

FRAMEW ORK PLAN

for the training occupation

Medical assistant/medical assistant

(Resolution of the Conference of Ministers of Education and Cultural Affairs of
18.11.2005)

Part I Preliminary remarks

This framework curriculum for vocational instruction at vocational schools has been adopted by the Standing Conference of the Ministers and Senators of Education and Cultural Affairs of the Länder (KMK).

The framework curriculum is coordinated with the corresponding federal training regulations (issued by the Federal Ministry of Health or the otherwise competent ministry in agreement with the Federal Ministry of Education and Research).

The framework curriculum basically builds on the lower secondary school leaving certificate and describes minimum requirements.

The framework curriculum for the training occupations assigned to a vocational field is divided into basic training covering a broad range of vocational fields and specialised training building on this.

On the basis of the training regulations and the framework curriculum, which regulate the objectives and contents of vocational training, the final qualification in a recognised training occupation and - in conjunction with instruction in other subjects - the vocational school leaving certificate are imparted. This creates the essential prerequisites for qualified employment and for entry into further and continuing education and training courses.

The framework curriculum does not contain any methodological specifications for teaching. However, teaching methods that directly promote action competence should be given special consideration in the design of lessons. Independent and responsible thinking and acting as an overarching goal of training must be part of the overall didactic-methodological concept.

The Länder adopt the framework curriculum directly or implement it in their own curricula. In the second case, they ensure that the result of the subject and time coordination achieved in the framework curriculum is maintained with the respective training regulations.

Part II Educational Mission of the Vocational School

The vocational school and the training companies fulfil a joint educational mandate in dual vocational training.

The vocational school is an independent place of learning. It works as an equal partner with the other parties involved in vocational training. It has the task of imparting vocational and general learning content to the pupils with particular regard to the requirements of vocational training.

The vocational school aims to provide basic and specialised vocational education and to extend the general education acquired beforehand. In doing so, it aims to enable students to fulfil their tasks at work and to help shape the world of work and society in a socially and ecologically responsible manner. It follows the regulations of the Länder school laws applicable to the vocational school. In particular, vocational instruction is also based on the federally uniform regulations issued for each state-recognised training occupation:

- Framework Curriculum of the Standing Conference of the Ministers and Senators of Education and Cultural Affairs of the Länder (KMK)
- Ordinance on Vocational Training (Training Ordinance) of the Federal Government for in-company training.

According to the framework agreement on the vocational school (KMK resolution of 15.03.1991), the aim of the vocational school is,

- "to provide a vocational skill that combines professional competence with general skills of a human and social nature.
- develop professional flexibility to cope with the changing demands in the world of work and society, also with a view to European integration
- to awaken the willingness to engage in professional development and further education
- to promote the ability and willingness to act responsibly in shaping individual lives and in public life".

To achieve these goals, the vocational school must

- Orientate teaching towards a pedagogy specific to their task, which emphasises hands-on orientation
- impart cross-occupational and cross-field qualifications, taking into account necessary occupational specialisation
- Ensure a differentiated and flexible educational offer in order to meet different abilities and talents as well as the respective requirements of the world of work and society.
- Provide insights into different forms of employment, including entrepreneurial self-employment, in order to support self-responsible career and life planning.
- Within the scope of their possibilities, comprehensively support and promote disabled and disadvantaged people.

- point out the environmental hazards and risks of accidents associated with the exercise of the profession and private life, and point out ways of avoiding or reducing them.

In addition, the vocational school shall, in general lessons and as far as possible within the framework of vocational lessons, address core problems of our time such as:

- Work and unemployment
- Peaceful coexistence of people, peoples and cultures in a world with preservation of cultural identity
- Conservation of the natural basis of life and
- guaranteeing human rights.

The listed goals are directed towards the development of **action competence**. This is understood here as the readiness and ability of the individual to behave in professional, social and private situations in an appropriately thought-out manner and in an individually and socially responsible manner. Action competence unfolds in the dimensions of professional competence, human competence and social competence.

Professional competence refers to the willingness and ability to solve tasks and problems in a goal-oriented, appropriate, methodical and independent manner on the basis of professional knowledge and skills and to assess the result.

Human competence refers to the readiness and ability to clarify, think through and assess development opportunities, requirements and restrictions in family, work and public life as an individual personality, to develop one's own talents and to make and develop life plans. It includes qualities such as independence, critical faculties, self-confidence, reliability, sense of responsibility and duty. In particular, it also includes the development of well thought-out values and self-determined commitment to values.

Social competence refers to the readiness and ability to live and shape social relationships, to grasp and understand attentions and tensions, and to engage and communicate with others rationally and responsibly. This includes in particular the development of social responsibility and solidarity.

Methodological competence, communicative competence and learning competence are components of both professional competence and human competence as well as social competence.

Methodological competence refers to the readiness and ability to proceed in a goal-oriented, planned manner when dealing with tasks and problems (for example, when planning work steps).

Communicative competence means the willingness and ability to understand and shape communicative situations. This includes perceiving, understanding and presenting one's own intentions and needs as well as those of the partners.

Learning competence is the willingness and ability to understand and evaluate information about facts and contexts independently and together with others and to classify it in mental structures. Learning competence also includes, in particular, the ability and willingness to develop learning techniques and learning strategies in the workplace and beyond and to use these for lifelong learning.

Part III Didactic Principles

The objective of vocational education and training requires that teaching be geared to a pedagogy tailored to the tasks of the vocational school, which emphasises action orientation and enables young people to independently plan, carry out and assess work tasks within the framework of their occupational activity.

Learning in the vocational school basically takes place in relation to concrete, professional action as well as in diverse mental operations, including mental comprehension of the actions of others. This learning is primarily linked to the reflection on the execution of the action (the action plan, the process, the results). With this grateful penetration of vocational work, the prerequisites for learning in and from work are created. For the framework curriculum, this means that the objective and the selection of contents are occupation-related.

On the basis of learning theory and didactic findings, the following points of orientation are mentioned in a pragmatic approach for the design of action-oriented lessons:

- Didactic reference points are situations that are significant for professional practice (learning for action).
- The starting point of learning is action, if possible carried out by oneself or mentally reproduced (learning by doing).
- Actions must be planned, carried out, checked, corrected if necessary and finally assessed by the learners as independently as possible.
- Actions should promote a holistic grasp of professional reality, for example including technical, safety, economic, legal, ecological, social aspects.
- Actions need to be integrated into learners' experiences and reflected upon in relation to their social impact.
- Actions should also include social processes, for example of interest declaration or conflict resolution, as well as different perspectives of career and life planning.

Activity-based teaching is a didactic concept that interlinks subject and activity system structures. It can be realised through different teaching methods.

The teaching offered by the vocational school is aimed at young people and adults who differ in terms of previous education, cultural background and experience from the training companies. Vocational schools can only fulfil their educational mandate if they take these differences into account and support pupils - including disadvantaged or particularly disabled pupils - according to their individual potential.

Part IV Job-related preliminary remarks

This framework curriculum for vocational training as a medical assistant is coordinated with the Ordinance on Vocational Training as a Medical Assistant of 26.04.2006 (BGBl. I p. 1097).

The framework curriculum for the training occupation medical assistant (KMK resolution of 24.01.1986) is repealed by the present framework curriculum.

For better readability, the use of the masculine form of the terms patient and doctor includes the feminine form.

The term practice also stands for other training companies of this training occupation. The term organise can also include implementation.

The present framework curriculum is based on the following assumptions:

Medical assistants work in a team and have direct contact with patients. They understand the human being as a psychological and physical unit and base their own actions on this. For their work in treatment assistance and in business organisation and administration, they therefore need a high level of social, personnel, team and communication skills in addition to medical and economic expertise.

These competences are the basis for dealing empathetically with patients. They enable the establishment of a lasting relationship of trust between the practice team and the patients and therefore contribute significantly to patient satisfaction and patient loyalty to the practice. With flexibility and creativity, they adapt to the situations that arise in the practice and understand their work as a service for the patient. The development of these social-communicative competences must therefore be given sufficient space in all learning fields in addition to the teaching of technical content.

When organising and carrying out their work, medical technicians take ergonomic and ecological aspects into account and act in a cost-conscious manner against the background of social developments. They are able to use operational work and organisational resources economically and in a task-oriented manner.

In the professional activities of medical assistants, the principles and measures of time and quality management, quality assurance and practice marketing are of great importance. For this reason, they represent a consistent action maxim in the completion of their work. By observing these principles, the medical assistants contribute to the continuous improvement of the operational and treatment organisation.

With a view to social change, the objectives of the framework curriculum are openly formulated. They are specified or supplemented by the contents. The following contents are to be dealt with in all learning fields according to the situation:

- medical terminology
- Professional secrecy
- Data protection
- Environmental protection
- Legal regulations relevant to the profession

- Occupational safety and health

Learning in learning fields is always exemplary. Learning processes should be initiated, accompanied and completed. The competences acquired in the process, including methodological and learning competences, form the basis for transfer achievements.

40 hours of foreign language instruction are integrated into the learning fields. Regional requirements must be taken into account.

The use of current media for obtaining and processing information must be taught in an integrative manner. This also applies to the editing and standard-compliant design of texts as well as the preparation of the statement of services.

Part V Learning fields

| Overview of the learning fields for the training occupation of medical assistant | | | | |
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| Learning fields | | Time guidelines in lessons | | |
| No. | | Year 1 | Year 2 | Year 3. |
| 1 | Orientation in the profession and health care | 60 | | |
| 2 | Receiving and accompanying patients | 80 | | |
| 3 | Organise practice hygiene and protection against infectious diseases | 80 | | |
| 4 | Assist in the diagnosis and therapy of diseases of the musculoskeletal system | 60 | | |
| 5 | Prevent incidents and provide assistance in emergency situations | | 80 | |
| 6 | Procure and manage goods | | 80 | |
| 7 | Organise practice processes in the team | | 60 | |
| 8 | Accompany patients during diagnostic and therapeutic measures for diseases of the urogenital system. | | 60 | |
| 9 | Accompany patients during diagnostic and therapeutic measures for diseases of the digestive system. | | | 80 |
| 10 | Accompany patients during minor surgical procedures and treat wounds. | | | 40 |
| 11 | Accompany patients in prevention | | | 80 |
| 12 | Develop career perspectives | | | 80 |
| | Total: 840 hours in total | 280 | 280 | 280 |

Learning field 1:

profession and health care

**Orientation in the
year of training
Time guideline: 60 hours**

Target:

The students reflect on their situation in the practice with the aim of working in a team-oriented manner. They communicate in the practice team and with people in the professional environment and develop solutions for problems that arise. They act in a process-oriented manner within the framework of the fields of activity, functional areas and work processes in the practice. They observe the legal framework relevant to their own actions as well as the social and ethical requirements. They place the practice as a service provider of the health care system in the overall economic structure. In order to avoid possible risks to health and safety at work relevant to the practice, they inform themselves about appropriate protective measures and observe them. In order to actively participate in shaping their vocational training, later activities and professional perspectives, they evaluate relevant contracts and regulations as well as educational offers and develop and articulate their own interests and ideas. They use current media to obtain information.

Contents:

Vocational organisations
Vocational Training Act
Vocational training
contract
Liability and criminal responsibility Youth
employment protection
Maternity protection
Occupational health and
safety

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| Field of study 2: | Receiving and accompanying patients Training year Time guideline: 80 hours |
| Target: The pupils receive patients in a language appropriate to the situation, also in a foreign language, organise their stay in the practice, accompany and care for the patients. They record patient data on the basis of the legal relationship between doctor and patient and observe data protection. They manage patient data on different data carriers, taking data protection into account, and use the data entered to process forms. The pupils provide information about medical care services in the region and maintain contacts with the corresponding facilities. When making appointments, they observe the principles of practice organisation as well as the interests and needs of the different patient groups and behave in a conflict-solving manner. In telephone contact, they make decisions according to the situation. Through their appearance and the design of the reception and waiting area, the pupils contribute to developing a positive image of the practice with the aim of establishing a long-term relationship of trust between the practice team and the patient. They observe their own behaviour, distinguish and evaluate different manners and consciously use them to shape the relationship between patients and the practice team as well as the atmosphere in the practice. | |
| Contents: Conflict resolution strategies Basics of contract law Treatment contract Evidence of insuredness Insured groups, cost units Basics of medical billing Card index management Single and multi-user system | |

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| Field of study 3: and protection against infectious diseases Time guideline | Organise practice hygiene .training year : 80 hours |
| Target: The pupils take measures to protect themselves from infections. The pupils inform themselves about the dangers of infection and describe infection routes and treatment options. They organise disinfection and sterilisation measures to minimise the risk of infection. They plan protective measures to prevent the spread of pathogens and make a justified selection on a case-by-case basis, also taking into account economic and environmental aspects. They organise, document and check hygiene measures as a team, taking into account legal regulations and quality management guidelines. Against an economic and ecological background, the pupils compare different materials. They plan and document the care and maintenance of instruments and equipment. They show ways of disposing of practice materials in an environmentally friendly way. | |
| Contents: Personal hygiene Self-protection through immunisation Postexposure prophylaxis Hygiene chain Hygiene plan Infectious diseases Mandatory reporting | |

Field 4: Assist in the diagnosis and treatment of musculoskeletal disorders . **Year of training**
Time allowed: 60 hours

Target:

The pupils are involved in the prevention, diagnosis and therapy of diseases of the musculoskeletal system. For this purpose, they inform themselves about the anatomical, physiological and pathological correlations. They organise diagnostic measures and physical therapy, pay attention to possible dangers and complications and look after patients. They apply bandages, prepare medicinal therapies and support the doctor in informing patients about applications, effects, side effects and interactions as well as risks. The students document services rendered and bill them using the rules and regulations and current media.

Contents:

Physical therapy: cold, heat, stimulation current
Prescription of medicines, remedies and aids
Fractures
Joint and muscle injuries
Osteoarthritis

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| Field of study 5: and providing help in emergency situations Time allowed | Preventing incidents year of training : 80 hours |
| Target: Pupils react and communicate appropriately in intermediate and emergency situations. They treat themselves and others responsibly. They inform themselves about anatomical, physiological and pathological correlations and understand the human being as a psychological and physical unit. By observing patients and taking their medical history, they reduce the risk of incidents and emergencies. In emergency situations, they initiate appropriate measures and care for the patients. They support immediate medical measures and organise immediate diagnostics close to the patient. The pupils document the services rendered and account for them. | |
| Contents: Respiratory and cardiovascular arrest, fainting, shock, allergic reactions, bleeding, burns, seizures. Cardiovascular system Respiratory system Emergency case First aid measures | |

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| Field of study 6: | Procure and manage goods .Training year Time guide value: 80 hours |
| Target: The pupils plan the supply of goods to the practice according to needs and the environment. They explore procurement options, obtain information and prepare the data obtained. They analyse and compare offers under qualitative and quantitative aspects and make an economically and ecologically justified selection to prepare purchasing decisions. They monitor and record the receipt of goods. You will identify any performance problems that occur and the conflicts associated with them. They clarify practice interests and represent them vis-à-vis the purchase contract partner, taking into account legal and economic aspects. Using their knowledge of payment terms and current forms of payment, they prepare, record and monitor payment transactions. They apply relevant legal regulations when handling receipts. The pupils organise the storage of goods in compliance with the legal regulations and take into account the special features associated with storage. To this end, they also inform themselves about the principles of storage of medicinal products. They use possibilities of saving energy and plan the environmentally friendly recycling and disposal of materials and equipment in accordance with the legal regulations. They use the forms of oral and written communication with current media. | |
| Contents: Purchase contract Poor performance, non-timely delivery Checklists Medical supplies | |

Field of study 7:

**Organise practice
procedures in a team
. Training year
Time guideline: 60 hours**

Target:

The students participate in the planning, organisation, design and control of practice procedures. They plan and organise quality and time management measures in their own area of responsibility and in the team. They present and justify suggestions for improvements to optimise work processes, also from an economic point of view. The pupils draw up plans for standardised work processes with the involvement of cooperation partners. They organise incoming and outgoing mail, including electronic message transmission. They carry out filing and archiving and observe retention periods and data protection. They use current media for collecting, processing and transmitting information. You use practice marketing measures to promote patient satisfaction.

Contents:

Quality assurance
Duty, holiday and appointment
planning Checklists

Field of study 8: Accompany patients during diagnostic and therapeutic measures of the urogenital system.

**.Year of training
Time guideline: 60 hours**

Target:

The pupils organise the preparation, implementation and follow-up of diagnostic and therapeutic measures for diseases of the urinary and sexual system and assist the doctor. To do this, they inform themselves about anatomical, physiological and pathological contexts. The pupils assist the doctor in compliance with hygiene regulations, observe the patients and provide assistance appropriate to the situation. They inform the patients about the collection of specimen material and prepare the collection of specimens. They handle the patients' examination materials responsibly. The pupils organise laboratory work, ensure that samples are stored and sent in accordance with regulations and fill in the relevant forms. They document the results and inform the doctor immediately of any abnormalities in examination results. They motivate patients to use the medicines prescribed by the doctor accurately. The pupils account for the services rendered.

Contents:

Urine rapid test Urine collection
methods Pre-analysis Urinary
tract infections Pregnancy, birth
Anticonceptives
Breast, cervical, prostate cancer

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| <p>Field of study 9:Accompanying patients during diagnostic and therapeuticalmeasures of thedigestive system.</p> <p>Year of training Time allowed:80 hours.</p> <p>ten</p> |
| <p>Target:</p> <p>The pupils organise the preparation, implementation and follow-up of diagnostic and therapeutic measures for diseases of the digestive system and assist the doctor. For this purpose, they inform themselves about anatomical, physiological and pathological contexts. They inform patients about behaviour before, during and after examinations. They guide the patients in obtaining samples and determining laboratory values. The pupils recognise laboratory values that are due and inform the doctor immediately. They motivate the patients to use the medicines prescribed by the doctor accurately. They take into account the special features of diabetics in patient care. They work out nutritional advice for the relevant patient groups as part of the team. They document examination results and bill for services rendered. The pupils organise the care and maintenance of medical equipment and instruments. In doing so, they observe legal and hygienic regulations as well as the manufacturer's specifications.</p> |
| <p>Contents:</p> <p>Ultrasound examination Endoscopy Examination for occult blood Forms of application of medicinal products</p> |

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| Field of study 10: Accompanypatients during minor surgical and treat wounds | .Year of training Time allowed:40 hours |
| Target: The students organise minor surgical treatments, assist the doctor in performing the procedures and accompany the patients. They inform themselves about anatomy, physiology of the skin and about injuries and diseases that are treated on an outpatient basis. They prepare rooms for minor surgical procedures and select the necessary materials and instruments according to the situation. They prepare patients for surgical procedures and care for them before, during and after treatment. The pupils treat wounds. They prepare and send tissue sample material for further diagnosis. They dispose of body tissue and used materials and carry out necessary hygienic measures. The pupils carry out appropriate administrative work and settle the accounts for services, also with the accident insurance institutions. | |
| Contents: Wound types Local anaesthesia Skin tumour | |

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| Field of study 11:Accompanying | patients in prevention3 . Training year |
| Time reference value: 80 hours | |
| Target: Students use their knowledge of risk factors, healthy lifestyles and preventive measures to inform different patient groups. They support the doctor in motivating the patient to take preventive measures. They explain the contents, significance and cost regulations of preventive measures. They select and prepare the appropriate forms. They assist in the implementation of preventive measures and organise corresponding examinations. They document the results and pass them on. They bill the corresponding services to panel doctors and private doctors. In the case of private liquidations, the students monitor the receipt of payment. If necessary, they initiate dunning procedures and take into account limitation periods. They explain the possibilities and aims of medical rehabilitation and assist in applying for rehabilitation measures. In doing so, they inform themselves with the help of current media and compile practice-specific and patient-friendly material. | |
| Contents: Early detection examinations Recall Vaccinations Self-help groups Individual health services | |

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| Learning area 12: | Developing vocational perspectives3 Training year Time guide value: 80 hours |
| Target: The pupils explain the basic labour law, collective agreement law and legal regulations for their profession on the basis of an employment contract. They develop strategies to improve cooperation in the practice team. They inform themselves about possibilities to deal appropriately with the personal stresses resulting from the profession. They inform themselves about possibilities of further education and training as a prerequisite for professional and personal development and recognise the necessity of lifelong learning. They distinguish between the benefits of social insurance and those of private supplementary insurance. They check salary slips with current media. They compare different conditions for keeping accounts and taking out loans. The pupils present their personality in an application. They present current regulations and changes in the law that affect their workplace in practice. They make suggestions for improving time and quality management and practice marketing. | |
| Contents: Self-management Job references Employment tribunals Capital formation Income tax rate Private pension schemes | |