



## REGISTERED NATIONAL STANDARD

### UNIT OF COMPETENCY

<b>Title:</b>	Assist with personal support needs		
<b>TQF Level:</b>	3	<b>Credits:</b>	10
<b>Version:</b>	1		
<b>National standard code:</b>	NS058-03		
<b>Associated qualification (and code):</b>	National Certificate in Aged Community Care Level 2 (QR-02-NQ-006-01-0915-21-01)		
<b>Approval date:</b>	17 June 2021	<b>Review date:</b>	17 June 2026
<b>Purpose:</b>	<p>This unit describes the skills and knowledge required to determine and respond to an individual's personal support needs and to support activities of daily living.</p> <p>Persons credited with this unit are able to:</p> <ol style="list-style-type: none"> <li>1. Work with individuals requiring home-based support services to determine their support needs;</li> <li>2. Support and promote the client's independence;</li> <li>3. Safely prepare, then provide personal support with a client's activities of daily living;</li> <li>4. Complete appropriate documentation and reporting requirements.</li> </ol>		

<b>Learning Outcome 1 (LO1)</b>	Determine personal support needs of the client.
<b>Performance standards</b>	<p>1.1 Review client’s care plan and confirm required equipment, processes and aids;</p> <p>1.2 Identify specific, cultural, physical and sensory needs of a client.</p> <p><i>[Range may include but not limited to:</i></p> <ul style="list-style-type: none"> <li>• <i>Physical and sensory needs – such as client may require guidance due to poor eye sight, hearing aids, or mobility aids; and</i></li> <li>• <i>Cultural needs: In some cultures, modesty is important and this affects what is considered appropriate or not appropriate behaviours. For example:</i> <ul style="list-style-type: none"> <li>○ <i>Shorts, thongs, short skirts or strapless clothing are not to be worn.</i></li> <li>○ <i>Clients may refuse to allow support workers of the opposite sex to undress or shower them due to their own religious or cultural beliefs; or</i></li> <li>○ <i>Clients may wear religious jewellery or items and may not allow support workers to remove these items,];</i></li> </ul> </li> </ul> <p>1.3 Identify risks associated with the provision of support.</p> <p><i>[Range may include but not limited to: requiring 2 people to mobilise the client, client is extremely unwell, required support is outside ‘scope of practice’];</i></p> <p>1.4 Identify person’s own preferences for personal support.</p> <p><i>[Range may include but not limited to: client may decide to have a bed bath, shower or simple wash in the bathroom, a client may wish to choose their own clothes and grooming style, a client may have a preference for female or male only to assist them.]</i></p>
<b>Learning Outcome 2 (LO2)</b>	Prepare to provide personal care support
<b>Performance Standards</b>	<p>2.1 Support the person to identify and acknowledge their own strengths and self-care capacity.</p> <p><i>[Range may include but not limited to; encourage client to identify personal care tasks they can do themselves, encourage the use of aids and/or equipment to assist the client safely,</i></p>

	<p><i>empower and encourage the client, be patient and don't rush the client]</i></p> <p>2.2 Safely prepare for each task and adjust any equipment, aids or appliances.</p> <p><i>[Range of tasks may include: showering, bed bathing, grooming, shaving, dressing, toileting, oral hygiene, meal assisting.</i></p> <p><i>Range of equipment may include but not limited to; - shower chairs, manual handling equipment, non-slip mats, shaving equipment, towels];</i></p> <p>2.3 Prepare personal protective equipment.</p> <p><i>[Range may include: gloves, apron, safety shoes, face mask where appropriate (as per COVID-19 requirements)].</i></p>
<b>Learning Outcome 3 (LO3)</b>	<b>Provide personal care support</b>
<b>Performance standards</b>	<p>3.1 Confirm client's consent before proceeding to assist.</p> <p>3.2 Complete infection control procedures.</p> <p><i>[Range may include but not restricted to: washing hands prior to assisting client, use of gloves and safety shoes and the use of face masks where appropriate]</i></p> <p>3.3 Safely support client with required personal care activities.</p> <p><i>[Range may include: showering, bed bathing, grooming, shaving, dressing, toileting, oral hygiene, meal assisting];</i></p> <p>3.4 Maintain privacy and dignity of the client throughout activity.</p> <p><i>[Range may include; ensuring curtains are closed from anyone else's view, closing door, offering emotional support and encouragement, communicating throughout to ease client's concerns, promoting independence]</i></p>
<b>Learning Outcome 4 (LO4)</b>	<b>Complete documentation and reporting requirements.</b>
<b>Performance standards</b>	<p>4.1 Identify changes in the person's health or personal support requirements</p> <p><i>[Range may include but not limited to: change in client's:</i></p> <ul style="list-style-type: none"> <li><i>• physical health such as mobility, skin condition, sleep, appetite, etc. independence;</i></li> <li><i>• emotional health such as changes in client's mood and</i></li> </ul>

	<p style="text-align: center;"><i>behaviour</i>];</p> <p>4.2 Identify documentation requirements after providing support  <i>[Range may include but not limited to: completion of communication book/client progress notes, incident or hazard forms, time sheet];</i></p> <p>4.3 Complete and maintain documentation and reporting requirements according to organisation policy and protocols  <i>[Range may include but not limited to; - Reporting any change in client to supervisor, completing all documentation to ensure an effective handover for other team members];</i></p> <p>4.4 Store information according to organisation policy and protocols  <i>[Range may include but not limited to; documentation to be kept at the client's home, documentation recorded electronically, information relayed verbally, documentation returned to employer].</i></p>
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Underpinning skill and knowledge</b>	<p>The following skills and knowledge underpin this unit standard:</p> <ol style="list-style-type: none"> <li>1. Acknowledging client's own strengths and self-care capacity;</li> <li>2. Providing safe support to activities of daily living including; <ul style="list-style-type: none"> <li>▪ bathing (including bed bathing)</li> <li>▪ dressing, undressing and grooming</li> <li>▪ eating and drinking using appropriate feeding techniques</li> <li>▪ oral hygiene</li> <li>▪ shaving</li> <li>▪ showering</li> <li>▪ toileting and the use of continence aids</li> <li>▪ meal assisting</li> <li>▪ using aids and equipment including devices used by the person</li> </ul> </li> <li>3. Features, functions and safe use of equipment and aids used in provision of personal support and devices used by the person including the importance of adjusting equipment and aids to the needs of the individual;</li> <li>4. Infection control procedures;</li> <li>5. Organisational reporting technologies.</li> </ol>

<p><b>Suggested assessment methods</b></p>	<p><b><u>Methods of assessment:</u></b></p> <ol style="list-style-type: none"> <li>1. A range of assessment methods should be used to assess students' knowledge and application of skills, include but not restricted to the following:             <ol style="list-style-type: none"> <li>a) Direct observation of students – may include role play, work placement, demonstrations</li> <li>b) Written questions;</li> <li>c) One-on-one verbal questions;</li> <li>d) Written report;</li> <li>e) Review of work placement reports – signed off by assessor/workplace supervisor; and</li> <li>f) Portfolio.</li> </ol> </li> <li>2. Recommendations on how to assess this unit:             <ol style="list-style-type: none"> <li>a) A minimum of 2 of the required skills listed under Learning outcome three (LO3) <b>must</b> be assessed via observation within the work place.</li> <li>b) The remainder of the skills and knowledge which are listed in LOs and PSs must be demonstrated in a simulated space that reflects real working conditions, using scenarios and relevant equipment.</li> </ol> </li> </ol>
<p><b>Resource requirements</b></p>	<ol style="list-style-type: none"> <li>1) Classroom and standard classroom furniture such as: a white/blackboard; tables or benches and chairs for students; student notice boards; whiteboard markers; butchers paper / coloured cards or spare paper and pens for group activities;</li> <li>2) Relevant printed resources on Aged care;</li> <li>3) Fully functioning simulated bathroom with a running shower;</li> <li>4) Hi-lo bed, manikin, towels, face, cloths, wash bowls, continence aids and shower chair;</li> <li>5) <i>Personal protective equipment (PPE)</i> – including safety shoes, gloves and aprons;</li> <li>6) Relevant industry documentation – Policies, procedures and forms used within the Industry such as:             <ul style="list-style-type: none"> <li>• Hazard form, Incident Form, Risk assessment;</li> <li>• Communication books</li> </ul> </li> </ol>
<p><b>Moderation arrangements</b></p>	<p>Provider Institutions are responsible for moderation arrangements to ensure consistency in assessments. Moderation process must be approved by TNQAB</p>

<p><b>Requirements to complete this unit</b></p>	<p>There are 4 learning outcomes and 15 performance standards to measure competence.</p> <p>To demonstrate competence in this unit, a candidate of assessment:</p> <ol style="list-style-type: none"> <li>1) Needs to achieve all learning outcomes to fulfill the requirements of the unit standard;</li> <li>2) Is eligible up to 3 attempts on their assessments. Should the first attempt be unsatisfactory, re-assessments must be completed within 14 days of the completion of the first assessment.</li> </ol>
<p><b>Important notes and definitions</b></p>	<p><b><u>Notes:</u></b></p> <ol style="list-style-type: none"> <li>1. Reasonable adjustment can be made to the assessment tasks to ensure equity in assessment. If a student is identified to have, a particular need reasonable adjustment may be considered.</li> </ol> <p><b><u>Definitions:</u></b></p> <ol style="list-style-type: none"> <li>1. <i>Activities of Daily Living (ADL)</i> –are the shared similar daily living needs that humans all require. The need to eat, sleep, drink, bathe, dress, move around and use the toilet.</li> <li>2. <i>Acknowledge own strengths and self-care capacity</i> refers to assisting a client: <ul style="list-style-type: none"> <li>• to identify the personal care tasks they can do themselves, thus empowering them to be more independent.</li> <li>• only with the tasks they are unable to do.</li> </ul> </li> <li>3. <i>Strength based practice:</i> refers to care or support services that focus on a person’s abilities rather than on their deficits and disabilities</li> <li>4. <i>Person-centred care</i> refers to care or support services that focus on the person rather than the illness. In such care services, the carer: <ul style="list-style-type: none"> <li>• tries to understand how a client is experiencing their situation.</li> <li>• values the person, and treats them as individuals,</li> <li>• looks at the world from the person’s perspective,</li> <li>• provides a social environment that supports a client’s psychological needs.</li> </ul> </li> </ol>

	<p>5. <i>Mandatory reporting</i> refers to reporting requirements which MUST be done. For example, workers in community services have an obligation to report any signs of abuse, neglect to vulnerable people such as children, people with disabilities or older people.</p> <p>6. <i>Elder abuse</i> refers to mistreatment of older people in a relationship of trust.</p> <p>7. <i>Empowerment</i> refers to the process that people go through so that they are able to make their own decisions, assert their own rights and have control or agency over their own lives.</p> <p>8. <i>Infection control procedures</i>: refers to standard precautions when caring for a client and attending to personal care support. They include washing of hands prior to assisting a client, the use of gloves and aprons. These procedures are designed to minimise the risk of spreading contagious disease by seeking to remove the mode of transmission for each pathogen.</p>
<p><b>Public comments on unit</b></p>	<p>Please contact TNQAB National Qualifications Unit (email <a href="mailto:EnquireNQ@tnqab.to">EnquireNQ@tnqab.to</a> or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.</p>