

**1. TITLE OF THE CERTIFICATE (DE) <sup>(1)</sup>**

**Lehrabschlussprüfungszeugnis Pflegefachassistenz**

<sup>(1)</sup> in original language

**2. TRANSLATED TITLE OF THE CERTIFICATE (EN) <sup>(2)</sup>**

**Certificate of Apprenticeship “Specialist 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 specialist care assistance apprenticeship

1. act in all areas of competence in accordance with nursing and/or medical orders 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 the implementation, assessment and conclusion of all measures 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. reflect on their own values and standards against the background of the ICN Code of Ethics for Nurses,
7. recognise, support and promote the right to self-determination of people in need of care, their relatives and other close persons,
8. recognise ethical dilemmas and conflict situations, address them with superiors and participate in ethical consultation processes,
9. take a systemic view of health and illness and recognise factors that promote and/or inhibit health,
10. integrate basic principles of health promotion and prevention into their daily work (e.g. empowerment, salutogenesis, living environment orientation, behavioural and relationship-related measures, participation),
11. are aware of the importance of their own bio-psycho-social health with regard to related stresses and resources and act accordingly,
12. recognise the need for cooperation across teams and professional groups and act accordingly,
13. treat people in an impartial, empathetic and appreciative manner and respect their fundamental rights,
14. take a critical look at their own culture, values and prejudices and respect other attitudes,
15. recognise the importance of spiritual, emotional, religious, social and cultural needs, respond accordingly and, if necessary, inform persons in need of care, their relatives and other close persons about rights and obligations directly related to their professional activities,
16. show sensitivity for members of the inter-/multi-professional team, especially in the event of life crises/breaks or existential experiences and
17. recognise the family as a central frame of reference for patients, clients and residents.

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

1. contribute to the use of standardised assessments for the specialist area and risk scales for specific indicators (e.g. bedsores, falls, pain, nutrition, mobility) and contribute to the planning,
2. continuously collect information on the general and health status as well as the family situation and life situation, interpret this with regard to the immediate need for action and contribute to the planning,
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. carry out selected and standardised interdisciplinary surveys and ensure the flow of information in the care process (social environment, living, work, leisure, if necessary also physical aspects as well as life assessment in the area of disability/ICF, geriatric assessment, biography),
5. differentiate between care interventions to be planned and hotel or basic services of a facility or in the specialist area,
6. carry out prescribed care interventions and recognise the need for adaptation,
7. participate in continuous observation and monitoring,
8. recognise changes in the care process and
9. determine the status of the care outcome defined in the care process, identify possible causes in the event of deviations and suggest adjustments to care planning if necessary.

**Relationship building and communication:** Graduates of the specialist 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 or basic skills of communication in a well thought out manner,
3. initiate and terminate relationships and communication by applying general communication rules,
4. use communication methods based on theory and concepts (e.g. validation, supported and assisted communication, basic communication) in a way that is appropriate for the target group (e.g. children, seriously ill and dying people and their relatives and other close persons, people with dementia and/or psychiatric illnesses),
5. provide target group-specific information appropriately in a structured manner 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. assess crisis situations, accompany the person in their crisis and/or initiate appropriate measures (e.g. inform superiors) and/or seek support from competent persons, 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 specialist care assistance apprenticeship

1. monitor the state of health in accordance with the instructions,
2. support and promote the physical, mental, psychological and social resources of the various target groups including their social environment and recognise changes,
3. recognise potential threats to health and act appropriately for the specific target group and situation (e.g. violence in the family, towards women and children, dangerous environments),
4. 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),
5. apply defined principles, techniques, concepts (e.g. kinaesthetics, basal stimulation) and mobilisation aids as part of the mobilisation of different target groups,
6. carry out preventive positioning using standardised techniques, concepts and aids for the specialist area, recognise and assess the effect and adapt the positioning to the situational requirements within the given scope of action,
7. carry out assigned complementary care measures and observe the effect,
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, recognise and assess the effect and initiate modifications in stable care situations after consultation,
11. contribute to strengthening the health literacy of the various target groups through adequate information work,
12. instruct care recipients, family carers and other close persons in the independent implementation of care measures in the area of life activities according to age and developmental needs and depending on their individual requirements,
13. assess the care resources of relatives and other close persons and involve them in the care accordingly,
14. recognise the need for support or relief and changes in the care resources of relatives and other close persons and suggest support or relief measures and
15. implement standardised concepts relating to self-care requirements/everyday life skills in the area of life activities (e.g. perception and body-related concepts, behaviour-oriented concepts, concepts for increasing self-competence), observe influencing factors and reactions and pass on corresponding information.

**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 specialist 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 the implementation of 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 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. disconnect or reconnect ongoing infusions with the peripheral vascular access in place (except cytostatics and transfusion of whole blood and/or blood components), maintain its patency and remove the peripheral vascular access if necessary,
8. recognise irregularities in the administration of (pump-controlled) parenteral drugs or fluids and take the necessary immediate measures on the patient and/or device side,
9. selectively monitor the state of health with regard to possible therapy-induced side effects and complications, recognise these and act in accordance with instructions,
10. perform simple wound care, apply support bandages/stockings, compresses and bandages and recognise changes that require consultation,
11. place (and remove) transnasal and transoral gastric tubes and carry out follow-up care according to instructions,
12. check that the feeding tube is in the correct position and administer tube feeds with the feeding tube in place,
13. insert (and remove) transurethral catheters in women (except in children); perform catheter care and recognise possible complications,
14. administer microenemas and disposable enemas and check success,
15. aspirate secretions from the upper airways and the tracheostoma in stable care situations and take any necessary immediate measures,
16. carry out simple heat, cold and light applications (e.g. compresses, supports, light, cool pack) and observe their effectiveness,
17. apply customised corsets and orthoses, motion splints with and without electric drive and specified settings and determine functional deviations on the device side and changes on the patient side
18. instruct care recipients, family carers and other close persons how to handle selected medical products according to age and developmental needs and depending on their individual requirements, and
19. carry out therapeutic positioning and observe its effect.

**Cooperation, coordination and organisation:** Graduates of the specialist 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 perception and assumption of professional roles with the tasks and objectives of the organisation,
6. are aware of the connecting elements (professional, organisational, communicative) at interfaces, participate in section/interface management to a defined extent and support the implementation of strategies and concepts for cooperation and case management,
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 as well as their tasks, roles and competences within the framework of the process organisation of the respective institution,
9. communicate effectively in inter- and multi-professional discourse, share the viewpoints and perspectives of care recipients and help with decision-making,
10. address obvious problems/conflicts/potential for improvement in interprofessional collaboration,
11. recognise and minimise potential hazards in their immediate working environment and apply measures to protect themselves and others,
12. are particularly aware of the health consequences of non-compliance with legal and organisational requirements (e.g. the Medical Devices Act, fire protection, radiation protection),
13. minimise physical, psychological and social stress by applying the basic principles of corresponding concepts (e.g. kinaesthetics, validation, stress management) and strategies,
14. integrate hygiene measures into their daily activities based on the specific setting, recognising their importance and consequences,
15. 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
16. help with the organisation of required medical and nursing consumables and medicines.

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

1. have the ability to reflect critically and raise questions,
2. recognise new or changed requirements in their own working environment and suggest appropriate adjustments,
3. work in a well thought out manner in accordance with instructions,
4. are aware of the importance of participation in quality and risk management and fulfil the tasks within the framework of the quality and risk management system,
5. are aware of the impact of their professional activities on their immediate environment and organise them accordingly,
6. are aware of the social significance of care and are committed, as far as possible, to issues relevant to the profession,
7. take responsibility for their own professional and personal development through continuing education and training to improve the quality of care,
8. recognise the need to use research results,
9. recognise the implementation of the care process and quality standards as part of evidence-based action and
10. recognise that research results help ensure and further develop the quality of care, and are involved in practice development projects and research projects.

#### 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>	<b>Name and status of the national/regional authority providing accreditation/recognition of the certificate</b>
Lehrlingsstelle der Wirtschaftskammer  (Apprenticeship Office of the Economic Chamber; for the address, see certificate)	Bundesministerium für Arbeit und Wirtschaft (Federal Ministry for Labour and Economy)
<b>Level of the certificate (national or international)</b>	<b>Grading scale / Pass requirements</b>
NQF/EQF 5 ISCED 35	Overall performance: Pass with Distinction Good Pass Pass Fail
<b>Access to next level of education/training</b>	<b>International agreements</b>
Access to the <i>Berufsreifeprüfung</i> (i.e. certificate providing university access for skilled workers) or a vocational college for people under employment.	Between Germany, Hungary, South Tyrol and Austria, international agreements on the mutual automatic

<p>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.</p>	<p>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).</p>
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<p><b>Legal basis</b></p> <ol style="list-style-type: none"> <li>1. Training Regulation for Specialist Care Assistance BGBl. II (Federal Law Gazette) No. 245/2023 (company-based training)</li> <li>2. Curriculum framework (education at the vocational school for apprentices)</li> </ol>
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## 6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE

Training in the framework of the given Training Regulation for Specialist 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:** 4 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. 245/2023, 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)

**National Europass Centre:** [europass@oead.at](mailto:europass@oead.at)  
 Ebendorferstraße 7, A-1010 Vienna; Tel. + 43 1 53408-684