



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Certificate Specification NFQ Level 5

Healthcare Support 5M4339

1. Certificate Details

Title	Healthcare Support
Teideal as Gaeilge	Tacaíocht Chúram Sláinte
Award Type	Major
Code	5M4339
Level	5
Credit Value	120
Purpose	The purpose of this award is to enable the learner to acquire the knowledge, skill, and competence to work under supervision in providing support in a variety of Healthcare settings and or to progress to further and or higher education and training.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
<i>Breadth</i>	Demonstrate a broad range of knowledge relating to the Healthcare Support role and to the health and wellbeing of clients in a variety of Healthcare settings.
<i>Kind</i>	Demonstrate knowledge of a range of theories, practice guidelines and legal requirements pertaining to Healthcare Support practice.
Know How & Skill	
<i>Range</i>	Demonstrate a broad range of practice, research, interpersonal and caring skills in providing Health Care Support to a wide range of client groups in a range of health care settings.

Selectivity Evaluate and use information to plan, develop and implement appropriate Healthcare strategies in a variety of care settings whilst working under specific direction and supervision within a support capacity.

Competence

Context Apply knowledge and skills within a range of varied and specific healthcare contexts in accordance with accepted guidelines and practice and legal requirements.

Role Contribute under supervision to planning implementing and evaluation processes in providing holistic client-centred care safely and effectively.

Learning to Learn Take responsibility for own learning in a structured context.

Insight Reflect on personal practice to inform self understanding and personal development.

The learning outcomes associated with this award are outlined in the associated Component Specifications.

Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

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.

Progression Awards

Learners who successfully complete this award may progress to a range of different awards.

Grading

Pass
Merit
Distinction

The grade achieved will be determined by the grades achieved on the components

2. Certificate Requirements

The total credit value required for this certificate is 120. This will be achieved by completing:

Award Code	Title	Level	Credit Value
All of the following component(s)			
5N0758	Care Support	5	15
5N2770	Care Skills	5	15
5N1794	Safety and Health at Work	5	15
A minimum credit value of 15 from the following components			
5N0972	Customer Service	5	15
5N0690	Communications	5	15
5N1367	Teamworking	5	15
5N1390	Personal Effectiveness	5	15
A minimum credit value of 15 from the following components			
5N1433	Work Practice	5	15
5N1356	Work Experience	5	15
A minimum credit value of 30 from the following components			
5N2006	Nutrition	5	15
5N2668	Exercise and Fitness	5	15
5N2705	Care Provision and Practice	5	15
5N2706	Care of the Older Person	5	15
5N3707	Activities of Living Patient Care	5	15
5N3734	Infection Prevention and Control	5	15
5N3737	Caring for Children in Hospital	5	15
5N3740	Haemodialysis Care Support	5	15
5N3746	Maternity Care Support	5	15
5N3767	Operating Department Care Skills	5	15
5N3769	Palliative Care Support	5	15
5N3773	Recovery in Mental Health	5	15
5N3775	Rehabilitation Support	5	15
5N4325	Nursing Theory and Practice	5	15
5N1652	Intellectual Disability Studies	5	15
5N1728	Person Centred Focus to Disability	5	15
5N1764	Child Development	5	15
5N1765	Child Health and Well Being	5	15
5N1766	Childminding Practice	5	15
5N1773	Early Childhood Education and Play	5	15
5N1370	Social Studies	5	15
5N0749	Anatomy and Physiology	5	15
5N1207	Occupational First Aid	5	5
5N1279	Human Growth and Development	5	15

The remaining credit value of 15 can be obtained by using relevant component(s) from level 5. A maximum of 15 credits may be used from either level 4 or level 6.

3. Supporting Documentation

None

4. Specific Validation Requirements

There are no specific validation requirements for this award

5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: www.qqi.ie.

6. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for QQI awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

7. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas. Some underpinning theory
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	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
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self- understanding and behaviour

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI