

Overview on Units of Learning Outcomes

Key Activities and Professional Competences

Qualification: **State-assessed Social Care Assistant**

GQF Level: 3

Key Activities and Professional Competences
<p>Arrange and deliberate on your own work, and arrange in accordance with tasks and client requirements</p> <p>Develop a professional identity and socio-pedagogical attitude Purposefully organise own work schedule On the basis of perception and observation, comprehending the life situation of the various clients Plan, carry out and deliberate on client-oriented nursing care, education, and personal development processes</p>
<p>Assist socio-pedagogical and socio-nursing care specialists</p> <p>Consider Legal Framework of Professional Activities Act according to Facility-specific parameters Contribute to team work and in the network of specialists in social-care work</p>
<p>Assist the cultural-creative process</p> <p>Work with creative Forms of Expression Work with musical Forms of Expression Work with playful Forms of Expression Work with physical and rhythmic Forms of Expression Work with Forms of Expression in Media</p>
<p>Assist clients with the arrangement of their living environment and dealing with daily life</p> <p>Develop relationships with the clients on the basis of the knowledge of psychological, pedagogical, and communication skills Assist clients in dealing with daily life Assist, advise, and guide clients particular life situations and crisis Set up functional living spaces that is development-promoting, and aesthetic Assist Clients with Housekeeping and Nutritional Intake</p>
<p>Implement Client Care personally and situation-related</p> <p>Assist Clients with Personal Hygiene Arrange Nursing Care in Accordance with Hygiene Requirements Assist Clients with their Mobility, with Disruptions in Moving, as well as with Rest and Sleep Assist Clients with Eating and Aid with Disruptions in the Digestive System Assist clients in the maintenance of the heart-circulatory functions and respiration. Carrying out countermeasures in case of disruptions of the heart-circulatory system and respiration Assist the Sensory Perception of Patients Assist Clients suffering Neurological and Psychiatric Illnesses Administer Professional First Aid in Emergency Situations</p>

Legal Framework:

- Curriculum valid for the federal state of Saxony: *Sächsisches Staatsministerium für Kultus (Hrsg.): Lehrpläne für die Berufsfachschule: Berufsfachschule für Sozialwesen, Staatlich geprüfte Sozialassistentin, Staatlich geprüfter Sozialassistent, Klassenstufen 1 und 2 sowie 1 bis 3, August 2005*

Key Activity Arrange and deliberate on your own work, and arrange in accordance with tasks and client requirements	
Qualification Social Care Assistant	GQF Level: 3
Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Professional Competence Develop a professional identity and socio-pedagogical attitude	
Skills <ul style="list-style-type: none"> • Conscientiously practice the professional role of Social Assistant in the Social Care and Pedagogical fields • Cultivate a represent a pedagogical attitude • Develop and represent professional ethics 	Knowledge <ul style="list-style-type: none"> • Describe the professional image of the Social Assistant in contrast to other professions in the Social Care and Pedagogical fields • Define own professional role in accordance with the requirements of the Social Care and Pedagogical fields, and describe personal motivation and personal qualifications for the job as Social Assistant • Understand the humanistic and ethical values as the guidelines to personal behaviour • Understand the dimensions of pedagogical activities
Professional Competence Purposefully organise own work schedule	
Skills <ul style="list-style-type: none"> • Use the instruments of time management for the effective execution of professional duties 	Knowledge <ul style="list-style-type: none"> • Describe the instruments for organise personal work schedule and work environment
Professional Competence On the basis of perception and observation, comprehending the life situation of the various clients	
Skills <ul style="list-style-type: none"> • Observe patients in their behaviour with detail to attention and with awareness of the their situation • Observe patients objectively and purposefully • Be actively aware/conscious of own effectiveness and activity • Perform goal-oriented supervision in its various forms and methods under the direction of specialists • Assess and document supervision 	Knowledge <ul style="list-style-type: none"> • Understand supervision/monitoring and monitoring procedures as a basis for professional activity • Describe mistakes in observation and its phenomena • Describe monitoring and assessment methods

<p>Professional Competence</p> <p>Plan, carry out and deliberate on client-oriented nursing care, education, and personal development processes</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Understand the life situation of the clients under the guidance and instructions of specialists and drawing conclusions for one's own professional actions • Support the creation of development-promoting environment • Plan and create an educational and supervisory processes together with experts and patients, in a by-need and resource-oriented manner • Understand learning as a life-long process and to purposely promote it • Work with individuals and small groups 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know the fundamentals of education, personal development, and supervision: <ul style="list-style-type: none"> • Importance of learning, education, and supervision for socialisation • Learning, education, and supervision on behalf of the community • Educational goals of child day care • Pedagogical concepts and approaches • Educational plans • Explain the various aspects of the development of people in the course of their life: <ul style="list-style-type: none"> • Development processes and particularities of various age groups • Analyses of different life situations • Possible developmental disorders, e.g. in the fields of speech, cognition, motor function, social behaviour • Demonstrate possibilities of development promotion in accordance with the individuality of the person concerned • Reflect on the concept of life-long learning and personal learning biography • Describe learning strategies and work techniques • Describe the basics of creation of a development-promoting environment, e.g. space and time, promotion of self-assertion, aiding the self-learning (auto-didactic) process • Explain selected didactic-methodical principles, e.g. clarity, activity, real-life orientation, normalisation • Demonstrate the possibilities of work with individuals and with groups • Reflect on the forms of human coexistence (esp. the importance of families)
<p>Personal Competences</p> <ul style="list-style-type: none"> • Work within a group and occasionally offer support. • Help shape the learning or work environment, present processes and results to the appropriate recipients of such information. • Learn or work autonomously and responsibly including within contexts which are less familiar. • Appraise own actions and the actions of others. • Request learning guidance and select various learning aids. 	

Key Activity Assist socio-pedagogical and socio-nursing care specialists	
Qualification Social Care Assistant	GQF Level: 3
Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Professional Competence Consider Legal Framework of Professional Activities	
Skills <ul style="list-style-type: none"> Practice the profession respecting the laws and institutional regulations, and in the interest of the patients 	Knowledge <ul style="list-style-type: none"> Describe the basics and structure of the legal framework Explain the legal fundamentals Explain Civil Law basics: <ul style="list-style-type: none"> Legal and contractual supervisory duties Selected contents of Nursing Care legislation Explain basics of labour legislation Describe the essential contents of „Laws for Kindergarten Facilities in Saxony“ (Gesetz über Kindertageseinrichtungen in Sachsen (SäKitaG)) Describe the essential contents of the „Children and Youth Assistance Law“ (Kinder- und Jugendhilfegesetzes (KJHG)) Explain the term „School Readiness“ and „Enrolment“ Demonstrate knowledge of the Legal Basis for the Integration of People with Disabilities Describe the Legal Framework for First Aid and RefUse to Offer Assistance Define the term „ Compulsory Registration“ on the basis of relevant, legal-binding documents Define the term „Need for Nursing Care“ on the basis of relevant, legally-binding documents Describe the essential contents of the „Nursing Home Law“ (Heimgesetz)
Professional Competence Act according to Facility-specific parameters	
Skills <ul style="list-style-type: none"> Consider activities guidelines and the concept of the facility Handle the material resources of the facilities responsibly Use the computer for organise and planning work Work with job-related software as well as text-editing and table calculation programmes Organise information acquisition and administration with the aid of a computer 	Knowledge <ul style="list-style-type: none"> Elaborate on the conditions, work schedules, and work organisation in the various social institutions

<p>Professional Competence Contribute to team work and in the network of specialists in social-care work</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Contribute as a conscientious actor to the networked care and education process • Contribute within a social-pedagogical team • Actively participate in the finding a common solution for tasks 	<p>Knowledge</p> <ul style="list-style-type: none"> • Explain the structure and organisation in the various Social-Care and Social-Pedagogical facilities • Demonstrate the importance of cooperation with other facilities and the community
<p>Personal Competences</p> <ul style="list-style-type: none"> • Work within a group and occasionally offer support. • Help shape the learning or work environment, present processes and results to the appropriate recipients of such information. • Learn or work autonomously and responsibly including within contexts which are less familiar. • Appraise own actions and the actions of others. • Request learning guidance and select various learning aids. 	

Key Activity Assist the cultural-creative process	
Qualification Social Care Assistant	GQF Level: 3
Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Professional Competence Work with creative forms of expression	
Skills <ul style="list-style-type: none"> • Work with the client creatively • Use diverse arts & crafts methods develop the creative facilities of clients • Testing and trying various materials • Use material and tools appropriately and efficiently • Watching out for the sources of danger, in the sense of care and supervisory duties 	Knowledge <ul style="list-style-type: none"> • Trying out individual forms of expression on the basis of creative knowledge • Reflect and Describe forms of expression with regard to work with target groups
Professional Competence Work with musical forms of expression	
Skills <ul style="list-style-type: none"> • Perform songs and other musical pieces (e.g. Use musical instruments) • Work up and practice musical form of expression together with clients • Use rhythm instruments • Sing together • Experience and Make music in connection with other forms of expression 	Knowledge <ul style="list-style-type: none"> • Describe the emotional effect and social potential of music • Demonstrate the possibilities of Use musical media in the Social-Pedagogical and Health Care profession
Professional Competence Work with playful Forms of Expression	
Skills <ul style="list-style-type: none"> • Guide and make up games and activities 	Knowledge <ul style="list-style-type: none"> • Describe games as possibilities to learn and communicate in various age groups • Demonstrate the importance of movement, Make music, creativity and speaking during activity • Demonstrate games and their potential uses in Socio-Pedagogic and Nursing Care practise.
Professional Competence Work with physical and rhythmic forms of expression	
Skills <ul style="list-style-type: none"> • Implement rhythmic-athletic events of various age groups in accordance with their physical limitations • Appropriate use of equipment and material • Noting any sources of danger during nursing care and supervisory duties 	Knowledge <ul style="list-style-type: none"> • Demonstrate the importance of movement for various patient groups: • The need to move around • The joy of movement • Describe the methods and materials that promote bodily-rhythmic forms of expression

Professional Competence Work with Forms of Expression in Media	
Skills <ul style="list-style-type: none"> • Make use of various media in consultation with professional staff • Selecting and Use various media oriented toward the patient group (e.g. print media, television) • Promote reading to patients as basic cultural skills (understandable reading, talks, reception to literature) • Showing patients how to use media to obtain information, presentation, and documentation 	Knowledge <ul style="list-style-type: none"> • Outline the various ways to use media in the Social-Pedagogical and Health Care profession • Taking a position on various forms of media and its effect on our time • Demonstrate language as medium and the features of oral and written creative speech • Analyse your own relationship to media
Personal Competences <ul style="list-style-type: none"> • Work within a group and occasionally offer support. • Help shape the learning or work environment, present processes and results to the appropriate recipients of such information. • Learn or work autonomously and responsibly including within contexts which are less familiar. • Appraise own actions and the actions of others. • Request learning guidance and select various learning aids. 	

Key Activity Assist clients with the arrangement of their living environment and dealing with daily life	
Qualification Social Care Assistant	GQF Level: 3
Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Professional Competence Develop relationships with the clients on the basis of the knowledge of psychological, pedagogical, and communication skills	
Skills <ul style="list-style-type: none"> • Develop contact to clients that is empathetic, accepting, and appreciative • Develop relationships with various clients that are appropriately developed • Have purposeful discussions with clients • Assist clients to form relationships with others 	Knowledge <ul style="list-style-type: none"> • Describe the origin of needs and interests of the individual <ul style="list-style-type: none"> - Explain Maslow's "Hierarchy of Needs" - Explain the importance of need satisfaction - Explain the significance of individual Interests • Describe the specific requirements of relationship development of various patient groups • Explain the dimensions of pedagogical activities • Explain the relevant basics of the Communication Arts: <ul style="list-style-type: none"> - Social interaction and communication - The importance of language for communication - Explain the cycle, conditions, and goals of communication - Verbal and non-verbal communication - written and oral communication - A selected communication model - Communication breakdown - Ways to successful communication • Describe forms of speech disorders • Origins and forms of communication breakdowns • Discuss the relevant discussion and question techniques for social-pedagogical work
Professional Competence Assist clients in dealing with daily life	
Skills <ul style="list-style-type: none"> • Develop the daily routine of clients in a varied manner and in accordance with their needs and interests • Maintain and improving the life quality of the client through an active and meaningful daily programme • Assist clients to contribute actively to social life and integration • Contribute to organise festivities and celebrations as highpoints in the daily routine of the client • Help clients with bureaucratic paper work and taking care of formalities 	Knowledge <ul style="list-style-type: none"> • Explain the importance and possibilities in the creation of a daily routine • Explain and differentiate the functions, goals, and methods of various possibilities of creating a daily routine • Demonstrate the importance of festivities and celebrations in the course of the year

Professional Competence Assist, advise, and guide clients particular life situations and crisis	
Skills <ul style="list-style-type: none"> • Consider the life situation of the client in care, accompanying and support processes • Suitably motivating clients • Recognizing and appreciating the resources of clients • Consider the biography of clients • Recognizing your own potential and limits • Contribute to solving conflicts in a reasonable manner 	Knowledge <ul style="list-style-type: none"> • Explain and differentiating the concepts “Health” and “Sickness” • Describe perception, experiences and behaviour in sickness • Describe psycho-social stress and Demonstrate coping strategies • Describe the dying process and Explain the requirements of professional terminal care • Describe the causes and possible effects of crises • Defining how to deal with conflicts, Explain conflict solution strategies • Describe network in the socio-cultural environment of clients • Explain the methods of biographical and resource work
Professional Competence Set up functional living spaces that is development-promoting, and aesthetic	
Skills <ul style="list-style-type: none"> • Contribute to set-up of living spaces • Selecting client-specific creative materials 	Knowledge <ul style="list-style-type: none"> • Differentiate among various types of living arrangements • Describe the possibilities of room design/set-up • Demonstrate the potentialities for designing development-promoting living spaces • Illuminating development-specific particularities for various age groups
Professional Competence Assist Clients with Housekeeping and Nutritional Intake	
Skills <ul style="list-style-type: none"> • Organise and document housekeeping • Assist clients to lead a healthier life, Assist with housekeeping and laundry • Preparing simple meals 	Knowledge <ul style="list-style-type: none"> • Explain the organisation and documentation of financial budget • Describe the fundamentals of a rational, ecological, and economic housekeeping, and laundry • Describe the basics of accident prevention and hygiene in housekeeping • Explain nutrition-physiological basics • Explain eating habits and appropriate diet in various life situations
Personal Competences <ul style="list-style-type: none"> • Work within a group and occasionally offer support. • Help shape the learning or work environment, present processes and results to the appropriate recipients of such information. • Learn or work autonomously and responsibly including within contexts which are less familiar. • Appraise own actions and the actions of others. • Request learning guidance and select various learning aids. 	

Key Activity Implement Client Care personally and situation-related	
Qualification Social Care Assistant	GQF Level: 3
Assessment Instruments: Oral examination (Expert discussion), practical examination at workplace, written examination	
Professional Competence Assist Clients with Personal Hygiene	
Skills <ul style="list-style-type: none"> • Assist and/or takeover personal hygiene maintenance • Take measures to maintain the health of the skin and undertake prophylactic measures against skin diseases • Care for clients with skin diseases • Assist clients to dress 	Knowledge <ul style="list-style-type: none"> • Explain the importance and goals of personal hygiene care • Describe the various methods of personal hygiene care (e.g. hygiene in bed, bath, mouth and eye care, hair care) • Describe prophylactic procedures for Maintain healthy skin • Describe the importance and function of clothing, noting the different needs of various client groups
Professional Competence Arrange Nursing Care in Accordance with Hygiene Requirements	
Skills <ul style="list-style-type: none"> • Deal professionally with hygiene regulations and guidelines • Recognize infections and carrying out infection prophylaxis and infection abatement 	Knowledge <ul style="list-style-type: none"> • Differentiate between „personal hygiene“ and „professional hygiene“ • Describe the origin and spread of infections in pedagogical and nursing care facilities • Describe the procedures for infection prophylaxis and abatement • Describe treatments for infectious diseases • Describe the importance and function of disinfection and sterilisation
Professional Competence Assist Clients with their Mobility, with Disruptions in Moving, as well as with Rest and Sleep	
Skills <ul style="list-style-type: none"> • Assist clients in daily life who suffer limitations of the skeletal-muscular system (muscles, tendons, joints, bones) • Implement (prophylactic) methods for encouraging a healthy lifestyle and more movement • Implement procedures for rehabilitating the body for mobility • Support clients in getting dressed • Implement measures to aid in sleeping • Arrange beds in accordance with hygienic requirements and the needs of the patient 	Knowledge <ul style="list-style-type: none"> • Describe the structure and function of the muscular-skeletal apparatus (i.e. bones, joints, muscles, tendons) • Describe the causes and consequences of disruptions in mobility • Describe muscular-skeletal diseases, including their causes (rheumatic and degenerative diseases, diseases of the spinal column, among others) • Explain the importance of rest and sleep, as well as discussing the problems of insomnia • Describe procedures to set up beds, construction and function of care beds, as well hygienic requirements

Professional Competence Assist Clients with Eating and Aid with Disruptions in the Digestive System	
Skills <ul style="list-style-type: none"> • Evaluating nutritional state and eating habits • Offering appropriate assistance and advice concerning dietary intake and excretion • Implement methods of prophylaxis for urinary tract infections and incontinence problems • Implement proper care for incontinence, constipation, and diarrhoea 	Knowledge <ul style="list-style-type: none"> • Elucidating the anatomy, physiology, and pathology of the digestive and urinary-genitalia systems • Demonstrate the importance of nutrition and excretion • Characterise the basics of healthy eating and special foods, Describe their use and function • Explain the approach to fluid balancing • Demonstrate the criteria for excrement observation
Professional Competence Assist clients in the maintenance of the heart-circulatory functions with respiration. Carrying out countermeasures in case of disruptions of the heart-circulatory system and respiration.	
Skills <ul style="list-style-type: none"> - Monitor and measure vital functions and recognizing pathological deviations: <ul style="list-style-type: none"> - pulse - blood pressure - consciousness - body temperature - breathing - Carry out selected treatments for diseases of the heart-circulation system - Carry out selected treatments for diseases of the respiratory system - Carry out procedures for pneumonia prophylaxis, breathing stimulation, and breathing support 	Knowledge <ul style="list-style-type: none"> - Explain the anatomy and physiology of the heart-circulatory system - Describe the essential diseases of the heart-circulatory system and of the breathing organs
Professional Competence Assist the Sensory Perception of Patients	
Skills <ul style="list-style-type: none"> • Implement procedures to support and facilitate sensory perception • Care for the visually impaired and blind in consideration of their special needs • Care for the hearing-impaired in consideration of their special needs 	Knowledge <ul style="list-style-type: none"> • Describe the anatomy and physiology of the sensory organs: <ul style="list-style-type: none"> - Skin - Eyes - Ears • Describe dysfunctions and pathological changes of the sense organs
Professional Competence Assist Clients suffering Neurological and Psychiatric Illnesses	
Skills <ul style="list-style-type: none"> • Carry out therapeutic procedures and treatment for neurological and psychiatric diseases (preventative care, medical therapy) 	Knowledge <ul style="list-style-type: none"> • Explain the structure and function of the nervous system • Describe and differentiating among selected neurological psychiatric diseases and syndromes

Professional Competence	
Administer Professional First Aid in Emergency Situations	
<p>Skills</p> <ul style="list-style-type: none"> • Properly administering first-aid 	<p>Knowledge</p> <ul style="list-style-type: none"> • Describe necessary procedures in emergency situations • Name symptoms of specific emergency situations • Describe First-Aid procedures <ul style="list-style-type: none"> - Diseases and traumas of the sense organs - Diseases of the endocrine system and metabolism - Traumas of the skeletal-muscular system - Disruptions in the digestive system - Dysfunctions of the uro-genital system - Dysfunctions of the heart-circulatory system - Dysfunctions of the Respiratory System - Neurological Dysfunctions and Traumas to the Nervous System
<p>Personal Competences</p> <ul style="list-style-type: none"> • Work within a group and occasionally offer support. • Help shape the learning or work environment, present processes and results to the appropriate recipients of such information. • Learn or work autonomously and responsibly including within contexts which are less familiar. • Appraise own actions and the actions of others. • Request learning guidance and select various learning aids. 	