VET CARE

Building Capacity and VET for Migrants Care Workers in Europe



WP4/A8 Training toolkit

Date: 28/November/2025







DESCRIPTION OF THE REPORT

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Summary	This is a training toolkit or guide for the implementation and development of the e-learning course for trainers and/or tutors. It contains the following sections: (i) Introduction, including a presentation of the project, the context and needs of the target group, the learning objectives and the advantages of hybrid teaching (e-learning with synchronous sessions); (ii) Information about the course, including an overview of the target audience and the course objectives, as well as the profiles and responsibilities of trainers/tutors; (iii) Pre-course preparation, including a checklist, the necessary materials and the room/setup requirements; (iv) Session plan, including the session duration, an indicative plan, the learning activities and the practical exercises; (v) Guidelines for conducting the course, including recommendations for participants with migration backgrounds, how to create inclusive learning environments and how to manage the group of participants; (vi) Assessment, including prequestionnaires, the training evaluation and the overall assessment; (vii) Resources, including the teaching materials, the scenarios for simulations and the videos; (viii) Annexes, including the modular VET CARE certificate template.	





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Introduction



Brief presentation of the VET CARE project

The VET CARE project aims to provide practical and useful answers regarding qualifications for the labour market, in the segment of long-term care (LTC) services, contributing for integration and social inclusion of migrants. Migrants are one of the major workforces in this area. VET CARE aims as well to transfer knowledge from different levels of stakeholders, contributing for implementing a logic of national/transnational cooperation and partnership in the sector.

The expected results are to contribute for a better knowledge and understanding of the migrant care workers landscape and training/qualification needs; capacity building and upskilling of migrant care workers, within a logic of integration and social inclusion of vulnerable populations; to foster cooperation among stakeholders from the care services sector that will allow to create suitable care work pools answering the needs of the labour market at European level.

The transnational project partnership supported by the Erasmus+ programme will be led by CECOA (Portugal) in cooperation with the following partners: FORMA.AZIONE (Italy), IDEC (Greece) and Fundación Ronsel (Spain).

The VET CARE project started in December 2023 and will end in November 2025.

For more information, visit each partner's website:

CECOA - www.cecoa.pt

FORMA.AZIONE - www.azione.com

IDEC - www.idec.gr

Fundación Ronsel - www.fundacionronsel.org



Background information on needs of the target group

The ageing population in Europe is increasing the demand for formal and informal care, creating a need for more qualified professionals in a sector that relies heavily on migrant labour. By 2035, the elderly population is expected to grow by 23%, whereas employment in care is only expected to grow by 7%, creating a significant shortage of professionals (Directorate-General for Employment, Social Affairs and Inclusion, 2024). With regard to the VET CARE countries (i.e. Portugal, Spain, Italy and Greece), the following stands out:

Portugal

The care system relies heavily on family members and informal carers, primarily migrant women. This sector continues to be characterised by low wages, a lack of qualifications and insufficient social support, which compromises the response to growing needs (European Commission, 2021; Soeiro, 2022¹).

4 Spain

The high ageing population and low birth rate increase demand for care, yet public services are inadequate and private services are inaccessible. Migrants, particularly women, often work in precarious conditions in an unregulated market (INE 2023; European Commission 2021²).

4 Italy

Italy relies heavily on migrants in the care sector, many of whom are informal workers without regular contracts. Despite recent legislative reforms, the sector continues to be characterised by low wages, bureaucracy and a lack of appeal for new professionals (INPS 2022; European Commission 2021³).

Greece

In Greece, the responsibility for care within families continues to fall on women, with migrants in precarious employment situations providing additional support. Legal barriers, a lack of recognition of qualifications, and limited state support further exacerbate the vulnerability of these workers (Drydakis, 2021; Anagnostou et al., 2016⁴).

¹Comissão Europeia (2021). Long-term care in the EU. Brussels: European Commission; Soeiro, José (2022), "O regime de cuidados em Portugal: desigualdades e desafios democráticos", in TAVARES, Inês; CARMO, Renato; CÂNDIDO, Ana Filipa (eds.), Que futuro para a igualdade? Pensar a sociedade e o pós pandemia, Observatório das Desigualdades, pp. 81-113.

² Instituto Nacional de Estatística (INE). (2023). *Estadísticas demográficas y sociales 2023*. Madrid: INE; Comissão Europeia (2021).

³ Istituto Nazionale della Previdenza Sociale (INPS). (2022). *Rapporto annuale sui lavoratori domestici*. Roma: INPS; Comissão Europeia 2021.

⁴ Drydakis, Nick. (2012). Estimating ethnic discrimination in the labour market using experimental data. Southeast European and Black Sea Studies - SE EUR BLACK SEA STUD. 12. 335-355. 10.1080/14683857.2012.686016; Anagnostou, D., Lyberaki, A., Kandyla, A., & Gemi, E. (2016). *Local government and migrant integration in Greece*. Athens: ELIAMEP



Course's learning objectives

The VET CARE e-learning course is organised into eight modules, each of which covers the following key and transversal competences:

Module Name	Key Competences	Associated Transversal Skills
Module 1: Introduction to the care sector	Understand and classify different types of care and the care sector in Europe. Explain the organization of the care sector and adapt to different care contexts. Identify professional care services and understand the organization of national health systems. Apply codes of conduct and ensure responsible, high-quality care. Integrate ethical principles in care, promoting dignity, respect, and trust.	Analytical thinking, lifelong learning, adaptability. Cultural awareness, systems thinking, problem-solving. Communication, teamwork, collaboration. Responsibility, reliability, self-management. Ethical judgment, empathy, interpersonal skills.
Module 2: Digital Skills	Use a smartphone effectively for communication and daily tasks. Use email professionally for communication and information sharing. Understand how to protect oneself and others from digital risks and technology-related dangers. Recognize the importance of digital literacy in the care field.	Problem-solving, adaptability, attention to detail. Communication, collaboration, organizational skills. Critical thinking, risk awareness, personal responsibility. Lifelong learning, information management, digital awareness.
Module 3: Soft Skills for care	Communicate effectively in greetings, introductions, farewells, and basic daily interactions. Understand and use essential vocabulary related to health, caregiving, and daily activities. Follow and give simple instructions, ask and answer basic questions, and fill out simple forms.	Communication, active listening, clarity of expression. Empathy, emotional intelligence, cultural awareness. Problem-solving, adaptability, teamwork. Attention to detail, responsibility, interpersonal skills.





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	Demonstrate empathy,	
	compassion, and respectful	
	communication, considering	
	cultural differences.	
	Identify and solve basic problems	
	using clear and effective	
	_	
	communication strategies.	
Module 4: Care	Understand and apply emergency	Risk assessment, problem-solving, critical
workspace	procedures, respond effectively to	thinking.
	emergencies, and provide basic	
	first aid.	Communication, teamwork, collaboration.
	Navigate the caregiving	Responsibility, reliability, decision-making.
	environment safely and efficiently,	
	prioritizing personal safety and	Adaptability, stress management, ethical
	preventing injuries.	awareness.
	preventing injuries.	awareness.
	Idoutif.	
	Identify, assess, and mitigate risks	
	to ensure a safe environment for	
	people in care and colleagues.	
	Understand organizational	
	structures, policies, and use	
	effective communication channels	
	to collaborate with colleagues.	
	Manage crises calmly, provide	
	support to people in care and their	
	families, and adopt eco-friendly	
	practices where possible.	
Module 5: Healthcare	Understand the abilities and limits	Attention to detail, responsibility, reliability.
basics	of the people in care and adapt	
	support accordingly.	Critical thinking, problem-solving,
		adaptability.
	Measure vital signs such as	
	temperature, blood pressure, and	Communication, empathy, interpersonal
	blood sugar accurately.	skills.
	,	
	Provide basic first aid and respond	Safety awareness, ethical practice, teamwork.
	appropriately in urgent situations.	carety arrangements, carried practice, teamineria
	appropriately in digent situations.	
	Manago modications responsible	
	Manage medications responsibly	
	and reliably, ensuring safe care.	
	Use safe techniques to move,	
	transfer, and position people under	
	care.	



		*
Module 6: Mental	Understand and define mental	Critical thinking, analytical skills, attention to
health care	health and well-being, recognizing	detail.
	common misconceptions.	
	·	Empathy, emotional intelligence,
	Identify and differentiate common	interpersonal communication.
	mental health conditions relevant	·
	to caregiving.	Problem-solving, decision-making,
	to caregiving.	adaptability.
	Apply mental health first aid	adaptability.
		Ethical awareness responsibility
	principles and practices in care.	Ethical awareness, responsibility,
		collaboration.
	Assess, evaluate, and refer	
	individuals to professional mental	
	health support when needed.	
	Interpret and use data on mental	
	health trends to inform care	
	practices.	
Module 7: Care	Recognize and support	Empathy, interpersonal communication,
everyday tasks	participation in cultural, social, and	emotional intelligence.
	recreational activities that promote	
	independence and quality of life.	Attention to detail, responsibility, critical
	. ,	thinking.
	Apply basic nutrition principles to	Ğ
	assist with a balanced diet, monitor	Problem-solving, adaptability, teamwork.
	food and fluid intake, and support	ζ, στεροποίη, στεποίη
	meal planning.	Ethical awareness, respect, and cultural
	mear planning.	sensitivity.
	Provide effective assistance in	Scholdvity.
	hygiene and personal care,	
	. –	
	supporting dignity and self-care	
	skills.	
	Apply adaptive techniques and	
	safety measures to aid in daily	
	living tasks while respecting	
	individual needs.	
	Promote independence and well-	
	being in daily routines through	
	supportive and person-centered	
	care practices.	
Module 8: Care for the	Understand personal rights as a	Communication, negotiation, problem-
Carer	caregiver and know how to defend	solving.
	them using available resources.	
		Responsibility, self-management,
	Apply self-care practices and	adaptability.
	workplace management tools to	· · ·
	maintain well-being.	Conflict resolution, teamwork, collaboration.
	U U	, , , , , , , , , , , , , , , , , , , ,



	tify, prevent, and manage icts in the work environment.	Ethical awareness, critical thinking, interpersonal skills.
work	y strategies to resolve place conflicts effectively and boratively.	
prod throu	note a safe, respectful, and uctive work environment ugh proactive professional viour.	

Benefits of combining e-learning with synchronous sessions (blended learning)

Hybrid learning, which combines e-learning with synchronous sessions, offers many advantages. Trainees can acquire knowledge independently through digital content, and live sessions enable direct interaction, in-depth discussion, and immediate clarification of queries. This pedagogical model provides greater flexibility and accessibility while maintaining direct contact with the trainer. It also promotes active participation, strengthens motivation and facilitates the practical application of knowledge, contributing to more effective, tailored learning. It enables trainees to acquire knowledge independently through digital content, while live sessions facilitate direct interaction, in-depth discussion, and the immediate clarification of doubts. This pedagogical model offers greater flexibility and accessibility while maintaining direct contact with the trainer. It also promotes active participation, strengthens motivation, and facilitates the practical application of knowledge, contributing to more effective, tailored learning.

Course Information

Target audience

In Portugal, formal carers are:

- Health Care Assistants (working in the National Health Service)
- Family and Community Support Technicians (provide home and community care)
- Geriatric Technicians (provide care in residential facilities for the elderly).
- ♣ The course is also available to informal carers.



In Italy, formal carers are:

- Operatori Socio-Sanitari or OSS.
- The course is also available to informal carers.

In Spain, formal carers are:

- Nursing assistants.
- The course is also available to informal carers.

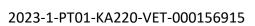
In Greece, formal carers are:

- Voithoi Nosokomes (nursing assistants).
- ♣ The course is also available to informal carers.

Course's purpose

The VET CARE e-learning course aims to train formal carers and provide support to informal carers. It contributes to the need for greater qualifications and inclusion of workers in this sector, particularly migrant women, who make up the majority of the workforce in this sector in Europe. The course is divided into eight modules, each with an average duration of two hours. For more details, see the section 'Course learning objectives'. The modules follow a hybrid learning format on an e-learning platform with synchronous sessions for groups of 15 to 30 learners. The modules are organised into units, as shown in the table below. The learning outcomes for each module are also identified.

Module/units	Learning outcomes
Module 1: Introduction to the care sector	Understand and define care
	Recognize the different types of care
1. What is Care?	Classify and distinguish different categories of care in
2. Care sector in Europe: trends and examples	Europe
3. The 5 W's of Long-term care	Explain the care sector in Europe
4. How to get support information on national health	Identify professional care and health support
care system	Understand how the health system is organized at
5. National health network available, health team and	national level in Europe
support for care worker's job	Respect and apply a code of conduct for care workers
6. Care worker ethical code of conduct	Understand the principles behind the ethics of care
Module 2: Digital Skills	How to use a smartphone
	How to use email
1. Basic Technological Skills: The Use of the	How to protect ourselves from the dangers of
Smartphone	technology
2. The Use of the Email	The importance of digital literacy in the care field
3. Technological Health: How to Manage Different	
Applications and Useful Tips	
4. Work-Related Communication	





	*
Module 3: Soft skills for care	Communicate basic greetings, introductions, and
	farewells, both verbally and non-verbally.
1. Communication basics	Understand and use essential vocabulary related to
2. Essential vocabulary for caregiving	daily activities, health, and caregiving tasks.
3. Simple conversations and questions	Ask and answer simple questions, using appropriate
4. Giving, understanding, and following instructions	grammar and vocabulary.
5. Basic information handling	Follow and give simple instructions, understanding
6. Building relationships, trust and empathy	and responding to commands and requests.
	Share and understand personal information, including
	basic details and preferences.
	Fill out and understand simple forms, such as medical
	or registration forms.
	Practice active listening skills, paying attention to the
	speaker and responding appropriately.
	Demonstrate empathy and compassion, using
	supportive language and understanding the feelings of
	others.
	Communicate respectfully, using polite language and
	respecting cultural differences.
	Identify and solve basic problems, using effective
	communication strategies.
Module 4: Care workspace	Understand emergency procedures and how to
	respond to emergencies.
1. Understanding the caregiving environment	Navigate the caregiving environment safely and
2. Organizational knowledge	efficiently.
3. Sustainable caregiving practices and safety	Identify and mitigate risks to ensure a safe
4. Safety and security for all – part 1	environment.
5. Safety and security for all – part 2	Understand organizational structure and policies.
6. Emergency response	Utilize effective communication channels to
	collaborate with colleagues.
	Adopt eco-friendly practices and conserve resources.
	Prioritize personal safety and prevent injuries and
	incidents.
	Ensure the safety and well-being of people in care.
	Respond effectively to emergencies and provide basic
	first aid.
	Manage crises calmly and provide support to people in
	care and their families.
Module 5: Healthcare basics	Understand the abilities and limits of the people you
	care for.
1. Understanding the Possibilities and Limits of people	Measure vital signs like temperature, blood pressure,
under our care	and blood sugar.
2. Measuring vital signs such as pressure,	Provide basic first aid and knowing how to act.
temperature, blood sugar	Know how to manage medications and be reliable in
3. First aid and response basics	your care.
4. Medication Awareness and Time Keeping and	Use safe techniques to move and position patients.
Reliability	
5. Patient care techniques-moving, positioning	





Module 6: Mental health care	Understand and define mental health and well-being
	Recognize common misconceptions about mental
1. Mental health and well-being: definitions and	health
examples	Assess, evaluate and apply practices of mental health
2. Mental health and care	for care
3. Mental health conditions	Identify most common mental health conditions
4. Mental health first aid	Differentiate mental health conditions
5. Professional help for mental health conditions6. Key data on mental health trends for care	Identify and apply mental health first aid principles to care
·	Identify, assess and evaluate professional help for mental health conditions
	Understand and distinguish data on mental health
	trends for care
Module 7: Care everyday tasks	Recognize and support participation in cultural, social,
	and recreational activities that improve quality of life
1. Cultural in & out and everyday activities and its	and promote independence.
assisstance.	Understand basic nutrition principles to assist in
2. Nutrition, keeping the diet, nutrition knowledge,	maintaining a balanced diet, monitor fluid and food
fluid and solid food	intake, and support meal planning.
3. Hygiene tasks	Provide effective assistance in hygiene tasks,
	supporting cleanliness, dignity, and self-care skills.
	Apply knowledge of adaptive techniques and safety
	measures to aid in daily living tasks with respect and
	awareness of individual needs.
Module 8: Care for the Carer	How to know what your rights are and how to defend
	them, using the resources available.
1. Labour Rights	How to take care of yourself in the work environment
2. Healthy Working Environment	and have management tools
3. Conflict management in the workplace	How to manage conflicts in the work environment and
	know strategies for resolving them

Trainer/Instructor profiles and roles for the VET CARE course

Profiles

- ✓ **Professional experience in the care sector**, particularly in the areas covered by the course (basic healthcare, social and digital skills, long-term care, workplace safety, mental health and activities of daily living).
- ✓ Pedagogical teaching skills appropriate for adult education, including blended learning and active methods.
- ✓ **Digital skills**, enabling fluent use of the Moodle platform, videoconferencing tools and communication applications.
- ✓ **Intercultural sensitivity**, essential for working with diverse audiences, including informal carers and migrant workers.



- ✓ Ability to communicate clearly, using accessible language appropriate to different levels of literacy.
- ♣ Responsibilities and/or roles of Trainers/Tutors

Preparation	Facilitation	Follow-up
Analyse the content of the	Facilitate learning during	Assess learners' performance
modules, learning outcomes	synchronous sessions by	using the criteria defined in the
and resources available on the	promoting a safe, inclusive, and	course.
platform.	collaborative environment.	Provide constructive and clear
Plan synchronous sessions,	Support participants in using	feedback, guiding the
defining activities, methodologies, practical	the Moodle platform, clarifying questions about tasks,	development of the expected skills.
examples and support materials.	resources, and activities.	Collect suggestions for
Adapt examples and practical cases to the reality of formal	Promote active participation by encouraging the sharing of experiences, practical examples,	improvement, identifying additional needs of formal and informal carers.
and informal carers in each country.	and reflections.	Participate in teaching team
Check the accessibility of the	Monitor learners' progress by checking the completion of the	meetings, contributing to the continuous improvement of the
content, ensuring that all participants are able to navigate	activities proposed in each module.	course.
and understand the proposed activities.	Manage any conflicts or difficulties, ensuring respectful	Ensure the registration and documentation of training, in accordance with the guidelines
Prepare strategies to support learners with different levels of	communication and mediation when necessary.	of the training provider.
digital or linguistic literacy.	Reinforce the importance of safety and well-being, both in the context of caregiving and in the caregiver's self-care.	

Pre-Training Setup

Trainer Preparation Checklist

Before the course begins, the trainer/tutor should confirm the following points:



Platform and content

- All modules are available on the Moodle platform.
- Resources (videos, PDFs, quizzes, activities) open correctly.
- Mandatory activities are configured with deadlines and completion criteria.
- External links work.

Participants

- The list of participants is complete and up to date.
- All participants have active access to the platform.
- Instructions for accessing Moodle and welcome materials have been sent.
- Information on specific needs (digital literacy, language proficiency, equipment) has been collected.

Synchronous sessions

- The videoconferencing tool is configured.
- The links to access the sessions have been created.
- The synchronous session plan is defined and shared with participants.

Assessment and monitoring

- Assessment criteria are defined in Moodle.
- Progress monitoring features are enabled.
- Support forums and communication channels are set up.

Required Materials

Trainers/tutors should ensure that they have the following materials available before the course begins:

Digital materials

- Presentations or guides to support synchronous sessions.
- Activity guides for each module.
- Support documents for participants (e.g. instructions, exercise sheets, checklists).
- Access to multimedia resources included in the course.

Technical requirements

- Computer with stable internet connection.
- Functioning camera and microphone.
- Access to Moodle and the videoconferencing tool.
- Up-to-date software (browser, communication applications).

Additional materials (where applicable)



- Worksheets for printing.
- Digital or physical whiteboards for group exercises.
- Practical examples or demonstrations related to the content (e.g., materials for demonstrating basic care techniques, where applicable in face-to-face sessions).

Room/setup requirements

The requirements depend on the format of the training (synchronous online, face-to-face or hybrid). The following elements must be ensured:

For synchronous online sessions

- Quiet space without interruptions.
- Stable internet connection, suitable for video transmission.
- Equipment with camera, microphone, and speakers/headphones.
- Well-lit environment that allows for clear communication with participants.
- Neutral background or use of virtual background, when necessary.

For face-to-face sessions

- Room with capacity for 15–30 participants, depending on the course model.
- Trainer's computer with internet access.
- Projector or monitor for presenting content.
- Sound system appropriate for the size of the room.
- Tables and chairs arranged to facilitate group work.
- Individual access to computers or tablets (when necessary).

For hybrid sessions

- Live streaming equipment (camera, omnidirectional microphone, speakers).
- Room layout that allows interaction between in-person and online participants.
- Prior testing of sound, image, and screen sharing.

Accessibility

- Space prepared for participants with specific needs.
- Adapted equipment, where applicable.



Session Structure template

Session duration, Indicative plan

Each module of the VET CARE course lasts an average of 2 hours and is organised into units. The plan presented below is indicative and can be adjusted by the trainer/tutor according to the pace of the group, the level of digital literacy or the specific needs of the participants. The sessions follow a hybrid learning model, combining synchronous moments with independent exploration of resources on Moodle. The session plan includes suggestions for learning activities suitable for participants with different levels of experience and digital literacy. In addition, practical exercises are proposed for each unit within each module. Below is a summary session plan adapted to each module, by unit. To explore the types of activities and practical exercises, read the sections "Learning activities" and "Practical exercises".

Module	Unit	Duration	Contents	Learning Activities	Practical Exercises
1 – Introduction to the Care Sector	1. What is care?	15 min	Concept of care	Initial presentation	Identify types of care
	2. Care in Europe	15 min	Different types of care	Group discussion	Classify types of care
	3. Five dimensions of care	20 min	Dimensions of long-term care	Interactive activity	Identify examples of each dimension
	4. How to obtain information about the national health system	20 min	Structure of the health system	Guided exploration on Moodle	Locate services and support networks
	5. Carer support network	15 min	Support resources	Case discussion	Identify support networks
	6. Carer code of conduct	35 min	Code of conduct and ethics	Summary and debate	Apply code principles to simulated cases



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2 – Digital Skills	1. Smartphone	30 min	Basic smartphone use	Demonstration and practice	Create work messages
	2. Email	30 min	Sending and replying to emails	Practical exercises	Send a structured email
	3. Technological safety	30 min	Digital risks	Discussion of examples	Identify risks in simulated situations
	4. Communication at work	30 min	Digital literacy	Interactive activity	Simulate professional communication
3 – Social Skills for Caring	1. Basic communication	20 min	Greetings and introductions	Role play	Carry out simulated dialogues
	2. Essential vocabulary	20 min	Essential care terms	Vocabulary exercise	Use vocabulary in context
	3. Basic conversation	20 min	Simple questions and answers	Role play	Respond to simple questions
	4. Simple instructions	20 min	Giving and following instructions	Simulation	Follow short instructions
	5. Basic information handling	20 min	Form filling	Guided exercise	Complete simple forms
	6. Interaction	20 min	Empathy and respectful communication	Discussion	Apply communication strategies
4 – The Carer's Workplace	1. Care environment	20 min	Setting and organisation	Demonstration	Identify risks
	2. Organisational knowledge	20 min	Structure and policies	Discussion	Analyse communication between colleagues



				*	
	Sustainable practices and safety	20 min	Eco-friendly and safe practices	Guided exploration	Propose practical improvements
	4. Safety and protection – part 1	20 min	Personal safety	Demonstration	Recognise common risks
	5. Safety and protection – part 2	20 min	Safety of colleagues and cared-for people	Simulation	Apply protection measures
	6. Emergency response	20 min	Emergency procedures	Practical simulation	Carry out procedure in an emergency
5 – Basic Health Care	1. Assessment	25 min	Abilities and limits of the cared-for person	Demonstration	Assess abilities in a simulated scenario
	2. Measuring vital signs	25 min	Temperature, blood pressure, blood glucose	Practical demonstration	Measure vital signs
	3. First aid	20 min	Basic intervention	Simulation	Apply first aid
	4. Medication and time management	25 min	Safe administration of medication	Discussion	Simulate medication management
	5. Transfer techniques	25 min	Safe movement	Practical demonstration	Apply transfer techniques
6 – Basic Mental Health	1. Basic concepts	20 min	Definition of mental health	Presentation	Recognise signs of well-being
	2. Mental health in care	20 min	Relevance for carers	Discussion	Identify common conditions
	3. Mental health conditions	20 min	Main conditions	Case study	Differentiate conditions





	4. Mental health first aid	20 min	Basic intervention	Simulation	Apply mental health first aid
	5. Professional help	20 min	Resources and referral	Discussion	Indicate when to seek help
	6. Indicators and trends	20 min	Basic data on mental health	Data exploration	Interpret information on trends
7 – Activities of Daily Living	1. Routines and cultural activities	40 min	Participation and independence	Discussion	Plan a daily routine
	2. Food and daily nutrition	40 min	Balanced nutrition	Guided exercise	Select balanced meals
	3. Hygiene tasks	40 min	Hygiene and self-care	Demonstration	Apply hygiene techniques
8 – Caring for the Carer	1. Carer rights	40 min	Rights and resources	Presentation	Identify rights in examples
	2. Healthy work environment	40 min	Well-being at work	Discussion	Create a self- care plan
	3. Conflict management	40 min	Conflict resolution	Simulation	Propose solutions to conflicts

Learning Activities

When preparing the session plan, take into account the different types of activities to select those that best suit your group of learners:

Presentation and contextualisation activities

- Guided reading of short excerpts.
- Viewing of introductory videos.
- Short comprehension-check questions.

Collaborative activities



- Small-group discussions (virtual or in person).
- Sharing of experiences from the work context.
- Identification of real situations related to the topics presented.

Demonstrative activities

- Trainer demonstration of procedures or tools (e.g. measuring vital signs, using professional email).
- Analysis of simple cases presented on Moodle.

Platform-guided activities

- Navigation of the learning units.
- Completion of automatic quizzes to reinforce understanding.
- Consultation of supplementary materials, such as checklists and information leaflets.

Consolidation activities

- Summary of the key points of the session.
- Short written or oral tasks to check understanding.
- Link to the learning outcomes of the module.

Practical Exercises

For the training to be active and effective, the trainer may use different types of exercises during the session. Each type has specific objectives and allows participants to learn, practise and consolidate knowledge. Below you will find the exercise types with description, objective and example. After that, you will find proposals applied to each module/unit of the VET CARE e-learning course for carers, divided by type and with the objectives clearly identified.

Mathematical exercises:

1. Observation and identification exercises

- o The learner observes a situation, an object or a practice and identifies the correct elements.
- o **Objective:** to develop attention and analytical skills.
- o **Example:** observing a procedure and marking the steps performed correctly.



2. Association exercises

- o These consist of linking concepts, actions or terms.
- o **Objective:** to reinforce understanding and the relationship between ideas.
- o **Example:** linking techniques to specific situations or outcomes.

3. Fill-in-the-gap or sequencing exercises

- o The learner completes missing information or organises the steps of a process.
- o **Objective:** to consolidate knowledge and processes in a practical way.
- o **Example:** correctly ordering the steps of an intervention.

4. Simulation or role-play exercises

- o The learner acts out practical situations or simulates procedures.
- o **Objective:** to develop practical skills and decision-making.
- o **Example:** simulating a care situation or service interaction.

5. Discussion and reflection exercises

- o Learners share experiences, ideas or solve problems in a group.
- o **Objective:** to promote critical reflection and collaborative learning.
- o **Example:** discussing strategies to deal with a complex situation.

6. Case study exercises

- o Real or fictional cases are analysed, identifying problems and solutions.
- o **Objective:** to apply knowledge to practical contexts.
- o **Example:** analysing an intervention case and proposing appropriate actions.

Tips for the trainer:

- Alternate between exercise types to maintain attention and motivation.
- Adapt exercises to the session's objective and the group's level of experience.
- Provide immediate feedback, highlighting strengths and improvement opportunities.



Proposals applied to each module/unit of the VET CARE e-learning course for carer workers

• Module 1 – Introduction to the Care Sector

Unit	Exercise	е Туре	Practical	Exercise Proposal	Objective	
1. What is		ation and		deos of different types of care and	Develop attention and	
care?	identifi	cation	identify v	which are performed correctly	analytical skills	
	Associa	tion	Link defi	nitions of care to visual examples	Reinforce understanding	
					of concepts	
	Fill-in /	sequencing	Complete	e sentences or a table on carer	Consolidate theoretical	
			functions	5	knowledge	
	Simulat	ion / role-play	Act out s	mall care situations in pairs	Develop practical skills	
	Discuss	ion /	Debate t	he importance of care in daily life	Promote critical	
	reflection	on			reflection	
	Case st	udy	Analyse a	a case of a person needing care and	Apply knowledge to real	
			identify r	needs	context	
Unit	Exercise Type		Practical Exercise Proposal		Objective	
2. Care in	Observation and		Observe examples of care in European		Develop attention and	
Europe	identif	fication	countrie	es and highlight differences	context analysis	
	Associ	ation	Link cou	ntries to predominant types of	Reinforce understanding of	
			care		differences	
	Fill-in ,	/ sequencing	Order st	eps for integration into	Consolidate practical and	
			Europea	n health systems	theoretical knowledge	
	Simula	ation / role-	Simulate	e contact with a European health	Develop practical skills	
	play		service			
	Discus	sion /	Debate	advantages and challenges of the	Promote critical reflection	
	reflect	ion	Europea	in system		
	Case s	tudy	Analyse	a case of patient relocation	Apply knowledge to real	
			betweer	n countries	context	
Unit		Exercise Type		Practical Exercise Proposal	Objective	
3. Five dimensions		Observation an	d	Observe examples and identify the	Develop critical	
of care		identification		dimension of each care type	analysis	
		Association		Link each dimension to concrete	Consolidate concepts	



	Discussion / reflection		bate the importance of carer	Promote critical
	Simulation / role-play		nulate requesting help from a twork	Develop practice
	Fill-in / sequencing	Coı	mplete a support network map	Consolidate knowledge
	Association	Lin	k resources to types of support	Reinforce understanding
5. Carer support network	Observation and identification		entify types of support in ages or lists	Develop attention and analysis
Unit	Exercise Type	Pra	actical Exercise Proposal	Objective
	Case study		Analyse a patient case and identify available resources	Apply knowledge to practical situation
	Discussion / reflection		Debate difficulties encountered while searching for information	Promote critical reflection
	Simulation / r play	ole-	Simulate searching for a service or support	Develop research practice
	Fill-in / seque	ncing	Order steps to obtain information	Consolidate research process
	Association		Link types of services to patient needs	Reinforce understanding
information about national health sys	the identification		interfaces and identify available services	information analysis
Unit 4. How to obtain	Exercise Type Observation a		Practical Exercise Proposal Observe website or platform	Objective Develop attention and
	Case study		rse a care case and identify applied nsions	d Apply knowledge in real context
	Discussion / reflection	Deba dime	te the importance of each nsion	Promote critical reflection
	Simulation / role-play		play care activities incorporating ple dimensions	Develop practical skills
	Fill-in / sequencing		r care steps according to nsions	Reinforce care processes



6. Carer code of conduct	Observation and identification	Identify correct/incorrect actions in videos	Develop attention to ethics
	Association	Link code principles to practical situations	Consolidate ethical understanding
	Fill-in / sequencing	Complete a checklist of correct conduct	Consolidate ethical processes
	Simulation / role-play	Role-play ethical dilemmas and decision-making	Develop practical skills
	Discussion / reflection	Debate ethical cases and proposed solutions	Promote critical reflection
	Case study	Analyse an ethical dilemma in care	Apply ethical principles in practice

• Module 2 – Digital Skills

Unit		Exercise Type	Practical Exercise Proposal	Objective
	chnological	Observation and	Watch videos of correct and	Develop attention and
skills: smai	rtphone use	identification	incorrect smartphone use	analytical skills
		Association	Link smartphone functions to	Reinforce
			care situations	understanding of
				concepts
		Fill-in / sequencing	Order steps to send messages	s Consolidate practical
			or set alarms	knowledge
		Simulation / role-	Simulate sending messages o	r Develop practical skills
		play	reminders at work	
		Discussion /	Debate common problems	Promote critical
		reflection	when using a smartphone	reflection
		Case study	Analyse a failed communicati	on Apply knowledge to real
			via smartphone	context
Unit	Exercise Type	Practical Ex	xercise Proposal	Objective
2. Using	Observation an	d Identify err	ors in fictional emails	Develop attention and
email	identification			analytical skills
	Association	Link types	of emails to care situations	Reinforce understanding of concepts



Fill-in / sec	Fill-in / sequencing Simulation / role-play		knowledge		olidate practical vledge
Simulation					lop practical skills
Discussion	/ reflection	Debate best	t practices in electronic tion	Prom	note critical reflection
Case study	,	-	oorly written email and provements	Apply	y knowledge to real ext
Unit	Exerci	se Type	Practical Exercise Proposal		Objective
3. Technological health: managing apps and use advice		vation and fication	Observe examples of health and identify best practices	apps	Develop attention and analysis
	Associ	ation	Link each app or technology specific care functions	' to	Reinforce understanding of concepts
	Fill-in ,	/ sequencing	Complete a checklist for safe management	e app	Consolidate practical knowledge
	Simulation / play		Simulate correct use of heal apps or devices	th	Develop practical skills
	Discus reflect	-	Debate data privacy and saf when using technology	ety	Promote critical reflection
	Case s	tudy	Analyse a case of inappropri technology use and propose solutions		Apply knowledge to real context
Unit	Exercise Typ	e Pra	ctical Exercise Proposal		Objective
4. Communication in the workplace	Observation identification	n con	serve examples of professional nmunication with colleagues areervisors		Develop attention and analytical skills
	Association		k types of communication to cific work situations		Reinforce understanding of concepts
	Fill-in / sequ		uence steps for correct		Consolidate practical knowledge
	Simulation / play		e-play communication with eagues or supervisors		Develop practical skills



Discussion / reflection	Debate difficult communication situations and improvement strategies	Promote critical reflection
Case study	Analyse a communication failure at work and propose solutions	Apply knowledge to real context

• Module 3 – Social Skills for Caring

Unit	Exercise Type	Practical Exercise Proposal	Objective
1. Basic communication	Observation and identification	Observe videos or demonstrations of greetings and introductions	Develop attention and analytical skills
	Association	Link greetings to appropriate contexts	Reinforce understanding of social norms
	Fill-in / sequencing	Order steps of a correct introduction	Consolidate communication processes
	Simulation / role- play	Role-play greetings and introductions	Develop practical skills
	Discussion / reflection	Debate the importance of respectful communication	Promote critical reflection
	Case study	Analyse interactions in real situations and identify best practices	Apply knowledge to real context
Unit	Exercise Type	Practical Exercise Proposal	Objective
2. Essential vocabulary	Observation and identification	Identify essential terms in videos or images	Develop attention and language analysis
	Association	Link terms to definitions or images	Reinforce vocabulary understanding
	Fill-in / sequencing	Complete gaps in sentences using appropriate vocabulary	Consolidate knowledge
	Simulation / role- play	Use essential vocabulary in care role-play	Develop practical skills
	Discussion / reflection	Debate the importance of vocabulary for effective communication	Promote critical reflection
	Case study	Analyse a conversation between carer and patient and identify essential terms	Apply knowledge to real context
Unit	Exercise Type	Practical Exercise Proposal	Objective



		•	
3. Basic	Observation and	Observe examples of simple questions	Develop attention and
conversation	identification	and answers	analysis
	Association	Link questions to correct answers	Reinforce
			understanding
	Fill-in / sequencing	Order questions and answers in a	Consolidate
		simulated dialogue	conversational process
	Simulation / role- play	Role-play basic questions and answers	Develop practical skills
	Discussion / reflection	Debate ways to improve comprehension and response	n Promote critical reflection
	Case study	Analyse a dialogue between carer and patient and propose improvements	Apply knowledge to real context
Unit	Exercise Type	Practical Exercise Proposal	Objective
4. Simple	Observation and	Observe someone giving basic	Develop attention and
instructions	identification	instructions and identify correct steps	analytical skills
	Association	Link instructions to correct actions	Reinforce understanding
	Fill-in / sequencing	Order instructions in correct sequence	Consolidate execution processes
	Simulation / role- play	Follow simple instructions in role-play	Develop practical skills
	Discussion /	Debate the importance of giving and	Promote critical
	reflection	following clear instructions	reflection
	Case study	Analyse situations of instruction communication failure	Apply knowledge to real context
Unit	Exercise Type	Practical Exercise Proposal	Objective
5. Basic informat handling	ion Observation and identification	Observe form-filling and identify errors	Develop attention and analysis
	Association	Link types of information to correct fields	Reinforce understanding
	Fill-in / sequencir	g Complete fictional forms	Consolidate information processes
	Simulation / role-	play Simulate filling records and documents	Develop practical skills



	Discussion / r	eflection	Debate the importance of	Promote critical	
			accurate records	reflection	
	Case study		Analyse patient forms and	Apply knowledge to real	
			identify improvements	context	
Unit	Exercise Type	Practical Exercise Proposal		Objective	
6.	Observation and	Observe	interactions between carer and	Develop attention and	
Interaction	identification	patient, i	dentify signs of empathy	analysis	
	Association	Link beha	aviours to effective communication s	Reinforce understanding	
	Fill-in / sequencing	Organise	steps of an appropriate	Consolidate	
		interaction	on	communication processes	
Simulation / role- Role-play		Role-play	situations requiring empathy	Develop practical skills	
	Discussion / reflection	Debate h	ow to manage patient emotions	Promote critical reflection	
	Case study Analyse solution		a difficult interaction and propose	Apply knowledge to real context	

• Module 4 – Carer Workplace

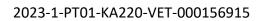
Unit	Exercise Type	Practical Exercise Proposal	Objective
1. Understanding the	Observation and	Observe the workplace and	Develop attention and
care environment	identification	identify risk and safety elements	analytical skills
	Association	Link areas of the environment to	Reinforce
		possible risks or safety measures	understanding
	Fill-in / sequencing	Order steps to ensure workplace	Consolidate practical
		safety	knowledge
	Simulation / role-	Simulate inspection of a care	Develop practical skills
	play	environment	
	Discussion /	Debate the importance of	Promote critical
	reflection	organisation and safety at work	reflection
	Case study	Analyse an unsafe workplace	Apply knowledge to
		scenario and propose	real context
		improvements	



Unit	Exercise Type	Practical Exercise Proposal	Objective
2. Organisational knowledge	Observation and identification	Observe organisational charts and internal procedures	Develop attention and analysis
	Association	Link departments or functions to corresponding responsibilities	Reinforce understanding
	Fill-in / sequencing	Complete diagram or map of organisational structure	Consolidate knowledge
	Simulation / role- play	Simulate correct communication between departments	Develop practical skills
	Discussion / reflection	Debate the importance of organisational communication	Promote critical reflection
	Case study	Analyse internal communication failures and propose solutions	Apply knowledge to real context
Unit	Exercise Type	Practical Exercise Proposal	Objective
3. Sustainable care practices and safety	Observation and identification	Observe ecological and safe practices in the workplace	Develop attention and analysis
	Association	Link sustainable practices to their benefits	Reinforce understanding
	Fill-in / sequencing	Order steps to implement ecological practices	Consolidate practical knowledge
	Simulation / role- play	Simulate implementation of sustainable practices	Develop practical skills
	Discussion / reflection	Debate ways to reduce waste and increase safety	Promote critical reflection
	Case study	Analyse a case of waste or environmental risk and propose improvements	Apply knowledge to real context
Unit	Exercise Type	Practical Exercise Proposal	Objective
4. Safety and protection for all – part 1	Observation and identification	Observe personal safety procedures	Develop attention and analysis
	Association	Link risks to personal protection measures	Reinforce understanding



		•		
	Fill-in / sequencing	Complete personal safety checklist	Consolidate knowledge	
	Simulation / role- play	Simulate risk situations and apply protection measures	Develop practical skill	
	Discussion / reflection	Debate the importance of personal safety	Promote critical reflection	
	Case study	Analyse a personal safety incident and propose corrective actions	Apply knowledge to real context	
Unit	Exercise Type	Practical Exercise Proposal	Objective	
5. Safety and protection for all – part 2	Observation and identification	knowledge Jon / role- Simulate risk situations and apply protection measures Jon / Debate the importance of personal safety incident and propose corrective actions Type Practical Exercise Proposal Objective Jon Colleagues and cared-for people Order steps for intervention in risk situations Jon / Debate the importance of personal safety incident and propose corrective actions Type Practical Exercise Proposal Objective Jon Order Steps for intervention in risk situations Jon / role- Simulate applying protection measures to others Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On Debate the importance of mutual protection in care environments Jon On On Debate the importance of mutual protection in care environments Jon On		
	Association			
	Fill-in / sequencing			
	Simulation / role- play		• •	
	Discussion / reflection			
	Case study	_		
Unit	Exercise Type	Practical Exercise Proposal	Objective	
6. Emergency response	Observation and identification		· · · · · · · · · · · · · · · · · · ·	
	Association			
	Fill-in / sequencing		Consolidate knowledge	
	Simulation / role-play	Simulate an emergency situation and apply procedures	Develop practical skills	
	Discussion / reflection	Debate rapid and effective response strategies	Promote critical reflection	





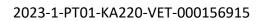
Case study	Analyse a real or fictional incident and	Apply knowledge to real
	evaluate response	context

• Module 5 - Basic Health Care

Unit	Exercise Type	Practical Exercise Proposal	Objective
1. Basic assessment	Observation and identification	Observe assessments of patients' capacities and limits	Develop attention and analytical skills
	Association	Link capacities to appropriate care	Reinforce understanding of concepts
	Fill-in / sequencing	Complete assessment checklist	Consolidate practical knowledge
	Simulation / role-play	Simulate assessment of patients' capacities	Develop practical skills
	Discussion / reflection	Debate effective assessment strategies	Promote critical reflection
	Case study	Analyse a patient case and define a care plan	Apply knowledge to real context
Unit	Exercise Type	Practical Exercise Proposal	Objective
2. Measuring vital signs	Observation and identification	Observe correct measurement of temperature, blood pressure, and blood glucose	Develop attention and analytical skills
	Association	Link vital signs to health conditions	Reinforce understanding
	Fill-in / sequencing	Order steps for measuring vital signs	Consolidate practical knowledge
	Simulation / role- play	Measure vital signs in a simulated scenario	o Develop practical skills
	Discussion / reflection	Debate the importance of monitoring vita signs	l Promote critical reflection
	Case study	Analyse results and propose appropriate actions	Apply knowledge to real context
Unit	Exercise Type	Practical Exercise Proposal O	bjective



3. Basic first aid	Observation identificat		Observ	ve first aid procedures	Develop attention and analytical skills
				est aid techniques to priate situations	Reinforce understanding
	Fill-in / sed	quencing		first aid intervention steps	Consolidate knowledge
	Simulation	/ role-play	Simula	te first aid provision	Develop practical skills
	Discussion	/ reflection	Debate	e the importance of immediate	Promote critical reflection
	Case study	/		e an emergency case and actions	Apply knowledge to real context
Unit		Exercise Type		Practical Exercise Proposal	Objective
4. Medication time manager		Observation a identification	ınd	Observe correct medication administration	Develop attention and analytical skills
		Association		Link types of medication to	Reinforce
				administration schedules	understanding
		Fill-in / seque	ncing	Complete a daily medication p	lan Consolidate knowledge
		Simulation / roplay	ole-	Simulate medication administr	ation Develop practical skills
		Discussion / reflection		Debate safe medication management	Promote critical reflection
		Case study		Analyse a medication error cas and propose corrective measu	
Unit		Exercise T	уре	Practical Exercise Proposa	Objective
5. Safe transfo and injury pre	-	es Observation		Observe correct patient handling and positioning	Develop attention and analytical skills
		Associatio	n	Link techniques to safety situations	Reinforce understanding
		Fill-in / sed	quencing	Order steps for safe transfe	er Consolidate practical knowledge
		Simulation play	n / role-	Practice safe transfer techniques	Develop practical skills
		Discussion reflection	n /	Debate measures to preveninjuries	nt Promote critical reflection





Case study	Analyse a patient transfer	Apply knowledge to real
	scenario and apply safe	context
	techniques	

• Module 6 - Basic Mental Health

Unit	Ex	ercise Type		Practical Exercise Proposal		Objective
1. Mental health a wellbeing: definition examples		oservation and entification		Observe videos or presentations on mental health and identify signs of wellbeing		Develop attention and analytical skills
	As	sociation		Link mental health concepts to practical examples		Reinforce understanding of concepts
	Fil	l-in / sequenci	ng	Complete sentences or diagrams on wellbeing and mental health		Consolidate theoretical knowledge
	Sir pla	mulation / role ay	-	Role-play situations that promote wellbeing		Develop practical skills
		scussion / flection		Debate the importance of wellbeing for carers		Promote critical reflection
	Ca	se study		Analyse a case of a person at risk of stress and propose wellbeing strategies		Apply knowledge to real context
Unit	Exercise Ty	<i>r</i> pe	Pra	ctical Exercise Proposal	Ol	ojective
2. Mental health and care	Observatio identification			erve examples of care that mote mental health		evelop attention and alysis
	Association	1		care practices to positive mental	Re	inforce understanding
	Fill-in / seq	uencing		er steps of mental health care erventions		nsolidate practical owledge
	Simulation	/ role-play		ulate appropriate care in a mental Ith context	De	evelop practical skills
	Discussion	/ reflection		pate the carer's impact on patient lbeing		omote critical flection
	Case study			lyse a patient situation with ntal health difficulties		oply knowledge to real ntext



Unit	Exerci	se Туре		Practical Exercise Proposal	Objective
3. Mental health	Observation and			Observe symptoms in videos or	Develop attention and
conditions	identif	ication		images of common conditions	analysis
	Associ	ation		Link symptoms to specific conditions	Reinforce
					understanding
	Fill-in ,	sequencing		Complete a chart with symptoms and conditions	Consolidate knowledge
	Simula	tion / role-բ		Role-play interaction with a patient with a specific condition	Develop practical skills
	Discus	sion / reflec	tion	Debate myths and prejudices about	Promote critical
				mental health	reflection
	Case s	tudy		Analyse a clinical case and identify	Apply knowledge to
				conditions and needs	real context
Jnit	Exercise T	уре	Prac	tical Exercise Proposal	Objective
1. Mental	Observation	n and	Obse	erve psychological first aid procedures	Develop attention and
nealth first aid	identificat	ion			analysis
	Association Link			crisis signs to correct interventions	Reinforce
					understanding
	Fill-in / sec	quencing	Orde	r steps of crisis intervention	Consolidate practical
					knowledge
	Simulation	/ role-		late a crisis situation and apply first	Develop practical skill
	play		aid		
	Discussion reflection	/	Deba	ite strategies for emotional support	Promote critical reflection
	Case study	,	Anal	yse a mental health crisis case and	Apply knowledge to
			prop	ose an appropriate intervention	real context
Unit		Exercise T	уре	Practical Exercise Proposal	Objective
5. Professional he	elp for	Observation	on and	Observe available professional	Develop attention
mental health co	nditions	identificat	ion	resources	and analysis
		Associatio	n	Link types of professionals to	Reinforce
				situations of need	understanding
		Fill-in / sec	quencir	ng Complete referral flowcharts for	Consolidate
				professional help	knowledge



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	Simulation / role-	Simulate requesting help from a	Develop practical	
	Simulation / role- play Discussion / reflection Case study Exercise Type Observation and identification Association Fill-in / sequencing	psychologist or support service	skills	
	Discussion /	Debate when and how to seek	Promote critical	
	reflection	professional help	reflection	
	Case study	Analyse a patient case requiring	Apply knowledge to	
		professional referral	real context	
Unit	Exercise Type	Practical Exercise Proposal	Objective	
6. Key indicators on	Observation and	Observe graphs and data on	Develop attention and	
mental health trends	identification	mental health trends	analysis	
	Association	Link indicators to care and	Reinforce	
		prevention areas	understanding	
	Fill-in / sequencing	Complete trend and priority chart	Consolidate	
			knowledge	
	Simulation / role-	Simulate data analysis for care	Develop practical skills	
	play	planning		
	Discussion /	Debate implications of trends in	Promote critical	
	reflection	care practice	reflection	
	Case study	Analyse indicator data and	Apply knowledge to	
		propose intervention strategies	real context	

• Module 7 – Activities of Daily Living

Unit	Exercise Type	Practical Exercise Proposal	Objective
1. Routines and cultural activities	Observation and identification	Observe videos or examples of participation in cultural activities and daily routines Link cultural activities to quality of life benefits Order steps to support participation in activities knowledge	
	Association	• •	
	Fill-in / sequencing		Consolidate practical knowledge
	Simulation / role- play	•	Develop practical skills
	Discussion / reflection	Debate the importance of participation in cultural activities	Promote critical reflection



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Module 8 -	 Caring for the Carer 			
	Case study		yse a person with hygiene difficulties and lose appropriate solutions	Apply knowledge to real context
	Discussion / reflection		ate the importance of hygiene for physical emotional wellbeing	Promote critical reflection
	Simulation / role-play		ulate assisting a cared-for person with vhygiene	Develop practical skill
	Fill-in / sequencing		er steps for bathing, oral hygiene, and aging clothes	Consolidate practical knowledge
	Association	Link bene	hygiene techniques to health and dignity efits	Reinforce understanding
3. Hygiene asks	Observation and identification	Observe videos or demonstrations of personal and oral hygiene		Develop attention and analysis
Jnit	Exercise Type	Prac	tical Exercise Proposal	Objective
	Case study		Analyse a person with specific dietary needs	Apply knowledge to real context
	Discussion / refle	ction	Debate the importance of nutrition and hydration in daily care	Promote critical reflection
	Simulation / role	-play	Simulate meal planning and monitoring of intake	Develop practical skill
	Fill-in / sequenci	ng	Complete daily meal and fluid intake plan	Consolidate practical knowledge
	Association		Link foods to nutrients and health benefits	Reinforce understanding
nutrition	identification		balanced nutrition practices	analysis
Jnit 2. Daily food	Exercise Type I and Observation and		Practical Exercise Proposal Observe prepared meals and identify	Objective Develop attention and
			person and propose activity planning	real context
	Case study		Analyse a real situation of a cared-for	Apply knowledge to

Unit	Exercise Type	Practical Exercise Proposal	Objective
1. Carer rights	Observation and identification	Observe examples of carer rights and identify correct application	Develop attention and analytical skills



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Association	on	Link ca	rer rights to practical situations	Reinforce understanding of	
				concepts	
Fill-in / se	equencing	-	ete chart or checklist of rights and sibilities	Consolidate practical knowledge	
Simulatio	on / role-play	Simula inform	te claiming rights or requesting ation	Develop practical skills	
Discussio	n / reflection		e the importance of knowing and ling carer rights	Promote critical reflection Apply knowledge to real context	
Case stud	ly		e a case of rights conflict and se solutions		
Unit	Exercise Type		Practical Exercise Proposal	Objective	
2. Healthy work environment	Observation an identification	nd	Observe workplace wellbeing practices	Develop attention and analytical skills	
	Association		Link self-care practices to physical and mental health benefits	Reinforce understanding	
	Fill-in / sequer	icing	Order steps to create a self-care plan	Consolidate practical knowledge	
	Simulation / roplay	ole-	Simulate self-care routines in the workplace	Develop practical skills	
	Discussion / reflection		Debate strategies to maintain wellbeing at work	Promote critical reflection	
	Case study		Analyse a stressed or overloaded carer and propose improvements	Apply knowledge to real context	
Unit	Exercise Typ	e	Practical Exercise Proposal	Objective	
3. Conflict management at work	Observation identification	-	Observe interactions with potential for conflict at work	Develop attention and analytical skills	
	Association		Link types of conflict to resolution strategies	Reinforce understanding	
	Fill-in / sequ	encing	Complete steps for effective conflict resolution	Consolidate practical knowledge	
	Simulation / play	role-	Simulate colleague conflict and apply resolution strategies	Develop practical skills	
	Discussion / reflection		Debate ways to prevent and manage conflicts	Promote critical reflection	



Case study

Analyse a real workplace conflict

case and propose solution

Apply knowledge to real

context

Training Delivery Guidelines

Key Considerations for participants with migrant backgrounds

1. Linguistic and Communication Support

- Use available multilingual materials whenever necessary.
- Explain concepts in simple and clear language.
- Reinforce explanations with images, diagrams, videos, and pictograms.
- Form mixed-language groups for practice and collaboration.

2. Cultural Competence and Integration

- Guide participants on how to access and navigate the national health system.
- Encourage participants to share prior experiences and qualifications.
- Discuss culturally appropriate care practices during activities and exercises.

3. Practical Training Adaptations

- Adapt assessments with clear instructions, practical examples, or demonstrations.
- Promote peer support networks for experience sharing and question clarification.
- Use exercises and scenarios that reflect language barriers or cultural diversity.

4. General Observations

- Monitor participation and understanding of all participants.
- Ensure an inclusive, respectful, and safe environment for everyone.
- Adjust teaching strategies as necessary to maximise learning and integration.



Creating Inclusive Learning Environments

• Accommodating Different Learning Preferences

- Use varied teaching methods: oral explanations, written materials, images, videos, and practical activities.
- Adjust the pace and complexity of activities according to the group's needs.
- Offer options for completing tasks when possible, allowing choice and autonomy.

• Encouraging Participation from All Participants

- Create a safe and welcoming environment, emphasising that all opinions are valid.
- Promote pair or small group work to increase interaction and experience sharing.
- Ask inclusive questions, allowing sufficient time for everyone to reflect and respond.
- Recognise and value each participant's contributions, reinforcing confidence and motivation.

General Observations

- Continuously monitor participation and engagement of all participants.
- Adjust strategies and methods as needed to ensure effective and inclusive learning.
- Ensure all participants feel respected, supported, and integrated into the group.

Group management

1. General Tips for Group Management

- Establish clear rules for communication, participation, and respect from the outset.
- Get to know the participants: interests, prior experiences, and learning styles.
- Promote interaction and collaboration among all participants.

2. Sessions for Project Presentations

- Provide clear instructions on objectives, criteria, and timing of presentations.
- Ensure constructive feedback: positive comments and suggestions for improvement.
- Encourage active participation from all, including peer questions and comments.



3. Ongoing Tutoring

- Provide asynchronous tutoring (email, forums, or platforms) for questions and follow-up.
- Organise brief group meetings, in-person or online, to discuss questions and reinforce concepts.
- Encourage peer learning, promoting experience sharing and collaboration.

4. General Observations

- Monitor the involvement and participation of each participant.
- Adjust activities and tutoring as necessary to meet individual and group needs.
- Ensure a respectful, inclusive, and collaborative environment, promoting motivation and effective learning.

Avaliação

Ex ante questionnaires

Part 1 - General Information

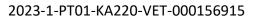
1.	Name:
2.	Age:
3.	Previous experience in the care sector:
	o None
	o Less than 1 year
	o 1 to 3 years
	o More than 3 years

Part 2 – Knowledge about Care (Module 1)

1.	Have you heard about the different types of care?

o Yes

o No



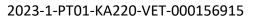


2.	Do you know the professional health care services available in your area?
	o Yes
	o No
3.	Are you familiar with basic conduct and ethical rules for caregivers?
	o Yes
	o No
Part 3	- Digital Competences (Module 2)
1.	Can you use a smartphone to send messages and make calls?
	o Yes
	o No
2.	Can you send emails and attach documents?
	o Yes
	o No
3.	Do you know how to protect personal information online?
	o Yes
	o No
Part 4	- Social Competences (Module 3)
1.	Can you greet, introduce yourself, and say goodbye appropriately?
	o Yes
	o No
2.	Can you follow simple instructions from another person?
	o Yes
	o No
3.	Can you communicate while respecting cultural and individual differences?
	o Yes
	o No



Part 5 – Care Workplace (Module 4)

1.	Can you identify risk situations in the workplace?
	o Yes
	o No
2.	Do you know how to act in case of an emergency or accident?
	o Yes
	o No
3.	Can you work in a team and collaborate with other professionals?
	o Yes
	o No
Part 6 -	- Basic Health Care (Module 5)
1.	Can you measure basic vital signs (temperature, blood pressure, blood glucose)?
	o Yes
	o No
2.	Can you provide basic first aid?
	o Yes
	o No
3.	Are you familiar with safe techniques for moving or positioning people under care?
	o Yes
	o No
Part 7 -	- Mental Health (Module 6)
1.	Do you know what mental health and well-being mean?
	o Yes
	o No





2.	Can you identify signs of stress or mental health issues in people under care?
	o Yes
	o No
3.	Do you know how to refer someone for professional mental health support?
	o Yes
	o No
Part 8 -	- Activities of Daily Living (Module 7)
1.	Can you assist someone with hygiene and personal care?
	o Yes
	o No
2.	Can you support someone with feeding and meal planning?
	o Yes
	o No
3.	Can you organise or assist with cultural, social, and recreational activities?
Э.	o Yes
	o No
Part 9 -	- Caring for the Care worker (Module 8)
1.	Are you aware of the basic rights of a caregiver?
	o Yes
	o No
2.	Do you know how to manage stress and maintain your well-being at work?
	o Yes
	o No
3.	Can you handle conflicts in the workplace appropriately?
	o Yes
	o No



Instructions for Administering the Questionnaire

- Administer at the beginning of each module or at the start of the course.
- Participants may respond orally or in writing, according to their preference.
- This questionnaire is only intended to assess prior knowledge and experience; it is not a formal
 assessment.

Observations

- Use the responses to identify individual support needs and adapt the teaching approach.
- The results should not be compared between participants; they are only intended to guide the training.

Training/Capacity Building Assessment

The evaluation of this e-learning course aims to verify whether the caregiver develops the skills presented in each module and can apply the knowledge in practice. The evaluation is carried out throughout the course and includes:

a) Continuous Assessment

Continuous assessment helps to confirm whether the caregiver understands the contents of each module. Examples:

- Short quizzes at the end of each unit.
- Simple practical exercises, such as identifying risks, choosing the correct answer, or recognising good practices.
- Reflection activities, where the caregiver answers short questions about daily situations.

b) Practical Assessment

Whenever possible, the caregiver demonstrates what they have learned. Examples:

- Simulating greetings and simple instructions (Module 3).
- Identifying vital signs presented in images or videos (Module 5).
- Recognising risks in a workplace (Module 4).
- Choosing the best self-care strategy in a given situation (Module 8).



These tasks allow verification of whether the caregiver can apply transversal skills, such as responsibility, communication, or problem-solving.

c) Final Assessment

At the end of the course, there is a simple final test with questions on the main contents of the eight modules. The test confirms whether the caregiver:

- Understands the role of the care sector (Module 1).
- Uses basic digital skills safely (Module 2).
- Communicates clearly and respectfully (Module 3).
- Identifies risks and responds to emergencies (Module 4).
- Can provide basic healthcare (Module 5).
- Recognises signs and needs related to mental health (Module 6).
- Provides support in daily life activities (Module 7).
- Understands their rights and takes care of their own well-being (Module 8).

Assessment Criteria

- Understanding the essential content of each module.
- Practical application in everyday situations.
- Responsibility and ethics, respecting the dignity of people under care.
- Transversal skills, such as communication, empathy, teamwork, attention to detail, and problem-solving.

Progression and Completion

The caregiver completes the course when they:

- View the proposed content for each module.
- Complete the proposed activities.
- Pass the quizzes for each module.
- Successfully complete the final test.





After completion, the participant receives a modular certificate detailing the key skills acquired and transversal skills, which are useful for working in the care sector.

e	Training Evaluation Grid								
S	Performance Levels:								
	• Achieved – Demonstrates clear understanding and applies correctly.								
	• Partially Achieved – Understands part of the content, but with errors or uncertainty.								
	• Not Achieved – Does not demons	strate und	erstandin	g or applicatio	on.				
S	Training Evaluation by Module								
	,								
Modul	e 1 – Introduction to the Care Secto	r							
Criteri	ia	Achieved Partially Achieved Not Achieved							
Identif	fies types of care								
Explair	ns the care sector in Europe								
Recog	nises professional services and the h	ealth syste	em 🗆						
Applie	es ethical principles and the code of c	conduct							
Modul	e 2 – Digital Competences for Caring	g							
Criteria Achieve				ally Achieved	Not Achieved				
Uses a	smartphone for simple tasks								
Sends	and receives emails correctly								

Identifies digital risks and protects themselves \square

Recognises the importance of digital literacy



Module 3 – Social Competences for Caring

Criteria	Achiev	ed Partial	ly Achieve	ed Not Acl	hieved	
Uses simple greetings and introductions						
Uses basic health and care vocabulary						
Asks and answers simple questions						
Follows and gives basic instructions						
Shows empathy and cultural respect						
Module 4 – Caregiver's Workplace						
Criteria		Achieve	d Partially	Achieved	Not Achieved	
Identifies risks in the work environment						
Understands safety and emergency rule	S					
Recognises organisational structure						
Collaborates and communicates with co	lleague	:s □				
Adopts sustainable practices						
Module 5 – Basic Health Care						
Criteria			Achieved	Partially	Achieved Not Achiev	ved
Recognises the limits and abilities of the	cared-	for person				
Measures vital signs correctly						
Performs basic first aid						
Manages medications simply						
Applies safe transfer techniques						



Module 6 - Basic Mental Health

Criteria	Achiev	ed Partially Achiev	ed Not Achieved		
Understands what mental health and wellbeing a	re 🗆				
Identifies common signs and conditions					
Applies mental health first aid					
Knows when to refer for professional support					
Understands simple indicators of trends					
Module 7 – Activities of Daily Living					
Criteria	Achieved Partially Achieved Not Achieved				
Recognises activities that promote quality of life					
Understands basic principles of nutrition					
Provides support with hygiene and self-care					
Uses adaptive techniques and safety measures					
Respects the autonomy and dignity of the person					
Module 8 – Caring for the Caregiver					
Criteria	Achieved Partially Achieved Not Achieved				
Understands the caregiver's rights					
Applies self-care practices					
Identifies signs of conflict					
Uses basic conflict resolution strategies					
Promotes a safe and respectful work environmen	nt 🗆				



Global assessment

The overall assessment aims to comprehensively verify whether the learner has acquired the expected knowledge, skills, and attitudes throughout the entire course. Unlike module-based assessments, which focus on specific content, the overall assessment allows evaluation of the ability to integrate all learning and apply competencies practically in a real work context.

This assessment considers three main dimensions:

- 1. Content mastery: the ability to understand key concepts from all modules, such as basic care, mental health, safety, hygiene, digital skills, and social skills.
- 2. Practical application: the ability to make appropriate decisions, apply correct procedures, and handle simple day-to-day situations of a caregiver.
- 3. Learning reflection and autonomy: the ability to learn independently, evaluate one's own progress, and apply knowledge acquired through the e-learning format.

Example of Practical Assessment

Situation:

A caregiver is supporting an elderly person in their daily routine. During a hygiene activity, they notice that the person shows signs of fatigue and some disorientation. At the same time, they need to check the blood pressure and organise the morning medication.

Global assessment questions:

- 1. What are the priority actions the caregiver should take in this situation?
- 2. How should hygiene procedures and safe transfer techniques be applied responsibly?
- 3. Which signs indicate that it may be necessary to request support or refer to a healthcare professional?
- 4. How should communication with the person receiving care be adapted to demonstrate empathy and respect?
- 5. How can digital literacy and work organisation skills be used to manage this situation safely and effectively?

The learner can answer these questions through open-ended responses, multiple choice, or by selecting the correct procedures, allowing the assessment of practical integration across all course modules.

Global Evaluation Grid

For each statement, mark on a scale from 1 to 5 how much you agree or feel capable of performing:



1 – Strongly Disagree | 2 – Disagree | 3 – Neither Agree nor Disagree | 4 – Agree | 5 – Strongly Agree

Number	Competence / Situation	1	2	3	4	5
1	I understand the main concepts of all course modules					
2	I can apply hygiene and safe transfer procedures correctly					
3	I can identify warning signs in cared-for persons and act appropriately					
4	I can organise daily tasks, such as measuring vital signs and managing medication					
5	I apply ethical principles and show empathy, respect, and dignity in care					
6	I can communicate clearly and adaptively to the needs of the cared-for person					
7	I can manage stressful or urgent situations calmly and safely					
8	I use digital knowledge (apps, records, communication) to support care					
9	I feel capable of integrating all course content into daily practice					
10	I know when and how to refer to professional support if necessary					

Example of practical situation associated with the grid

During the morning hygiene routine of an older person, the caregiver notices disorientation and fatigue. At the same time, they need to measure blood pressure and prepare medication. In the grid, the learner self-assesses on competences 2, 3, 4, 5, 6, 7, and 10, reflecting on how they would apply the course knowledge in practice.

Resource Library

Teaching Material

Consult additional readings in Portuguese and English, as well as the support manual for each module, which is divided into units and identifies resources and/or teaching materials, on the VET CARE elearning course platform. The bibliographic references also include links to videos in Portuguese.



Role play scenario bank

Below are 8 practical scenarios for simulations, one for each module, focused on typical caregiver work situations and suitable for e-learning or practical training.

Module 1 - Introduction to the Care Sector

Scenario:

The trainee is starting work in a care institution. They are introduced to different services (formal, informal, hospital, and home care).

Objective:

Identify the types of care and the role of each service, applying the code of conduct.

Task:

- Correctly classify each service presented.
- Explain the ethical approach for each type of care.

Module 2 - Digital Skills for Care

Scenario:

The caregiver needs to record the daily medication of several people using a digital application on a smartphone. At the same time, they receive an urgent email from a family member.

Objective:

Use digital tools safely and professionally.

Task:

- Open the application and record the data correctly.
- Respond to the email professionally.
- Identify potential digital risks and take security measures.

Module 3 - Social Skills for Care

Scenario:

The trainee accompanies an elderly person in daily activities. The person shows resistance to following



some instructions and expresses frustration.

Objective:

Apply effective communication, empathy, and basic conflict resolution.

Task:

- Greet and introduce oneself clearly and respectfully.
- Give simple instructions and respond to the person's questions.
- Use active listening techniques to manage frustration.

Module 4 – Caregiver Workplace

Scenario:

During an activity in the care home, a minor accident occurs (a heavy object falls near an elderly person).

Objective:

Assess risks, respond to emergencies, and collaborate with colleagues.

Task:

- Identify and mitigate immediate risks.
- Apply safety procedures.
- Communicate properly with colleagues and support the cared-for person.

Module 5 - Basic Health Care

Scenario:

The caregiver needs to measure a person's blood pressure, temperature, and blood sugar, who appears nervous and confused.

Objective:

Apply basic assessment and care techniques safely and ethically.

Task:

- Measure vital signs correctly.
- Provide simple first aid if necessary.
- Administer medications or guide according to prescriptions.



Module 6 - Basic Mental Health

Scenario:

During daily routines, a cared-for person shows signs of anxiety and confusion.

Objective:

Recognise mental health signs and apply the ALGEE plan.

Task:

- Identify warning signs.
- Apply basic mental health first aid strategies.
- Refer to professional support when needed.

Module 7 - Activities of Daily Living

Scenario:

The caregiver supports an elderly person in hygiene, feeding, and recreational activities. The person wants to participate in a cultural activity but shows physical limitations.

Objective:

Promote independence, dignity, and well-being.

Task:

- Support hygiene tasks safely and respectfully.
- Help the person participate in adapted social activities.
- Monitor nutrition and hydration appropriately.

Module 8 – Caring for the Caregiver

Scenario:

The caregiver feels work overload and faces a minor conflict with a colleague.

Objective:

Apply self-care, stress management, and conflict resolution strategies.

Task:

• Identify signs of personal fatigue and stress.



- Apply self-care practices.
- Resolve the conflict using assertive communication and collaboration techniques.

Video resources

In addition to the existing videos in the Teaching Material mentioned above, here are some suggestions on how to use certain videos in the course/simulations:

- Include as support material before or after theoretical lessons they help illustrate concepts.
- Use as a basis for simulations/practical exercises: for example, ask the learner to watch the video and then answer questions or describe how they would react in a similar situation.
- Integrate into the mental health, hygiene, basic care, and first aid modules, making the course more dynamic and visual.
- Promote discussion/reflection: after a video on self-care or hygiene, ask the learner to evaluate what they would do the same or differently.

Watch the suggested videos in the support asynchronous manuals, additional readings, and bibliographic references for each module on the VET CARE e-learning platform.

Annexes

VET CARE Modular Certificate Template