

## Diploma supplement

### 1. Information identifying the holder of the qualification

- 1.1. Family name **XXX**
- 1.2. First name(s) **XXX**
- 1.3. Date of birth **XXX**

### 2. Information identifying the qualification

#### 2.1. Name of qualification and awarded title

Registered Nurse in Anesthesia care / Registered Nurse in Intensive care / Registered Nurse in Emergency care, Advanced Federal Diploma of Higher Education *(delete not applicable)*

dipl. Expertin / Experte Anästhesiepflege NDS HF *oder* dipl. Expertin / Experte Intensivpflege NDS HF *oder* dipl. Expertin / Experte Notfallpflege NDS HF *(delete not applicable)*

#### 2.2. Main field(s) of study for the qualification

Anesthesia care *or* Intensive care *or* Emergency care *(delete not applicable)*

#### 2.3. Name of awarding institution

**XXX**

#### 2.4. Name of institution administering qualification

**XXX**

#### 2.5. Language(s) of instruction/examination

**XXX**

### 3. Information on the level of the qualification

#### 3.1. Level of qualification

Diploma of advanced vocational education at tertiary level.

(see point 7. Information on the national education system)

#### 3.2. Length of programme

Post-graduate studies for the Advanced Federal Diploma of Higher Education comprise at least 900 hours of study on a part-time basis, parallel to employment. That means, for someone in full-time employment, the duration of such a course will be between 2 and 4 years. At least 360 hours must be devoted to studies at a vocational college and a minimum of 540 hours must be devoted to practical training, including any internships in related specialist areas.

### 3.3. Access requirements

To be accepted as a post-graduate student for the Advanced Federal Diploma of Higher Education, it is necessary to hold an advanced diploma in nursing or a Bachelor of Science degree in nursing or a foreign nursing diploma which is recognised as equivalent by the federally responsible authority and to have at least 6 months' full-time experience in acute care at a hospital or clinic.

## 4. Information on the contents and results gained

### 4.1. Mode of study

Studies structured according to the core curriculum

### 4.2. Qualification requirements

**(delete not applicable)** Holders of the Advanced Federal Diploma of Higher Education in Anesthesia Care, Intensive Care or Emergency Care coordinate the requested services independently or in cooperation with the responsible medical service according to priority and they ensure that the work process is of a high standard. They are members of intra- or inter-professional teams and are committed to creating a motivating working atmosphere. They actively participate in quality and risk management. They gather and complete relevant patient information and ensure the flow of data. They are responsible for training and instruction in the clinical field.

**(delete not applicable)** Holders of the Advanced Federal Diploma of Higher Education in Anesthesia Care, Intensive Care or Emergency Care are committed to the protection and preservation of their own health. They maintain and continue to develop their own skills. They know how to communicate and act professionally, even in stressful situations, and know how to deal with the challenges of group dynamics. They act according to ethical and legal principles.

**(delete not applicable)** Holders of the Advanced Federal Diploma of Higher Education in Anesthesia Care, Intensive Care or Emergency Care follow developments and trends in nursing and medical research as well as in professional and healthcare policies. They actively participate in the implementation of research results in their own field. They are committed to maintaining and promoting an optimum quality of care and an attractive profession. They participate in research projects whenever possible

### 4.3. Qualification details

**(delete not applicable)** Anesthesia care process involves the provision of a high-quality and safe anesthesia service for patients of different age groups and in varying states of health. The work covers the entire perioperative phase from the time the patient is placed in their care until the patient is transferred to another unit. They perform their work independently in accordance with the standards and recommendations of the Swiss Society of Anesthesiology and Reanimation (SGAR), based on the "Standards for Anesthesia Care Switzerland" of the Swiss Association for Anesthesia Care (SIGA). Anesthesia care is carried out under the supervision or instruction of a physician who is specialised in Anesthesiology.

Within this structure and within the institution's competence regulations, they are responsible for their pre-, intra- and post-operative actions. They carry out general anesthesia and assist with local anesthesia and complex general anesthesia. They monitor the patient intensively. They establish a close, supportive communication and relationship with the patient and his or her family. They apply adequate pain therapy. They initiate emergency stabilisation and resuscitation measures. They use medico-technical equipment.

**or**

The intensive care process includes the provision of services for intensive care patients of all ages and socio-cultural backgrounds. It includes all sub-processes from patient admission to transfer of the patient to another unit or discharge. The services are provided independently and responsibly, and in close inter-

professional cooperation with the physicians in the intensive care unit.

Holders of the Advanced Federal Diploma of Higher Education in Intensive Care are responsible for patient admission, differentiated situation analysis, nursing and care as well as therapeutic, medico-technical and pharmacological interventions. They carry out internal and, if necessary, external patient transportation for the purpose of diagnostic examinations and therapeutic interventions as well as emergency and transfer transportation, and they are also able to ensure care and support outside the intensive care unit. They are responsible for supporting and advising patients and their families.

**or**

The emergency care procedure covers initial assessment, admission, care and support of emergency patients and their families from time of admission to the emergency care unit until the patient is transferred elsewhere. Holders of the Advanced Federal Diploma of Higher Education in Emergency Care are responsible for the entire procedure in the emergency care unit. They competently apply the internal and/or external emergency standards relevant to their field of work. In addition, they assume tasks in the field of patient education within a framework of inter-professional cooperation. Their duties also include high-risk transportation of patients in critical situations to the various monitoring and examination units. Other elements of their sphere of duties are offering support, applying their personal resources to promote health, autonomy and quality of life, as well as professional care for patients and their families. They accompany, care for and support emergency patients and their families in exceptional situations that are often experienced as stressful. They act on the basis of evidence.

#### 4.4. Grading scheme, grade distribution guidance

XXX

#### 4.5. Overall classification

XXX

### 5. Additional information sources

[www.odasante.ch](http://www.odasante.ch), [www.bgs-ch.ch](http://www.bgs-ch.ch); [www.siga-fsia.ch](http://www.siga-fsia.ch); [www.sgi-ssmi.ch](http://www.sgi-ssmi.ch); [www.notfallpflege.ch](http://www.notfallpflege.ch)



## 6. Certification of the supplement

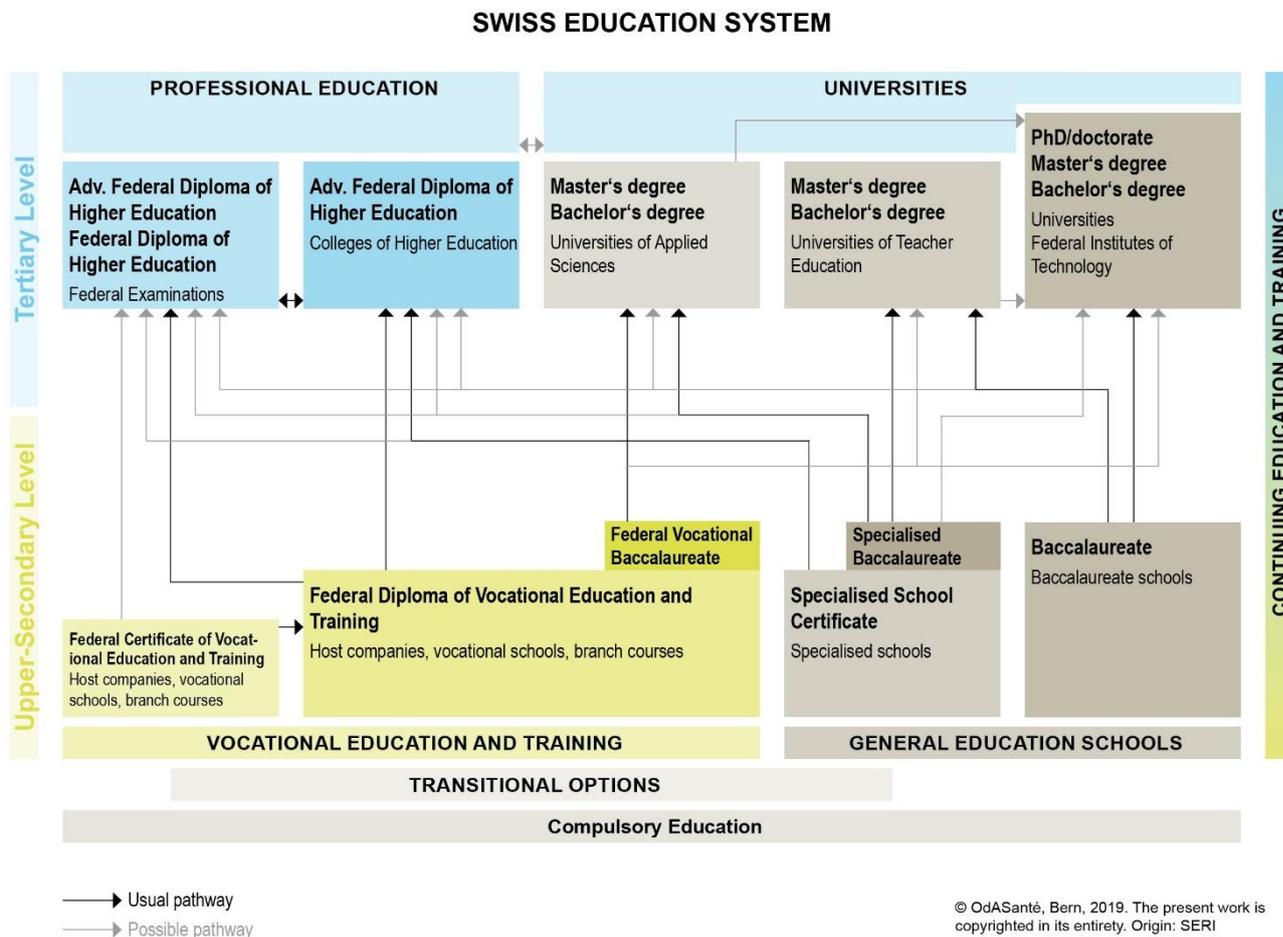
This diploma supplement refers to the following original documents:

Core curriculum: Post-graduate studies for the Advanced Federal Diploma of Higher Education in Anesthesiology Care, Intensive Care or Emergency Care. Approved by the Federal Office for Professional Education and Technology (OPET) on 10.7.2009 (since 1.1.2013: State Secretariat for Education, Research and Innovation SERI). Status on 19 February 2019.

(Signature of the institution which awarded the qualification)



7. Information on the national education system



**Tertiary-level professional education**

In Switzerland, tertiary-level education is divided into two sectors: the professional education sector and the university sector. There are two main pathways to tertiary-level professional qualifications: preparation for a federal examination for the Federal Diploma of Higher Education or the Advanced Federal Diploma of Higher Education; and study at a college of higher education leading to issuance of an Advanced Federal Diploma of Higher Education. Access to the professional education sector is open to holders of upper-secondary level vocational qualifications who have gained several years of work experience.

Professional education is highly practical in nature and consistently geared to the needs of the labour market. Professional organisations establish training content and ensure the quality of training programmes and examinations. Applied learning is encouraged as it enables new expertise to be quickly implemented and ensures a rapid rate of innovation. Holders of tertiary-level professional qualifications are highly skilled professionals who are able to handle challenging tasks as well as managers taking on a high level of responsibility. Holders of professional qualifications often hold executive positions and manage their own company.

**Upper-secondary level vocational education and training (VET)**

State-regulated vocational education and training (VET) is the standard pathway leading to tertiary-level professional education. The Swiss VET sector comprises two-year programmes for the Federal VET Certificate as well as three- and four-year programmes for the Federal VET Diploma. Swiss VET programmes consistently combine theory and practice and provide learners with the knowledge and skills needed to work in the chosen occupation with little need for outside supervision. In addition to technical expertise, learners acquire methodological, social and personal competences. Most Swiss VET programmes are of the dual-



track variety, meaning that training content is distributed across two main learning locations (vocational schools, which handle classroom instruction, and host companies, which handle apprenticeship training) and in some cases also a third learning location (branch training centres, which provide learners with training content not already covered by the first two training locations). There are also VET programmes where learners undergo full-time training at a vocational school. In both cases, it is very common for holders of vocational qualifications to be hired directly after graduation. Once holders of vocational qualifications have gained extensive work experience, they may go on to pursue tertiary-level professional education.

### **Swiss education system**

There are two main pathways within the Swiss education system, both spanning upper-secondary and tertiary level: vocational/professional, on the one hand, and general education/university, on the other. While it is possible to switch between these two pathways at any time and at any level, in some cases, certain conditions apply. Generally speaking, the Swiss education system is highly permeable in this manner.

## **8. Administrative structure**

### **8.1. OdASanté**

OdASanté is the national umbrella organisation of the healthcare profession. It represents the interests of the health sector throughout Switzerland in educational matters for healthcare professions. It was founded on 12 May 2005 and consists of the leading employers' and employees' associations in the health sector, the Swiss Conference of Cantonal Ministers of Public Health (GDK) and the cantonal and regional organisations of the healthcare profession in German-, French- and Italian-speaking Switzerland.

### **8.2. Swiss Association of Healthcare Education Centres**

The Swiss Association of Healthcare Education Centres (BGS) represents the interests of its members at national level and is the main point of contact and stakeholder for federal authorities and specialised commissions in matters relating to educational and healthcare policies as well during consultative processes.

The education centres in German-, French- and Italian-speaking Switzerland run by the Swiss Association of H Education Centres (BGS) offer training at colleges of higher education and at upper secondary level. The aim is to ensure, in close cooperation with partners in the field of education and healthcare, a steady influx of young professionals who are trained to the highest standards.

