



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Provide home and community support services to clients and carers		
TQF Level:	3	Credits:	13
		Version:	2
National standard code:	NS057-03		
Associated qualification (and code):	National Certificate in Aged Community Care Level 2 (QRR-02-NQ-014-01-0915-26-02)		
Approval date:	17 th June 2026	Review date:	17 th June 2031
Purpose:	<p>This unit describes the skills and knowledge required to work in a home support environment within a community setting.</p> <p>People credited with this unit will be able to:</p> <ol style="list-style-type: none"> 1. Work with individuals, carers and families of people requiring home-based support services and understand their support needs; 2. Establish professional relationships in the home of clients within the community; 3. Include carers and family members of people requiring support as part of the support team; 4. Support and promote carer rights, health and well-being; 5. Recognise and report signs of abuse; 6. Identify respite support options for clients and carers in the community. 		

Learning Outcome 1 (LO1)	Establish professional relationships in the home
Performance standards	<p>1.1 Confirm, purpose and time of visit with the relevant person, prior to visit;</p> <p>1.2 Follow relevant procedures to assure the person of one's identity before entering the house;</p> <p>1.3 Communicate with the person to provide information, clarify purpose of visit and confirm the person's consent;</p> <p>1.4 Engage appropriately with others in the client's home;</p> <p>1.5 Check for hazards to own and others' health and safety and implement controls to manage risk.</p>
Learning Outcome 2 (LO2)	Facilitate the participation of carers and family members as part of the support team
Performance Standards	<p>2.1 Acknowledge the role of carers and family members of the client;</p> <p>2.2 Identify the knowledge and skills of the carer;</p> <p>2.3 Involve carers and family in the design and delivery of the client's support services;</p> <p>2.4 Work in a manner that recognises and supports a carer's relationship with, and knowledge about a client with support needs.</p> <p><i>[Range may include but not limited to acknowledging carer's first-hand knowledge of the person they care for, listening to the strategies carer's use for support of the client, respecting carer's personal relationship with the client.]</i></p>
Learning Outcome 3 (LO3)	Operate respectfully in the home
Performance standards	<p>3.1 Demonstrate sensitivity towards the person and their place of residence;</p> <p>3.2 Negotiate how to best implement the support that is required by the client for the day;</p> <p>3.3 Comply with duty of care requirements of one's role in relation to the client or any other person at client's residence;</p> <p>3.4 Use <i>strength based</i> strategies that can be used to ensure clients are empowered;</p> <p>3.5 Maintain privacy and confidentiality in regard to client's and</p>

	carer's personal information
Learning Outcome 4 (LO4)	Support and promote carer rights, health and well-being
Performance standards	<p>4.1 Identify issues that may impact on the physical and emotional health and well-being of the carer</p> <p>4.2 Describe challenges that can be experienced when taking on a caring role</p> <p>4.3 Describe strategies that may assist carers who are in a supporting role</p> <p>4.4 Describe strategies that show respect for the confidentiality and privacy of the carer, as well as the person with support needs</p> <p><i>[Range may include but not limited to not discussing the condition of the client outside of the workplace, ensuring carer's personal information is not shared with others.]</i></p>
Learning Outcome 5 (LO5)	<p>Recognise and report signs of abuse</p> <p><i>[Range may include but not limited to: physical abuse, sexual abuse, financial abuse, psychological/emotional abuse or neglect]</i></p>
Performance standards	<p>5.1 Describe the different forms of abuse which can happen in an aged care environment;</p> <p>5.2 Identify signs that may indicate suspected abuse;</p> <p>5.3 Identify legal and organisation procedures used to manage and report suspected abuse;</p> <p><i>[Range may include but not limited to reporting any suspected sign of abuse to organisation or authority, documenting suspected abuse]</i></p> <p>5.4 Describe methods that can be used to raise awareness of elder abuse.</p>
Learning Outcome 6 (LO6)	<p>Identify respite support options for clients and carers in the community</p> <p><i>[Range may include but not limited to in-home support, community or activity centre, disability or aged care facility, friend or neighbour]</i></p>
Performance standards	<p>6.1 Describe what a <i>respite support</i> is;</p> <p>6.2 Describe the differences between different options of respite support;</p> <p>6.3 Describe situations where respite may be required by a client</p>

	<p>in the community;</p> <p>6.4 Identify the benefits of respite care for a carer;</p> <p>6.5 Identify the benefits of respite care for a client.</p>
Pre-requisites	N/A
Co-requisites	N/A
Underpinning skill and knowledge	<p>The following skills and knowledge underpin this unit standard:</p> <ol style="list-style-type: none"> 1. Differences between a support worker and a carer; 2. Importance of including carers and family members as part of the support team when caring for a client: <ul style="list-style-type: none"> • Identifying the skills of the carer so that these can complement the skills of the support worker • Importance of involving the carer in the design of the support services 3. Impact of the caring role on carer and family; 4. Respite for carers; 5. Current service delivery philosophies and models including: <ul style="list-style-type: none"> • Basic principles of <i>person-centred practice</i> • <i>Strengths-based practice</i> and <i>active support</i> • Strategies to work positively with carers and families 6. Privacy and confidentiality; 7. Indicators of different kinds of abuse, including: <ul style="list-style-type: none"> • Verbal • Physical • Sexual • Psychological / Emotional • Financial • Neglect 8. Mandatory reporting requirements when working in aged care.
Suggested assessment methods	<p><u>Methods of assessment:</u></p> <ol style="list-style-type: none"> 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"> a) Direct observation of students – may include role play, work placement, demonstrations b) Written questions;

	<p>c) One-on-one verbal questions;</p> <p>d) Written report;</p> <p>e) Review of work placement reports – signed off by assessor/workplace supervisor; and</p> <p>f) Portfolio.</p> <p>2. Competencies for this unit must be demonstrated in the workplace or in a simulated environment, which reflects workplace conditions using scenarios and relevant equipment.</p> <p>[Note: A simulated space can also refer to a bedroom in a client’s home but which is set up as part of the training environment.]</p>
<p>Resource requirements</p>	<p>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;</p> <p>2) Relevant printed resources on Aged care;</p> <p>3) <i>Personal protective equipment (PPE)</i> – including safety shoes, gloves and aprons;</p> <p>4) Relevant industry documentation – policies, procedures and forms used within the Industry such as:</p> <ul style="list-style-type: none"> • Hazard form, Incident Form, Risk assessment; • Communication books <p>5) Relevant equipment for a simulated environment will include a bed, manikin, bedside table, and chair.</p> <p>6) Workplace site</p>
<p>Moderation arrangements</p>	<p>Provider Institutions are responsible for moderation arrangements to ensure consistency in assessments. Moderation process must be approved by TNQAB.</p>
<p>Requirements to complete this unit</p>	<p>There are 6 learning outcomes and 27 performance standards to measure competence.</p> <p>To demonstrate competence in this unit, a candidate of assessment:</p> <p>1) Needs to achieve all learning outcomes to fulfill the requirements of the unit standard;</p> <p>2) Is eligible up to 3 attempts on their assessments. Should the first attempt be unsatisfactory, re-assessments must be</p>

	<p>completed within 14 days of the completion of the first assessment.</p>
<p>Important notes and definitions</p>	<p><u>Notes:</u></p> <ol style="list-style-type: none"> 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. 2. For the purpose of practice and assessment in this unit, a <i>simulated space</i> can also refer to a bedroom in a client’s home but which is set up as part of the training environment. <p><u>Definitions:</u></p> <ol style="list-style-type: none"> 1. <i>Carer</i> – People who provide support services to an older person, usually in an unpaid capacity and who are actively involved in their lives. Carers include people who live with the older person, but can also be a friend, neighbour or volunteer. 2. <i>Elder abuse</i> – mistreatment of older people in a relationship of trust. 3. <i>Empowerment</i> – for people to make their own decisions, assert their own rights and have control or agency over their own lives. 4. <i>Mandatory reporting</i> – 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. 5. <i>Person-centred care</i> – focus on the person rather than the illness first and try to understand how the person is experiencing their situation. Value the person, treat people as individuals, look at the world from the person’s perspective, provide a social environment that supports psychological needs. 6. <i>Respite</i> – Respite services give carers a break from their caring role. While the carer has a break, the older person can receive respite care within a range of different settings, including: <ul style="list-style-type: none"> • In home • Day and activity programs • Residential aged care settings • A host family • Overnight community respite centres • Support from neighbour or friend 7. <i>Strength based practice</i> – Focus on a person’s abilities rather than on their deficits and disabilities

**Public comments on
unit**

Please contact TNQAB National Qualifications Unit (email EnquireNQ@tnqab.to or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.