

Set quality requirements and formalise them (level 3)

Example of an activity

Activity 1 – Brainstorming

Instructions:

What does it mean for you to provide quality service to the beneficiary?

Example of answers given by learners:

Know the limits of your function

Know the beneficiary

Manage your working time correctly

Know the techniques and put them into practice...

Respect the privacy of the beneficiary

Know the tastes of the beneficiary

Know your needs

Respect the limits of his function

Be aware of your own strengths and weaknesses

To be benevolent...

Activity 2 – Pooling of information

Instructions:

Classify the different proposals made according to the person or persons for whom it is beneficial, for whom it represents a gain.

Example of answers given by learners:

<i>Know the limits of your function</i>	<i>Speaker</i>	<i>Institution</i>
<i>Know the beneficiary</i>	<i>Beneficiary</i>	<i>Institution</i>	<i>Yourself</i>	<i>Colleagues</i>
<i>Manage your working time correctly</i>		
<i>Know the techniques and put them into practice...</i>		
<i>Respect the privacy of the beneficiary</i>				
<i>Know the tastes of the beneficiary</i>				
<i>Know the needs of the beneficiary</i>				
<i>Respect the limits of his function</i>				

<i>Be aware of your own strengths and weaknesses</i>				
<i>Be benevolent</i>				

Activity 3 - Formalisation of a mini quality charter

Instruction:

Group the brainstorming responses into 3 to 5 categories that would constitute titles.

Example:

1 - Respect of the person:

- *Be polite*
- *...*

2 - Technical mastery:

- *Take appropriate actions, adapted to the person and their pathology*
- *...*

3 - Knowledge of the workplace:

- *Know the limits of your function*
- *....*

4 - Evaluation process:

- *...*