

**DRAFT Defined Award Standards for  
Healthcare Support Essentials  
(Major Award, NFQ Level 5: ESCO 5321.1<sup>1</sup>)**

<b>Award Title</b>	Healthcare Support Essentials
<b>Teideal as Gaeilge</b>	[To be translated]
<b>Award Class</b>	Major
<b>Level</b>	NFQ Level 5    EQF Level 4
<b>Credit Value</b>	120 FET Credits

### Purpose

This award is intended to equip the learner with the relevant knowledge skills and competence to provide person-centred care in a variety of healthcare settings, promoting best practice rooted in holistic, diverse and cultural care across the lifespan.

### Qualification Requirements

Learners are eligible for the major award following the successful completion of the Special Purpose Award (SPA) in Fundamentals of Healthcare + 3 Minor Awards as outlined below:

<b>Award Class</b>	<b>Requirement</b>	<b>Defined Award Standard Titles with links to LOs</b>	<b>Credit Value</b>	<b>NFQ Level</b>
Major	1 SPA + 3 Minors	Healthcare Support Essentials	120	5
SPA	Mandatory	<a href="#">Fundamentals of Healthcare</a>	45	5
Minor	Mandatory	<a href="#">Safe Care Practice</a>	30	5
Minor	Mandatory	<a href="#">Personal and Professional Development</a>	30	5

<sup>1</sup> European Skills, Competences, Qualifications and Occupations (ESCO). The ESCO taxonomy is a system created by the European Commission to classify skills, competences, qualifications, and occupations. It has two main parts: the Occupations pillar and the Skills & Competences pillar, which includes knowledge, skills, and competences. The Occupations pillar is also linked to the International Standard Classification of Occupations (ISCO) to help organise job roles in a clear and structured way. For more information please see: <https://esco.ec.europa.eu/en/classification>

Award Class	Requirement	Defined Award Standard Titles with links to LOs	Credit Value	NFQ Level
Minor	Elective	<i>One Elective from the Pool of Electives below</i>	15	5
<b>Pool of Electives</b>				
Minor	Elective	<a href="#">Mental Health Care Skills</a>	15	5
Minor	Elective	<a href="#">Intellectual Disability Care and Support</a>	15	5
Minor	Elective	<a href="#">Palliative Care Skills</a>	15	5

## Learning Outcomes

<b>Learning Outcomes</b>	
<b>Knowledge Breadth &amp; Knowledge Kind</b>	<p>Demonstrate knowledge and practical application of:</p> <ul style="list-style-type: none"> <li>relevant statutory, regulatory, healthcare standards and guidelines</li> <li>and evidence-based practice</li> </ul> <p>that support safe and effective work practices across a variety of healthcare settings.</p>
	<p>Demonstrate knowledge and practical application of effective, individualised non-pharmacological care interventions informed by an understanding of a range of chronic diseases and medical conditions that impact function, health and well-being.</p>
<b>Know How &amp; Skill Range</b>	<p>Demonstrate a broad understanding of care principles and models that promote holistic, person-centred care and well-being, including</p> <ul style="list-style-type: none"> <li>effective risk assessment</li> <li>and use of appropriate communication strategies with diverse audiences</li> </ul> <p>in the healthcare environment.</p>
<b>Know How &amp; Skill Selectivity</b>	<p>Provide empathetic, holistic, and culturally sensitive care, to foster or support social inclusion and encourage independence in healthcare settings.</p>
	<p>Deliver safe, individualised person-centred care that addresses the functional impact of health conditions,</p>

	supports well-being across the lifespan, and incorporates preventative strategies to enhance quality of life.
	Apply appropriate, knowledge-based practice and judgement when responding to both routine and unfamiliar care situations within their scope of practice.
	Identify signs of deterioration and situational risk, ensuring timely and appropriate escalation for safe care.
	Foster holistic, person-centred care by communicating and collaborating effectively with individuals, families, multi-disciplinary care teams and relevant stakeholders.
<b>Competence Context</b>	Support high-quality care practice within a range of diverse healthcare settings.
<b>Competence Learning to Learn</b>	Take responsibility for ongoing personal and professional learning including engaging in critical reflection.
<b>Competence Role &amp; Insight</b>	Embody ethical and inclusive care practice within a range of diverse healthcare settings.
	Contribute to the safe and effective delivery of integrated, sustainable and inclusive, person-centred care within a range of diverse healthcare settings.

### Access

To access programmes leading to the above awards, learners should have achieved the knowledge, skills, and competence associated with NFQ Level 4 in the areas of literacy, numeracy, digital skills, communication, and personal effectiveness.

Learners must be able to communicate effectively with colleagues in the workplace through speaking, listening, reading, and writing. This may be through a formal qualification or relevant life and work experience demonstrating equivalent learning.

### Transfer

Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

### Progression

Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.

### **Recognition of Prior Learning (RPL)**

Learners may be assessed based on their prior knowledge and experience. This must be conducted in accordance with the relevant policies and procedures of the provider.

### **Specific Validation Requirements:**

- Garda Vetting.
- Access to clinical learning environment (work base learning) with up-to-date equipment, fixtures and fittings, cleaning agents and materials, disinfectants, antiseptics, sterilisers, waste disposal and personal protective equipment..
- Practical work experience/clinical placements min 240hrs<sup>2</sup>.

### **Sector-specific Requirements:**

- CPR and use an automated external defibrillator (AED).
- Assisted Mobility Training (Safe People Moving and Positioning Training) in accordance with current legislation and workplace health and safety policies.

---

<sup>2</sup> In certain cases, it may be appropriate to credit learners with 80 hours if they can demonstrate relevant experience in the Irish healthcare system in Ireland in the past 3 years. Evidence of this should be presented to providers.