



## REGISTERED NATIONAL STANDARD

### UNIT OF COMPETENCY

<b>Title:</b>	<b>Provide personal support needs to clients within the aged care sector</b>		
<b>TQF Level:</b>	4	<b>Credits:</b>	12
		<b>Version:</b>	1
<b>National standard code:</b>	NS063-04		
<b>Associated qualification (and code):</b>	National Certificate in Aged Care Level 3 (QR-03-NQ-014-02-0915-22-01)		
<b>Approval date:</b>	10 June 2022	<b>Review date:</b>	10 June 2027
<b>Purpose:</b>	<p>This unit describes the skills and knowledge required to work with elderly clients in the aged care sector to identify and assist with their individual support needs while maintaining and encouraging independence.</p> <p>Persons credited with this unit are able to:</p> <ol style="list-style-type: none"> <li>1. Identify the difference between different support needs of clients within the aged care sector</li> <li>2. Identify specific, cultural, physical and sensory needs of a client.</li> <li>3. Prepare clients for personal support activities;</li> <li>4. Support clients with personal care support needs</li> <li>5. Support clients with oral hygiene requirements</li> <li>6. Complete appropriate documentation and verbal reporting requirements.</li> </ol>		

<b>Learning Outcome 1 (LO1)</b>	<b>Identify different support needs</b>
<b>Performance standards</b>	<p>1.1 Identify the activities that an individual support worker maybe required to provide personal support for;  <i>[Range may include but not limited to: assisting a client with their mobility needs, bed bathing, showering, skin care, shaving, hair care, nail care, oral hygiene, dressing and undressing, grooming, meal assistance, toileting and assisting with continence aids, rest and sleep]</i></p> <p>1.2 Describe the ‘technical procedures’ that a client may require assistance with;  <i>[Range may include but not limited to: assisting a client with measuring their vital signs, monitoring glucose levels, collecting specimen samples, urinalysis, tube feeding and oxygen therapy]</i></p> <p>1.3 Describe the ‘specialized care’ that a client may require assistance with;  <i>[Range may include but not limited to: providing post-operative care in the person’s place of residence, stoma care, catheter care, wound care, pressure ulcer prevention and care, care of an amputated stump, assisting with medication]</i></p> <p>1.4 Describe how as a support worker you can identify what assistance a particular client requires;  <i>[Range may include but not limited to: attending a debrief session with your supervisor prior to visiting a client, reading a client’s individual care plan carefully, discussing the client’s needs with the carer, face to face discussions with the client to confirm their requirements;]</i></p> <p>1.5 Describe the different levels of support that might be required by a client;</p> <p>1.6 Describe how you can identify a client’s own strengths and self-care capacity;  <i>[Range may include but not limited to; discuss with the client the personal care tasks they can do themselves, reading the individualised care plan, observing the client when providing support;]</i></p> <p>1.7 Identify specific, cultural, physical and sensory needs of a client.  <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></li> </ul>

	<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]</i></li> </ul>
<b>Learning Outcome 2 (LO2)</b>	<b>Prepare client for personal support activity</b>
<b>Performance Standards</b>	<p><b>2.1 Identify the assistance a client requires for personal support activities;</b>  <i>[Range may include but not limited to: read individualised care plan of the client, discuss with the client and determine which of the following is required, showering, bed bathing, grooming, shaving, dressing, toileting, oral hygiene, meal assisting]</i></p> <p><b>2.2 Prepare any equipment, aids, appliances and personal items required to assist the client;</b>  <i>[Range of equipment may include but not limited to; - shower chairs, manual handling equipment, non-slip mats, shaving equipment, towels, wheelchair, towels, bathroom products, clothes for the client;]</i></p> <p><b>2.3 Prepare personal protective equipment.</b>  <i>[Range may include: gloves, apron, safety shoes, face mask where appropriate (as per COVID requirements)].</i></p> <p><b>2.4 Support the person to identify and acknowledge their own strengths and self-care capacity;</b>  <i>[Range may include but not limited to; discussing with the client the task to be supported and determining what the client is able to complete independently to promote their independence; For example, showering, client might be capable of this task themselves but may need assistance to wash their hair]</i></p>
<b>Learning Outcome 3 (LO3)</b>	<b>Assist client with personal care support</b>
<b>Performance standards</b>	<p><b>3.1 Discuss agreed support with client and gain their consent before proceeding to assist</b></p> <p><b>3.2 Follow infection control procedures prior to commencing assisting client.</b>  <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, ensuring bathroom is clean prior to assisting client to use it]</i></p>

	<p>3.3 Safely support client with required personal care activities.  <i>[Range may include: showering, bed bathing, grooming, shaving, dressing, toileting, meal assisting]</i></p> <p><i>Note; all support activities to be completed for this performance standard];</i></p> <p>3.4 Support client with oral hygiene requirements  <i>[Range may include but not limited to; safely assisting client to brush their teeth or cleaning/soaking of dentures, mouth wash]</i></p> <p>3.5 Maintain privacy and dignity of the client throughout activity.  <i>[Range may include; ensuring curtains are closed from anyoneelse’s view, closing door, offering emotional support and encouragement, communicating throughout to ease client’s concerns, promoting independence]</i></p> <p>3.6 Assist client to comfortable area of choice after providing personal care support  <i>[Range may include; assisting client back into bed, seated in dining room, lounge room, in wheelchair or prepared to go out for an appointment;]</i></p>
<p><b>Learning Outcome 4 (LO4)</b></p>	<p><b>Complete all documentation and reporting requirements</b></p>
<p><b>Performance standards</b></p>	<p>4.1 Document any changes in the person’s health or personal support requirements  <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 behaviour</i></li> <li>• <i>documentation to be completed on progress notes/medical charts;]</i></li> </ul> <p>4.2 Complete all required daily charts after providing support to a client  <i>[Range may include but not limited to: completion of bowel charts, shower charts, fluid intake/output, sleep charts, behaviour charts]</i></p> <p>4.3 Verbally report requirements to supervisor 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</i></p>

	<p><i>effective handover for other team members];</i></p> <p>4.4 Identify situations beyond scope of own role and report to relevant person</p> <p><i>[Range may include but not limited to; a client requiring specialized care' that you aren't currently trained for, client requiring medication, wound assistance]</i></p> <p>4.5 Store information according to organisation policy and protocols</p> <p><i>[Range may include but not limited to; documentation to be kept at the client's home, aged care facility, 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 skills 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 during 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. Different levels of assistance a person may require; including no assistance, verbal assistance only, assistance with preparation and setting up only, partial assistance, full assistance, assistance with specialized equipment</li> <li>4. 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>5. Infection control procedures;</li> <li>6. Organisational reporting technologies.</li> <li>7. Documentation requirements; including daily charts, progress notes/medical notes, hazard and incident reports, communication books</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 4 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) <i>Hi-lo</i> bed, manikin, towels, face, cloths, wash bowls, continence aids and shower chair, clothes for a client;</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><input type="checkbox"/> Hazard form, Incident Form, Risk assessment;</li> <li><input type="checkbox"/> Communication books</li> <li><input type="checkbox"/> Bowel Charts</li> <li><input type="checkbox"/> Daily shower Charts</li> <li><input type="checkbox"/> Progress notes/medical notes</li> <li><input type="checkbox"/> Simulated individualised care plans</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 26 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>Acknowledge own strengths and self-care capacity</i> refers to assisting a client: <ol style="list-style-type: none"> <li>a. to identify the personal care tasks they can do themselves, thus empowering them to be more independent.</li> <li>b. only with the tasks they are unable to do.</li> </ol> </li> <li>2. <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>3. <i>Different levels of assistance</i> a person may require; <ol style="list-style-type: none"> <li>a. <i>No assistance</i>; client might be able to dress and groom themselves unaided,</li> <li>b. <i>Verbal assistance only</i>; may need reminding of what to do next, prompting, but once prompted can perform skills of dressing and grooming,</li> <li>c. <i>Assistance with preparation and setting up only</i>; client may need help to gather clothing and grooming items but once organised, can dress and groom themselves</li> <li>d. <i>Partial assistance</i>; may need help with just buttons or zips, or putting shoes on for example but otherwise can dress and groom themselves</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>e. <i>Full assistance</i>; may need help in all components of dressing and grooming</li> <li>f. <i>Assistance with specialized equipment</i>; may need assistance with catheter bag, wound care or specialized equipment</li> </ul> <p>4. <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>5. <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>6. <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:</p> <ul style="list-style-type: none"> <li>a. tries to understand how a client is experiencing their situation.</li> <li>b. values the person, and treats them as individuals,</li> <li>c. looks at the world from the person’s perspective,</li> <li>d. provides a social environment that supports a client’s psychological needs.</li> </ul> <p>7. <i>Specialized care</i>: refers to assisting a client with post-operative care in the person’s place of residence, stoma care, catheter care, wound care, pressure ulcer prevention and care, care of an amputated stump, assisting with medication. <i>Note: additional training may be supplied to the individual supportworker by their employer to perform these additional technical procedures and specialised support.</i></p> <p>8. <i>Technical procedures</i> refers to assisting a client with measuring their vital signs, monitoring glucose levels, collecting specimen samples, urinalysis, tube feeding and oxygen therapy</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>