, tobacco, Other psychoactive substances and other additions without substance consumption. - Reduce the prevalence of alcohol consumption alcohol, Addictive behavior and dependencies, tobacco, Other psychoactive substances and other additions without substance consumption. 	
Hours of total learning unit : 50 hours		
Assessment methods		
Oral examination, practical examination, written work and examination		

Unit 6:		Title : Prevent risks linked to psychological risks	ECVET credit points :
Learning outcomes correspond to EQF level		3/4	
Key outcome : To identify and prevent factors associated with psychological risks (stress, conflicts, postures, ...) and their consequences.			
Learning outcomes - Students will learn to identify and evaluate psychosocial risks (physical and physiological, behavioral, psychological and emotional, cognitive). They will learn to take measures of prevention, evaluation and control of psychosocial risks. Students will discuss how psychological risks can influence employee productivity and, consequently, a company's profitability.			
Knowledge		Skills	Competence
<p>The learner knows and understands:</p> <ul style="list-style-type: none"> -the definition of psychosocial risks and the different types : excessive workloads, lack of clarity on the roles, job insecurity, lack of involvement in decision-making processes concerning workers and lack of influence on the way the work is carried out, ineffective communication, lack of supports from colleagues and superiors, psychological harassment, violence by third parties, conflict ... - The importance of preventing psychosocial risks in the workplace. - Foster investment in preventive education and information policies, organizational support measures, prevention and rehabilitation. 		<p>The learner is able to:</p> <ul style="list-style-type: none"> -Identify the relevant stakeholders within the company and solicit them. - Identify and manage the psychosocial risks in the workplace (physical and physiological risks, behavioral, psychological and emotional, cognitive). - Evaluation of psychosocial risks. - Estimation of professional psychosocial risk (probability of exposure to professional psychosocial risk factor + severity of risk or professional psychosocial harm). - Assessment of professional psychosocial risk. - Actions to manage psychosocial risks. - Adoption of preventive or organizational measures. - Development and implementation of an action plan (with the objective of solving identified problems and reducing risk) - Identification of workers exposed. 	<p>The learner:</p> <ul style="list-style-type: none"> - Risk assessment: identify the problem and assess the risk it represents. - Training in stress management and postures. - Reorganization of functional contents. - Actions to manage psychosocial risks: Conflict mediation, Social support, Counseling, Reintegration. Psychological follow-up (individual or group therapy). Change in working hours and work schedules. Ergonomic change of jobs.
Performance criteria for assessment			
The learner is able to:		expected results*:	

<p>Identify and evaluate psychosocial risks, taking into account the use of specific methodologies, techniques, instruments and models of analysis (questionnaires, individual and group interviews, data on absenteeism and health, etc.), with the collaboration of the workers and the employer.</p>	<ul style="list-style-type: none"> - Identify psychosocial risks in the workplace: Occupational Stress, Harassment, Sexual Harassment, Violence at Work) and adoption of appropriate supportive behaviour. - Reducing Factors that induce psychosocial risks: associated to the work context (organizational culture and function, role in organization and responsibilities, professional development, autonomy / Decision control, Interpersonal relations at work, reconciliation of work and family life) and the content of the work (Physical environment, Work equipment, Organization of tasks and content of work, Workload / Work pace, Working hours). - Foster investment in preventive policies through education and information programs, organizational support measures, prevention and rehabilitation. - Evaluate the action plan. -Encourage the importance of participation of the organization and workers in the development of effective strategies for the control of psychosocial risks. - Demonstrate knowledge about Hygiene, Health and Safety at Work - Work Organization Legal Context.
<p>Hours of total learning unit : 50h</p>	
<p>Assessment methods</p>	
<p>The following methodology will be based on the analysis of a case study. The objective will be to elaborate an action plan that should contemplate the following aspects: identification of the problem and how it appeared; to which this problem is due; who should be involved in the plan; timing of actions to be implemented and necessary means; expected results, measurement of these results and evaluation of the action plan. To this end, the most varied information should be collected, preferably from different points of view: workers, managers, customers, suppliers, among others.</p>	

Unit 7:	Title : Prevent risks linked to the occupational activity	ECVET credit points :
Learning outcomes correspond to EQF level	3/4	
Key outcome :		
Identify and prevent high-risk professional (chemical, electrical , ergonomic, biological) factors and their consequences.		
Learning outcomes :		
Students will learn to identify and evaluate occupational risks (chemical, ergonomic, biological)* They also will learn to take measures of prevention and control* of occupational risks. Students will be aware of occupational risk prevention in the workplace safety, health and hygiene policy.		
Knowledge	Skills	Competence
<p>The learner knows and understands :</p> <ul style="list-style-type: none"> - the legal and regulatory framework* for the control and evaluation of occupational risks. - the specific legislation, in the scope of Hygiene and Safety at Work - risk prevention and protection measures (different types of protective equipment and proper use). - risk assessment methodologies. - the various professional risks. - the actors of corporate security as well as their rights and duties. 	<p>The learner is able to :</p> <ul style="list-style-type: none"> - determine and identify general Principles of Prevention. - assess risks and take risk control measures.* - determine the duties of the employer (related to health and safety of workers in the company) - Identify hazards (what can happen, where and when?, why and how it might happen?, what methods and techniques for risk identification?) and risk assessment - use personal protective equipment (hearing protection, respiratory protection, hands, feet). Know about pictograms. 	<p>The learner :</p> <ul style="list-style-type: none"> - Define a safety, hygiene and health at work policy. - Have competence to carry out technical evaluations. - Accompaniment and investigation of occupational accidents. - Evaluate occupational risks (chemical hazards; ergonomic risks; biological risks). - Elaborate and organize a documentary dossier with the mandatory records, based on safety, hygiene and health at work. - To elaborate manuals of welcome and of seg, health and hygiene in the work. - Participation in occupational safety and health meetings. - Accompaniment in the placement of safety signs.
Performance criteria for assessment		

<p>The learner is able to :</p> <p>through the acquired technical knowledge and skills, to identify hazards in the workplace, defining methods for controlling and eliminating occupational hazards.</p>	<p>expected results*:</p> <ul style="list-style-type: none"> - Identify and evaluation of various occupational risks (chemical, physical, ergonomic, biological risks). Differentiate the 2 concepts: danger and risk. - General principles of prevention (individual / group protection) and their monitoring. - Identify the duties of the Employer. - Demonstrate knowledge about the Organization of Work - Legal Context. - Describe measures of risk control and action plans. - Importance of companies in the message of safety and health in the use of machinery and work equipment; - Discuss the options on employment opportunities for a business reform. - Strengthening of the company's hygiene, health and safety structure in the exercise of planning, supervision, supervision and control of the company. 	
<p>Hours of total learning unit : 50h</p>		
<p>Assessment methods:</p> <p>Analysis of a case study, taking into account the observation of the work place, through space visits, photographic collection and interviews with workers. The methodology to be followed will be the identification and analysis of the hazards to which the worker is subjected, as well as to evaluate the risks inherent to the process.</p>		

*only for level 4 EQF

UNIT 8: EMPLOYERS' EXPECTATIONS (UNDERSTAND AND GRASP THE EXPECTATIONS OF EMPLOYERS AND THE PROFESSIONAL ENVIRONMENT REGARDING EMPLOYEES' HEALTH-RELATED BEHAVIOURS AND ACHIEVEMENTS)

Unit 8:	Title : Understand and grasp the expectations of employers and the professional environment regarding employees' health-related behaviours and achievements. Main objective of the full module : To facilitate and maintain successful professional inclusion	ECVET credit points :
Learning outcomes correspond to EQF level		
<p style="text-align: center;"><i>Learning outcome : Integrate and adopt good health-related practices and working practices to meet the expectations of employers and the professional environment regarding health.</i></p> <p>➤ <i>To do this, we will make learners reflect on this matter, first by addressing the professional interview situation, then in a second phase, we will address it in its day-to-day aspect, namely, health at work. To promote the module to learners, INRS posters can be used to raise awareness on the question.</i></p>		
<p style="text-align: center;">This module can be addressed as a final (summative) evaluation.</p> <p>Used in conjunction with the other learning outcomes units, this unit summarises all the outcomes addressed at an earlier stage (Health Capital, health system, life-balance, balanced diet, hygiene rules, sleep, risky behaviour, occupational health, stress management, risk prevention, etc.).</p>		
Knowledge	Skills	Competence

<p><u>The learner knows and understands :</u></p> <ol style="list-style-type: none"> 1. The intimate link between one's health and future chances of integration. 2. The intimate link between his/her health and his or her retention in the job. <p><i>That is why :</i></p> <ul style="list-style-type: none"> - He/She understands the concept of « Health Capital », he/she knows the importance of prevention, he/she has a regular check-up. - He/She knows the healthcare system of his/her country and is able to identify the different actors, he/she understands how it works, the procedures, the rules, the rights and the financial system. - He/she identifies the structures to which s/he can turn if necessary. - He/She has knowledge of biological rhythms (link between physical activity and sleep). - He/She identifies the principles of a balanced diet, he/she knows how to adapt his diet according to his activity. - He/She is aware of the principles of personal hygiene. He/She understands its social and professional value. - He/She is able to identify risky behaviour, dangerous behaviour and a case of dependence, addiction. - He/She is able to identify work related risks. - He/She has the knowledge of the company's rules and regulations. - He/She knows the safety rules of the environment in which s/he works or will work. - He/She knows the emergency contact numbers. - He/She is aware of the procedure to follow in the event of a work-related accident. - He/She is able to identify risky behaviour in the workplace. - The learner has knowledge on how to identify situations of stress, conflict, fatigue, anxiety... 	<p><u>The learner is able to :</u></p> <ul style="list-style-type: none"> - Manage his/her « Health Capital » - To stay in good health, s/he is able to call on the right interlocutor if necessary (Social Security, Occupational Medicine, Mutual Insurance, General Practitioner, CMU specialist, health check-up, etc) - The learner is able to manage his/her life balance depending on his/her professional and personal activity (sleep management, physical activity, including sports, effort management, etc.). - The learner is able to adapt his/her diet according to his/her needs, his/her activity. (Quantity of food, dietary balance, frequency of meals...) - The learner is able to implement the rules of personal hygiene essential to a professional and social activity (care of the body, face, hands, feet, hair... oral dental care, dermatological care... clothing hygiene, laundry management, clothing, PPE if necessary ...) - The learner is able to prevent risky behaviours at work (mental and physical) and addictive behaviours. - The learner is able to manage his/her level of stress, anxiety. - He/She anticipates the strenuousness of a task, manages his/her effort, is in control of him/herself and knows what to do to be effective at work. - The learner is able to respect the safety rules. - He/She is able to identify and wear the necessary PPE according to the activity to be carried out. (Shoes, hat, helmets, gloves, glasses, earplugs ...) 	<p><u>The learner :</u></p> <p>The learner is able to adopt appropriate behaviour to meet employers' expectations regarding health in order to be able to achieve his/her vocational missions adequately and he is able to adapt his/her behaviour depending on his professional environment.</p> <ul style="list-style-type: none"> -without putting at risk his/her own safety, - striving to limit conflicts with colleagues, customers, partners ... caused by an inappropriate health-related personal behavior -striving to limit the financial consequences for the employer (sick leaves, delays, loss of turnover because of a lack of efficiency, ...) -without putting at risk the organizational balance of the business
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<p>- The learner is aware of workplace safety, s/he understands the economic consequences that a workplace accident can have for the company and his/her colleagues.</p> <p>- He/She has knowledge of the behaviours that can put him/her in difficulty at work (fatigue, poor sleep management, addiction, absences, delays, poor nutrition, lack of fitness, inadequate clothing, drunkenness, drug use...)</p> <p>-He/She knows the health related behaviours which can have consequences on his/her work – the potential consequences on the working atmosphere and situations (relationship with colleagues, customers ...)</p> <p>-He/she is aware of the organizational and financial consequences caused by poor health related inadequate behaviours as well as damages incurred (poor hygiene or aggressivity because of a lack of sleep can give a bad image of the business and a loss of turnover, frequent sick-leaves, ...)</p>	<p>- The learner is able to identify the link between his/her fitness level and his/her safety at work. He knows that s/he must be attentive, focused and serene to work in good conditions.</p> <p>- The learner is able to identify the link between his/her health level and health-related behaviours and their potential consequences in the vocational environment (relationships with colleagues, customers, employer ..)</p>	
Performance criteria for the evaluation		
The learner is able to :	Expected outcomes*:	

The learner is able to highlight the major categories covered in this module, namely, notions on "health capital", life balance, nutrition, prevention of risks related to occupational activity and prevention of high-risk behaviors.

And explain the impact his/her behavior can have on the business activities and staff.

- *The learner will elaborate a practical guide, a memento, to identify the expectations of professionals regarding .* - The criteria for success are:
The learner may or may not list the main themes in the memento.

For example the learner lists these points of vigilance (non-exhaustive list) :

For the job interview :

For the job interview I make sure I wear a correct, clean and appropriate outfit for the work environment.

My clothes are carefully chosen for the occasion, I must be comfortable to work in this outfit.

I take care of my appearance for the interview in order to look professional (clothing, hygiene, hairdressing, shaving, posture...)

I make sure I don't wear too much perfume or make up.

For the interview I make sure I have fresh breath (Brushing teeth, not having smoked before, or consumed alcohol...)

On the day, I have impeccable hygiene (hands, nails, face, hair, clean clothes and shoes)

I show control by being calm and relaxed.

I manage my stress beforehand, by being on time, having had a good night's sleep, relaxing through simple techniques.

I rest well beforehand to be a receptive, attentive and dynamic person during the interview.

I make sure I am up to date in my care procedures (health card, vaccination, medical check-up if necessary, up-to-date health insurance...).

During the interview, I do not hesitate to highlight my knowledge of occupational safety and the prevention of risks related to the PRAP occupational activity (PPE, gesture and posture, OHS, emergency numbers, knowledge of hazard pictograms, mandatory display of information...).

I am careful about my image, my posture (I stand up straight, I am attentive, responsive, focused in order to be efficient on the day...).

During the interview, I highlight, if possible, my physical activity or even sports activities.

I am punctual in order to show that I know how to manage my time, I show that I anticipate things.

I respect the rules of savoir-être (politeness, punctuality, company conduct rules, I turn off my phone...).

I am stable, I try to demonstrate to the employer that I lead a "stable" life (a healthy lifestyle, assiduity, availability).

During the interview I manage my emotions, I keep control of myself, I convey a professional image.
I have eaten well beforehand to be well balanced during the interview.
I plan my journey in advance not to rush on the road.
I get organised beforehand to be relaxed for the interview (Childcare, itinerary, preparation of the interview and documents useful for the interview...).

To keep me in employment :

I have regular medical check-ups.
I have a balanced diet in order to be operational at work.
I take care of my personal hygiene on a daily basis.
I manage my fatigue, my sleep so as not to impact the company's activity.
I am alert at work to reduce the risk of accidents
I wear my PPE.
I respect the company's rules.
I regularly maintain and renew my work clothes.
I do not consume any illegal substance.
I opt for a life-cycle rhythm in line with my schedules
I am always punctual.
I always give a professional image of myself.
I listen to my body to manage the balance between activity and rest time
I am not absent.
I perform the right gestures, I take the right postures at work.
I know the evacuation plan, I know where the emergency exits are, where the assembly points are, where the fire alarms are, where the fire extinguishers are, where the medicine kit is, where the emergency stops are.
I apply the rules in case of Special safety plan

Number of hours : 7 hours = The learner elaborates a *practical guide* about *the expectations of professionals regarding occupational health*. Therefore, we will ask the learners, with the help of the instructor, to list, what the employer will be interested in during a job interview and then during a period of work in health-related matters.

Individual census work then shared with the aim of designing the most complete memento possible.

Evaluation methods_:

- The assessment will take place at the time of the pooling where each trainee will be able to complement his or her guide to good practice, a final version will be produced and given to the group of learners.
- The assessment can also be carried out over a longer period of time during periods of immersion in a company or technical platform.