

**1. TITLE OF THE CERTIFICATE (DE) <sup>(1)</sup>****Lehrabschlussprüfungszeugnis Pflegeassistenz**<sup>(1)</sup> in original language**2. TRANSLATED TITLE OF THE CERTIFICATE (EN) <sup>(2)</sup>****Certificate of Apprenticeship "Care Assistance" (f/m)**<sup>(2)</sup> This translation has no legal status.**3. PROFILE OF SKILLS AND COMPETENCES****Principles of professional care:** Graduates of the care assistance apprenticeship

1. act in all areas of competence in accordance with nursing and/or medical orders and under supervision and can/must assess whether they have the ability and permission to carry out nursing and/or medical orders and bear responsibility for this (in addition to the doctor/qualified nurse giving orders),
2. take responsibility for their own actions which have been delegated to them by members of advanced-level healthcare services or by the doctor,
3. recognise the limits of their own ability to act and are prepared to reflect on these and consult the competent person concerned,
4. know the legal framework, in particular the professional and organisational requirements, act accordingly and are aware of the consequences of violations,
5. are familiar with the ICN (International Council of Nurses) Code of Ethics for Nurses, respect fundamental ethical principles and integrate these into their daily work,
6. recognise, support and promote the right to self-determination of people in need of care, their relatives and other close persons,
7. recognise ethical dilemmas and conflict situations and address them with superiors,
8. recognise basic principles of health promotion and prevention as guidelines for action,
9. are aware of the importance of their own bio-psycho-social health with regard to related stresses and resources and act accordingly,
10. recognise the need for cooperation across teams and professional groups and act accordingly and
11. treat people in an impartial, empathetic and appreciative manner and respect their fundamental rights.

**Care process:** Graduates of the care assistance apprenticeship

1. contribute to the collection of defined care-related data (e.g. bedsores, falls, pain, nutrition) as part of the use of standardised care assessment instruments and/or risk scales,
2. pass on (care-)relevant information regarding life activities, habits, sensory perceptions, participation, family situation, biography and drug reaction to those responsible,
3. support members of advanced-level healthcare services in care planning by providing information and assessments about the person requiring care and their social environment,
4. participate in continuous observation and monitoring and
5. recognise changes in the care process.

**Relationship building and communication:** Graduates of the care assistance apprenticeship

1. respond to people with empathy, appreciation and congruence, especially according to their age, development, social and cultural background, and approach them,
2. apply general basic principles of communication in a well thought out manner,
3. initiate and terminate relationships and communication by applying general communication rules,
4. are familiar with theory- and concept-based forms of communication,
5. provide target group-specific information and check the information content with the recipient,
6. ensure their relationship to others is sufficiently close/distant in line with the requirements of their profession,
7. recognise changes in the care situation that are perceived as a crisis and
8. recognise the need for relief, de-escalation, conflict and complaint discussions, take initial measures, inform superiors and seek support from competent persons.

**Basic features and principles of acute and long-term care including care technology (nursing interventions):** Graduates of the care assistance apprenticeship

1. monitor the state of health in accordance with the instructions,

2. recognise environmental threats to health (e.g. violence in the family, towards women and children, dangerous environments),
3. carry out assigned care measures in the area of life activities as well as psychosocial everyday support and environment design, can recognise needs (influencing factors, situational state of mind),
4. support and promote the physical, mental, psychological and social resources of the various target groups and recognise changes,
5. apply defined principles, techniques and concepts (e.g. kinaesthetics, basal stimulation) and mobilisation aids during mobilisation,
6. carry out preventive positioning using standardised techniques, concepts and aids for the specialist area and observe the effect,
7. carry out assigned complementary care measures,
8. carry out standardised care measures as part of preoperative preparation,
9. carry out standardised care measures including nasal care for nasogastric tubes and nasal prongs in accordance with instructions and recognise changes,
10. carry out standardised preventive measures and identify the need for adjustments,
11. contribute to strengthening the health literacy of the various target groups through adequate information work,
12. instruct care recipients as well as family carers and other close persons in the independent implementation of care measures in the area of life activities (basic techniques),
13. integrate family carers and other close persons into the care measures assigned to them according to the situation and recognise the need for support or relief and changes and
14. implement principles of given concepts relating to self-care requirements and everyday life skills in the area of life activities (e.g. perception and body-related concepts, behaviour-oriented concepts, concepts for increasing self-competence) and observe influencing factors and reactions.

**Basic principles of medical diagnostics and therapy in acute and long-term care, including medical care technology (participation in medical diagnostic and therapeutic tasks, including emergencies):** Graduates of the care assistance apprenticeship

1. recognise emergencies and life-threatening conditions and take appropriate immediate action,
2. carry out standardised blood, urine and stool tests as well as blood samples from capillaries as part of laboratory diagnostics close to the patient and rapid test procedures (point-of-care tests),
3. prepare medicines to be administered locally, transdermally and via the gastrointestinal and/or respiratory tract, dispense and administer them in stable care situations, recognise and report observable effects and reactions,
4. prepare subcutaneous injections of insulin and anticoagulant drugs and administer them according to instructions,
5. prepare and perform blood sampling from the peripheral vein, except in children,
6. collect and monitor basic medical data, in particular pulse, blood pressure, respiration, temperature, level of consciousness, weight, height and excretions, recognise deviations from the norm and act appropriately,
7. perform simple wound care, apply support bandages/stockings, compresses and bandages and recognise changes that require consultation,
8. administer microenemas and disposable enemas and check success,
9. check that the feeding tube is in the correct position and administer tube feeds with the feeding tube in place,
10. aspirate secretions from the upper airways and the tracheostoma in stable care situations and take any necessary immediate measures,
11. carry out simple heat, cold and light applications (e.g. compresses, supports, light, cool pack) and observe their effectiveness,
12. instruct care recipients, family carers and other close persons how to handle selected medical devices that are easy to use, and
13. carry out therapeutic positioning and observe its effect.

**Cooperation, coordination and organisation:** Graduates of the care assistance apprenticeship

1. accept the order for assigned medical and nursing measures and reject those that exceed their own level of training and competence,
2. assume responsibility for implementation, corresponding with responsibility for admission and acceptance,
3. provide appropriate feedback on adopted and implemented measures,
4. are involved in an inter-/multi-professional team in accordance with the job description and role definition and in consideration of formal and informal norms,
5. align the fulfilment and assumption of professional roles with the tasks and objectives of the organisation,
6. participate in interface management to a defined extent,
7. contribute the acquired clinical practical knowledge to the interprofessional discourse,
8. interact with knowledge of different competence areas of various health and social (care) professions,
9. address obvious problems, conflicts and potential for improvement in interprofessional collaboration,
10. recognise and minimise potential hazards in their immediate working environment and apply measures to protect themselves and others,
11. are particularly aware of the health consequences of non-compliance with legal and organisational requirements (in particular the Medical Devices Act, fire protection or radiation protection),
12. minimise physical, psychological and social stress by applying the basic principles of corresponding concepts (e.g. kinaesthetics, validation, stress management) and strategies,

13. integrate hygiene measures into their daily activities based on the specific setting, recognising their importance and consequences,
14. are familiar with routines and standards for dealing with physical and psychological assaults and violence, take appropriate measures in specific situations and inform their superiors; and
15. help with the organisation of required medical and nursing consumables and medicines.

**Development and assurance of quality:** Graduates of the care assistance apprenticeship

1. have the ability to reflect critically and raise questions,
2. work in accordance with instructions and are aware of the importance of participation in quality and risk management,
3. are aware of the impact of their professional activities on their immediate environment and organise them accordingly,
4. are aware of the social significance of care and are committed, as far as possible, to issues relevant to the profession and
5. take responsibility for their own professional and personal development through continuing education and training to improve the quality of care.

#### 4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE <sup>(3)</sup>

**Range of occupations:**

Employment including in hospitals, retirement and nursing homes, institutions of mobile services (home nursing), rehabilitation facilities, care facilities for people with disabilities and in other facilities that serve to prevent, diagnose or cure diseases or to care for people in need of care

<sup>(3)</sup> if applicable

**(\*) Explanatory note**

This document has been developed with a view to providing additional information on individual certificates; it has no legal effect in its own right. These explanatory notes refer to the Decision (EU) 2018/646 of the European Parliament and of the Council of 18 April 2018 on a common framework for the provision of better services for skills and qualifications (Europass).  
More information on Europass is available at: <http://europass.cedefop.europa.eu> or [www.europass.at](http://www.europass.at)

#### 5. OFFICIAL BASIS OF THE CERTIFICATE

<b>Name and status of the body awarding the certificate</b> Lehrlingsstelle der Wirtschaftskammer  (Apprenticeship Office of the Economic Chamber; for the address, see certificate)	<b>Name and status of the national/regional authority providing accreditation/recognition of the certificate</b>  Bundesministerium für Arbeit und Wirtschaft (Federal Ministry for Labour and Economy)
<b>Level of the certificate (national or international)</b>  NQF/EQF 4 ISCED 35	<b>Grading scale / Pass requirements</b>  Overall performance: Pass with Distinction Good Pass Pass Fail
<b>Access to next level of education/training</b> Access to the <i>Berufsreifepfung</i> (i.e. certificate providing university access for skilled workers) or a vocational college for people under employment. Access to relevant courses at a <i>Fachhochschule</i> (i.e. university level study programme of at least three years' duration with vocational-technical orientation); additional examinations must be taken if the educational objective of the respective course requires it.	<b>International agreements</b> Between Germany, Hungary, South Tyrol and Austria, international agreements on the mutual automatic recognition of apprenticeship-leave examinations and other vocational qualifications have been concluded. Information on equivalent apprenticeship occupations can be obtained from the (Federal Ministry for Labour and Economy).
<b>Legal basis</b> 1. Training Regulation for Care Assistance BGBl. II (Federal Law Gazette) No. 244/2023 (company-based training) 2. Curriculum framework (education at the vocational school for apprentices)	

#### 6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE

Training in the framework of the given Training Regulation for Care Assistance and of the curriculum of the vocational school for apprentices. Admission to the final apprenticeship examination upon completion of the apprenticeship period specified for the apprenticeship trade concerned. The final apprenticeship examination aims to establish

whether the apprentice has acquired the skills and competences required for the respective apprenticeship trade and is able to carry out the activities particular to the learned trade herself/himself in an appropriate manner.

**Additional information:**

**Entry requirements:** successful completion of 9 years of compulsory schooling

**Duration of training:** 3 years

**Enterprise-based training:** Enterprise-based training comprises  $\frac{4}{5}$  of the entire duration of the training and focuses on the provision of job-specific skills and competences according to Article 6 of the Training Regulation, BGBl. II (Federal Law Gazette) No. 244/2023, enabling the apprentice to exercise qualified activities as defined by the profile of skills and competences specified above (cf. job profile).

**Education at vocational school:** School-based education comprises  $\frac{1}{5}$  of the entire duration of the training. The vocational school for apprentices has the tasks of imparting to apprentices the basic theoretical knowledge, of supplementing their enterprise-based training and of widening their general education in the framework of subject-oriented part-time instruction.

**More information** (including a description of the national qualification system) is available at:  
[www.zeugnisinfo.at](http://www.zeugnisinfo.at) and [www.edusystem.at](http://www.edusystem.at)

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