The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) requires QQI to 'determine the standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made by the Authority'. QQI award standards are based on the level indicators and award type descriptors of the National Framework of Qualifications (NFQ) and are governed by QQI Policy for the Determination of Award Standards.

DRAFT Broad Award Standards for Essentials of Healthcare Assistance and Person-centred Care	
Purpose	The International Standard Classification of Occupations (Unit Group 5321, pp 254) outlines that healthcare assistants provide assistance, support and direct personal care to people in a variety of healthcare settings such as hospitals, clinics, nursing homes, aged care facilities, as well as community and domestic settings. They generally work in support, or under delegation, direction and supervision, of health professionals. They support multi-disciplinary teams in the delivery of high-quality care.
	These standards are designed to guide the development of diverse programmes that equip learners to deliver safe, person-centred care under supervision; contribute effectively to team-based practice; and combine core technical competencies with empathy, cultural

	awareness and ethical judgement to meet needs across the lifespan. Underpinned by principles of equality, diversity and inclusion (EDI), they establish a common benchmark for award standards linked to relevant occupational contexts, enabling providers to adapt curriculum and assessment to different settings while maintaining a consistent national framework
Context	The choice of healthcare strategies, plans, and interventions is highly dependent on care context, which is wide ranging. The role of the healthcare assistant can vary according to the place or location and the needs of the person they are caring for. Education and training programmes designed to meet this award standard should be appropriate to context/s in which learners will work.
English Language Proficiency	Learners must be able to communicate effectively with colleagues in the workplace through speaking, listening, reading, and writing. Detail information can be found here.
Practice Placement	Professional practice placements of **minimum 240 hrs** (6-week placement) will be an integral part of programmes leading to major award(s) derived from this broad award standard. Providers must specify (in writing as part of the application for validation) the intended learning outcomes for the practice placement and the strategy for the quality assurance and assessment of the achievement of those outcomes by learners.

	NFQ Level Descriptors as per the NFQ Grid of Level Indicators		
Generic NFQ Level Descriptors	**Knowledge** (Breadth and Kind) Broad range of knowledge Some theoretical concepts and abstract thinking, with significant depth in some areas.	**Skill** (Range and Selectivity) Demonstrate a broad range of specialised skills and tools Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied and unfamiliar problems.	**Competence** (Context; Role; Learning to Learn; Insight) Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts. Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups. Learn to take responsibility for own learning within a managed environment. Assume full responsibility for consistency of self- understanding and behaviour.

			Respond constructively to undue pressures to take on tasks not within role or where training has not been given.
Core Learning Domains	**DRAFT Broad Award Standards for Essentials of Healthcare Assistance and Person-centred Care**		
Roles and Responsibilities in Safe Healthcare Settings	*Knowledge of:* • A broad range of knowledge relating to holistic person-centred care including a range of role specific legal requirements and practice guidelines relevant to the provision of safe person-centred care in a variety of healthcare settings. E.g., knowledge of Irish Healthcare System • Key regulations, standards, policies, procedures and guidelines	*Be able to:* • Identify and utilise the relevant regulations, standards, policies, procedures and guidelines pertaining to their speciality, and describe their role in terms of aligning to the above regulations, standards, policies, guidelines and procedures.	*Competence:* • Demonstrate a range of safe care practices in line with standards, policies, procedures and guidelines in order to provide a holistic person-cantered care • Complete role appropriate risk assessments • Maintaining accurate documentation and records of care • Demonstrate reporting care or concerns effectively

	pertaining to healthcare e.g., HIQA standards and awareness of HIQA inspections, GDPR rights, legal obligations, safeguarding, rights to care and support, open disclosure • Responsibilities in carrying out your role in line with the above including safety and health at work. Employment law, risk assessment, confidentiality, consent, Assisted Decision Making Act etc. • Relevant reporting structures • Documentation and report writing including risk reporting and maintaining care records.		• Escalating care appropriately • Health promotion.
Fundamentals of Holistic,	*Knowledge of:* What constitutes essence of care • Empathy, communication skills, compassion • Ethics of care	*Be able to:* • Effectively use interpersonal skills in person-centred care • Communicate with variety of people including persons with cognitive impairment	*Competence:* • Demonstrate non-judgemental, holistic approach • Empathy, compassion and respect

Person-centred Care	• Empowerment, autonomy, advocacy
	   - Equality, Diversity and Inclusion [EDI] [Plurilingualism and pluriculturalism]
	   - Empathy, compassionate communication and care, trust building.
	• Privacy, dignity, respect, choice
	• Empowerment, autonomy, independence and advocacy
	• Models of care including contemporary approaches to care E.g., human rights-based approach, age friendly Healthcare systems, United Nations Convention on the Rights for People with Disabilities.
		• Work effectively within a care team
		• Contribute effectively to the assessment, and planning of holistic, person-centred care
		• Build trusting relationships with the person, family, and colleagues.
			• Demonstrate pluricultural repertoire including plurilingualism
			• Demonstrate effective compassionate communication skills
			• Demonstrate care and support that promotes the fundamentals of holistic, person-centred care
			• Demonstrate capacity to care
			• Trust building
			• Promoting well-being.

	Knowledge of: • Care provision and practice context • Care Planning	**Be able to:** • Deliver safe, holistic, Person-centred care in an individualised way, in	**Competence:** • Demonstrate knowledge, skills and attitude within a range of varied and specific practices i.e.,

| Holistic, Person-centred Care Provision and Practice | • Infection Prevention and Control (IPC)
• Care support, basic nutrition and hydration, washing, dressing activities of daily living etc.
• Physical, emotional, mental and social care needs
• Non-pharmacological care interventions
• Medical conditions that impact on function, health and wellbeing
• Knowledge of current guidelines for administering medication
• Assistance required as appropriate to speciality E.g., with household tasks, with Activities of Daily Living (ADLs) etc.
• Functional abilities and potential for rehabilitation and functional gains
• Communication or cognitive deficits and strategies
• Understanding frailty, falls prevention
• Safety risks | conjunction with ADLs while considering functional abilities i.e., contribute to assessing function, and potential for rehabilitation, encouraging and supporting progress towards independence.
• Adapt communication where necessary based on individuals' unique needs. E.g., communication assistive technology, non-verbal individual cognitively impaired.
• Work with the families and carers of the person to provide care and access within given communities.
• Recognise the individual needs of dying persons and their families and exercise respectful care practices after death. | ability to address a range of health (including mental health) and social needs of the person; recognising and responding to individualised health and social care needs that impact function, health, well-being with an understanding of how these affect care requirements.
• Demonstrate competences necessary for meeting the needs of the service users in mental health. E.g., demonstrate effective compassionate communication skills based on individuals' unique needs.
• Demonstrates a caring disposition and the ability to ensure that the welfare of the service user is always a key consideration.
• Demonstrate flexibility to deal with the unexpected situations. |

	• The life continuum.	• Provide social supports and access to socially inclusive activities within the persons environment. • Adapt within your role to unforeseen scenarios and or circumstances. E.g., responsive behaviours, outbreaks or emergency situations, monitor deterioration, care escalation.	• Demonstrate situational awareness [perception of the changing environment and the understanding of what is required to make informed decisions and take appropriate action]. • Demonstrate ability to complete role appropriate risk assessments and implement risk minimisation within the care environment.
Personal and Professional Development	*Knowledge of:* • Reflective models and practice • Debriefing – post incident care • Employee Assistance Programmes • Self-advocacy • Emotional Intelligence, self-awareness, self-regulation, self-management, self-care • Time management and prioritising • Compassionate communication • Role appropriate accountability	*Be able to:* • Working as part of an interdisciplinary team • Manage record-keeping • Ensure care is aligned to meet the highest standard of best practice • Self-reflect on own practices, strengths, areas for improvement	*Competence:* • Demonstrate reflective practice • Cultural awareness • Act safely and ethically in all situations • Take appropriate responsibility for your own learning [CPD] and actively take up learning opportunities to contribute to the implementation of an integrated,

	• Health & wellness • Leadership and management styles.	• Be open to constructive feedback • Gain access to supports within role scope • Goal plan within realistic expectations of personal growth and career progression • Problem solving skills.	sustainable, and equitable system of long-term care. • Demonstrate professionalism within a healthcare environment • Compassionate communication when dealing with families, colleagues and building trusting relationships for the best outcome for the person. • Contribute to building awareness and skills in a range of healthcare settings that support equality, diversity and inclusion • Demonstrate motivation to fulfil the role and contribute to improving the holistic, person-centred care. • Demonstrate job seeking skills.
	Knowledge of: • Variety of communication skills	***Be able to:***	***Competence:***

Communication, Information Sharing and Teamwork	• Necessary digital skills. E.g., documenting, recording and reporting • Information management and critical thinking • Teamwork concept, features, types and roles • Impact of teamwork within diverse healthcare environments.	• Apply a range of interpersonal and communication skills effectively • Establish and maintain positive relationships with different groups of people • Use digital devices/tools as required • Apply problems solving skills • Communicate clearly and compassionately with a range of people • Effectively report care updates, concerns or escalations to appropriate colleagues.	• Demonstrate a range of effective communications skills required within a healthcare environment • Demonstrate appropriate digital skills relevant to healthcare [role appropriately] • Demonstrate effective teamworking skills • Accurately report on care and support provided within the role scope.