

22540VIC Course in Supporting People with Complex Personal Care Needs, Including Behaviours of Concern

Version 1

This course has been accredited under Part 4.4 of the *Education and Training Reform Act 2006*.

Accreditation period: 01 December 2019 – 30 November 2024



Education
and Training





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Section A: Copyright and course classification information

<p>1. Copyright owner of the course</p>	<p>Copyright of this document is held by the Department of Education and Training, Victoria</p> <p>© State of Victoria (Department of Education and Training) 2019.</p>
<p>2. Address</p>	<p>Executive Director</p> <p>Engagement, Participation and Inclusion Division Higher Education and Skills Department of Education and Training (DET) PO Box 4367 Melbourne VIC, 3001</p> <p>Organisational Contact: Manager Training Products Unit Higher Education and Skills Telephone: (03) 7022 1619 Email: course.enquiry@edumail.vic.gov.au</p> <p>Day-to-Day Contact: Curriculum Maintenance Manager – Human Services Swinburne University of Technology PO Box 218 Hawthorn VIC 3122 Ph: 03 9214 8501 / 03 9214 5034 Email: cmmhs@swin.edu.au</p>
<p>3. Type of submission</p>	<p>Accreditation</p>
<p>4. Copyright acknowledgement</p>	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2019</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> • CHCCCS002 Assist with movement • CHCCCS011 Meet personal support needs • CHCDIS002 Follow established person-centred behaviour supports • CHCDIS007 Facilitate the empowerment of people with disability <p>are from the CHC Community Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> • HLTAAP001 Recognise healthy body systems

	<p>is from the HLT Health Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>Units of competency from Training Packages can be accessed from the Training.Gov web site here</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> • VU22853 - Apply human rights based approach to the identification reporting and prevention and reporting of disability abuse <p>is from 22530VIC - Course in Identifying, Reporting and Preventing Abuse and/or Grooming of People with Disabilities. Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2019.</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> • VU22733 Identify and provide initial response to family violence risk <p>is from 22510VIC Course in Identifying and Responding to Family Violence Risk. Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2019.</p> <p>Units of competency housed within Victorian Crown Copyright Accredited Courses can be accessed from the Victorian Department of Education and Training website (here).</p>
<p>5. Licensing and franchise</p>	<p>This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (more information is available here).</p> <p>You are free to use, copy and distribute to anyone in its original form, as long as you attribute Higher Education and Skills, Department of Education and Training (DET) as the author and you license any derivative work you make available under the same licence.</p> <p>Request for other use should be addressed to: Executive Director Engagement, Participation and Inclusion Division Higher Education and Skills Department of Education and Training (DET) Email: course.enquiry@edumail.vic.gov.au</p>

	Copies of this publication can be downloaded free of charge from the DET website here .
6. Course accrediting body	Victorian Registration and Qualifications Authority (VRQA)
7. AVETMISS information	<p>ANZSCO [Australian and New Zealand Standard Classification of Occupations] 411712 - Disabilities Services Officer</p> <p>ASCED Code – 4 digit (Field of Education) 0905 - Human Welfare Studies and Services</p> <p>National course code 22540VIC</p>
8. Period of accreditation	01 December 2019 – 30 November 2024

Section B: Course information

1. Nomenclature	Standard 1 AQTF Standards for Accredited Courses
1.1 Name of the qualification	Course in Supporting People with Complex Personal Care Needs, Including Behaviours of Concern
1.2 Nominal duration of the course	455-465 hours
2. Vocational or educational outcomes of the course	Standard 1 for AQTF Standards for Accredited Courses
2.1 Purpose of the course	<p>Successful completion of this course provides participants with the skills and knowledge to support the personal care of people with disability who have complex personal care needs.</p> <p>The course includes personal care for people who display behaviours of concern as a core component and provides specialisations in four areas of complex physical needs: Urinary Devices, PEG/PEJ (percutaneous endoscopic gastrostomy / percutaneous endoscopic jejunostomy), Bowel Health, and Tracheostomy Care.</p>
3. Development of the course	Standards 1 and 2 AQTF Standards for Accredited Courses
3.1 Industry /enterprise/ community needs	<p>The disability support worker role is evolving to include more complex support tasks such as supporting people with complex needs, including where behaviours of concern have been identified, and providing support to people who require more complex physical/health support. This support may be provided within the home, community or residential care facility.</p> <p>The current Training Package qualifications (<i>Certificate III in Individual Support (Disability)</i> and <i>Certificate IV in Disability</i>) offer a broad introduction to disability work and providing person-centred supports, but do not address work-specific skills to support people with complex personal care needs.</p> <p>The NDIS Quality and Safeguards Commission has released NDIS Practice Standards: Skills Descriptors (High Intensity Skills Descriptors) which outlines the skills and knowledge for disability support workers and service providers who provide complex and high-risk personal</p>

	<p>care supports to their service users.¹ These skill descriptors have been developed to support the National Disability Insurance Scheme (Quality Indicators) Guidelines 2018² which details the indicators that providers are required to meet to comply with the NDIS Practice Standards. Some of these indicators set minimum competency requirements for disability supports workers who provide high intensity daily personal activities and implement behaviour support plans.</p> <p>The Project Steering Committee that guided the development of this course identified that the following complex physical needs should be addressed within this course:</p> <ul style="list-style-type: none"> • Urinary devices (including condom drainage, indwelling and suprapubic catheters, urostomy) • Percutaneous endoscopic gastrostomy (PEG) tube and percutaneous endoscopic jejunostomy (PEJ) feeding and care • Bowel health and bowel care • Tracheostomy care <p>New units to address these were developed and have been included as specialisation units within the elective bank of this course. The content of these units align to the relevant skills and knowledge set out in the <i>NDIS Practice Standards: Skills Descriptors (High Intensity Skills Descriptors)</i> and relevant components of 'Module 1: High Intensity Daily Personal Activities' from the <i>National Disability Insurance Scheme (Quality Indicators) Guidelines 2018</i>.</p> <p>To address providing personal care for people who display behaviours of concern (who may, or may not, also have complex physical needs), the Project Steering Committee identified the following Training Package unit <i>CHCDIS002 - Follow established person-centred behaviour supports</i> as meeting this need.</p> <p>Training Providers should ensure delivery and assessment of this unit is contextualised to align to the relevant requirements of 'Module 2A: Implementing Behaviour Support Plans' from the <i>National Disability</i></p>
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¹ NDIS Quality and Safeguards Commission (2018), *NDIS Practice Standards: Skills Descriptors (High Intensity Skills Descriptors)*, accessed from [here](#)

² NDIS Quality and Safeguards Commission (2018), *National Disability Insurance Scheme (Quality Indicators) Guidelines 2018*, accessed from [here](#)

	<p><i>Insurance Scheme (Quality Indicators) Guidelines 2018</i> and relevant components of the Positive Behaviour Support Capability Framework³ that relate to the disability support worker as ‘implementers’ of the behaviour support plan.</p> <p>This course is appropriate for delivery to new entrants to the disability workforce, the current disability workforce and to students enrolled in relevant VET qualifications (e.g. <i>Certificate IV in Disability</i>, <i>Certificate IV in Allied Health Assistance</i>, etc.). Units of competency within this course could be imported into VET qualifications as elective units (dependent upon Packaging Rules) or the course could be delivered concurrently to the VET qualification.</p> <p>This course is also applicable to those from other health workforces (such as aged care, allied health assistance, assistant in nursing, etc.) who may wish to cross-skill to work in the disability sector with people who have complex needs.</p> <p>Course consultation and validation process</p> <p>The accreditation of this course was guided by a Project Steering Committee (PSC) who provided advice on and validated the skills and knowledge requirements for the course.</p> <p>Course consultation involved:</p> <ul style="list-style-type: none"> • Email and telephone consultation to form the PSC and review course amendments • Face-to-face and online PSC meetings • A review of relevant clinical practice guidelines and frameworks, including (but not limited to): <ul style="list-style-type: none"> ○ <i>NDIS Practice Standards: Skills Descriptors (High Intensity Skills Descriptors)</i> ○ <i>National Disability Insurance Scheme (Quality Indicators) Guidelines 2018</i> ○ <i>Positive Behaviour Support Capability Framework: For NDIS providers and behaviour support practitioners</i> • Input from Department of Education and Training (Victoria) <i>NDIS Workforce Expert Advisory Group</i>
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³ NDIS Quality and Safeguards Commission (2019), *Positive Behaviour Support Capability Framework: For NDIS providers and behaviour support practitioners*, accessed from [here](#)

	<p>Members of the Project Steering Committee are listed as follows:</p> <p>Project Steering Committee:</p> <p>Andrea Barber Yooralla Natalie Donohoe Premium Health Michael Stanley Carers Victoria Anthony Walsh Oncall Training, representing National Disability Services (NDS) Felicity Gaylard Independence Australia Group, representing National Disability Services (NDS) Dr George Taleporos NDIS participant Mark Farthing Health and Community Services Union (HACSU) Andrew Fleming Community Services & Health Industry Training Board (Vic) Lisa White Victorian Advocacy League for Individuals with Disability (VALID)</p> <p>In attendance:</p> <p>Autumn Shea - Curriculum Maintenance Manager (CMM) for Human Services Wendy Dowe - CMM Administrator Christine Foard - CMM Project Officer Lisa Confoy - Department of Education and Training</p> <p>This course:</p> <ul style="list-style-type: none"> • does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification • is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set • does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification • does not comprise units that duplicate units of competency of a training package qualification.
<p>3.2 Review for re-accreditation</p>	<p>Not applicable.</p>

4. Course outcomes	Standards 1, 2, 3 and 4 Standards for Accredited Courses
4.1 Qualification level	Standards 1, 2, and 3 AQTF Standards for Accredited Courses. The <i>22540VIC Course in Supporting People with Complex Personal Care Needs, Including Behaviours of Concern</i> meets an industry and community need, but does not have the breadth, depth or volume of learning of an Australian Qualifications Framework (AQF) qualification.
4.2 Employability skills	Standard 4 AQTF for Standards for Accredited Courses Not applicable.
4.3 Recognition given to the course	Standard 5 AQTF Standards for Accredited Courses Not applicable.
4.4 Licensing/ regulatory requirements	Standard 5 of AQTF Standards for Accredited Courses At the time of accreditation, no licensing or regulatory requirements apply.
5. Course rules	Standards 2, 6, 7 and 9 AQTF Standards for Accredited Courses
<p>5.1 Course structure</p> <p>To receive a Statement of Attainment for <i>22540VIC Course in Supporting People with Complex Personal Care Needs, Including Behaviours of Concern</i>, the candidate must successfully complete a total of eight (8) units comprising:</p> <ul style="list-style-type: none"> • Seven (7) Core units, <i>plus</i> • One (1) Specialisation unit <p>Awarding Specialisation:</p> <ul style="list-style-type: none"> • Selecting the unit <i>VU22865</i> will result in receiving a Statement of Attainment that identifies the following specialisation: 'Urinary Devices' • Selecting the unit <i>VU22866</i> will result in receiving a Statement of Attainment that identifies the following specialisation: 'PEG/PEJ Feeding and Personal Care' • Selecting the unit <i>VU22867</i> will result in receiving a Statement of Attainment that identifies the following specialisation: 'Bowel Health and Bowel Care' • Selecting the unit <i>VU22868</i> will result in receiving a Statement of Attainment that identifies the following specialisation: 'Tracheostomy Care' <p>Where the full course is not completed, a Statement of Attainment will be issued for any completed unit/s.</p>	

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
Core units				
VU22853 <i>(imported from Abuse Course)</i>	090509	Apply human rights based approach to the identification reporting and prevention of disability abuse	None	65
VU22733	090501	Identify and provide initial response to family violence risk	None	50
CHCDIS007	090509	Facilitate the empowerment of people with disability	None	100
CHCCCS011	090515	Meet personal support needs	None	60
CHCDIS002	090513	Follow established person-centred behaviour supports	None	50
HLTAAP001	060301	Recognise healthy body systems	None	70
CHCCCS002	061309	Assist with movement	None	25
Specialisation Units				
VU22865	090509	Provide personal care for people with urinary devices	HLTAAP001	30
VU22866	090509	Provide PEG/PEJ feeds and perform basic personal care	HLTAAP001	30
VU22867	090509	Support bowel health and provide bowel care	HLTAAP001	25
VU22868	090509	Provide tracheostomy care	HLTAAP001	45
Total nominal duration				455-465
5.2 Entry requirements		<p><i>Standard 9 AQTF Standards for Accredited Courses</i></p> <p>There are no mandatory entry requirements for the <i>22540VIC Course in Supporting People with Complex Personal Care Needs, Including Behaviours of Concern</i>.</p> <p>Learners enrolling in <i>22540VIC Course in Supporting People with Complex Personal Care Needs, Including Behaviours of Concern</i> are best equipped to successfully undertake the course if they have as a minimum language, literacy and communication skills that align to Level 3 of the Australian Core Skills Framework (ACSF) and numeracy</p>		

	<p>skills that aligns to at least Level 2 of the ACSF. The ACSF can be accessed here.</p> <p>Learners with language, literacy, communication and numeracy skills at levels lower than suggested above may require additional support to successfully undertake this course.</p>
6. Assessment	Reference: Standard 10 and 12 AQTF Standards for Accredited Courses
6.1 Assessment strategy	<p><i>Standard 10 AQTF Standards for Accredited Courses</i></p> <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>Where appropriate, training providers are encouraged to take a holistic approach to assessing of units within this course.</p> <p>Assessment strategies for the course should reflect the nature of the work undertaken; it is recommended that assessment include:</p> <ul style="list-style-type: none"> oral and written questioning related to underpinning knowledge practical demonstration of activities which combine a number of learning outcomes to provide depth and context to the training holistic assessment that reflects realistic job tasks. <p>Assessment of imported units of competency must comply with the assessment requirements detailed in the source training product (Training Package or accredited course).</p> <p>Training providers should ensure assessment of the unit <i>CHCDIS002 - Follow established person-centred behaviour supports</i> is contextualised to align to the relevant requirements of 'Module 2A: Implementing Behaviour Support Plans' from the <i>National Disability Insurance</i></p>

	<p><i>Scheme (Quality Indicators) Guidelines 2018</i> and relevant components of the <i>Positive Behaviour Support Capability Framework</i> that relate to the disability support worker as 'implementers' of the behaviour support plan.</p>
6.2 Assessor competencies	<p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the <i>Standards for Registered Training Organisations 2015</i> (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>In addition, assessment of <i>VU22868 - Provide tracheostomy care</i> must be undertaken by a person or persons who <u>EITHER</u>:</p> <ol style="list-style-type: none"> Have a minimum of three (3) years industry experience relevant to the outcomes of <i>VU22868 - Provide tracheostomy care</i> <p>OR</p> <ol style="list-style-type: none"> Be a registered nurse or an enrolled nurse with current registration <p>Assessment of imported units of competency must meet the assessor requirements specified in the relevant source training product (Training Package or accredited course).</p>
7. Delivery	<i>Standards 11 and 12 AQTF Standards for Accredited Courses</i>
7.1 Delivery modes	<p><i>Standard 11 AQTF Standards for Accredited Courses</i></p> <p>There are no restrictions on offering the program on either a full-time or part-time basis. Where possible, participants should be exposed to real work environments and examples/case studies.</p> <p>This course may be delivered in a variety of modes including:</p> <ul style="list-style-type: none"> Educational/classroom setting Workplace or simulated workplace

	<ul style="list-style-type: none"> • Blended learning <p>Delivery methods should allow for self-directed development and achievement, independent and peer to peer judgement and accountability for a high standard of outcomes.</p> <p>It is highly recommended that Registered Training Organisations use additional educational support mechanisms (e.g. LLN support, assistive technology, additional tutorials/online tutorial support, etc.) to maximise each learner's completion of the course. An initial assessment of learner's needs must be conducted during entry into the course to identify the need for language, literacy and numeracy support and reasonable adjustment.</p> <p>Trainers should contextualise delivery of the course in response to learner needs, while still meeting the requirements of the units of competency.</p> <p>Specifically, delivery of the unit <i>CHCDIS002 - Follow established person-centred behaviour supports</i> should be contextualised to align to the relevant requirements of 'Module 2A: Implementing Behaviour Support Plans' from the <i>National Disability Insurance Scheme (Quality Indicators) Guidelines 2018</i> and relevant components of the <i>Positive Behaviour Support Capability Framework</i> that relate to the disability support worker as 'implementers' of the behaviour support plan.</p>
<p>7.2 Resources</p>	<p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <p>Training must be undertaken by a person or people in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the <i>Standards for Registered Training Organisations 2015</i> (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>Resources must include:</p> <ul style="list-style-type: none"> • Manikins or Task Trainers • equipment and supplies relevant to providing support to people with complex personal care needs

	<ul style="list-style-type: none"> • manufacturer's instructions for the use of devices and equipment • realistic tasks or simulated tasks covering the mandatory task requirements • real or simulated care plans • access to relevant organisational policies/procedures and workplace reporting documents • access to relevant legislation, government policies, and codes of conduct relevant to role • a real workplace or a simulated environment that reflects workplace conditions <p>Trainers/assessors should refer to the individual units of competency for specific resource requirements.</p>
8. Pathways and articulation	Standard 8 AQTF Standards for Accredited Courses
	<p>There are no formal articulation arrangements in place at the time of accreditation.</p> <p>This course contains a number of units of competency imported from the <i>CHC Community Services Training Package</i>, <i>HLT Health Training Package</i>, and Victorian Crown Copyright Accredited Courses. Applicants who already hold these imported units can receive credit transfer into this course.</p> <p>Likewise, completion of the imported units within this course provides credit into a range of other accredited courses and qualifications from nationally endorsed training packages.</p>
9. Ongoing monitoring and evaluation	Standard 13 AQTF Standards for Accredited Courses
	<p>This course is maintained and monitored by the Curriculum Maintenance Manager – Human Services.</p> <p>A formal review of the course will take place at the mid-point of the accreditation period. Feedback will be sought from industry, those providers offering the course, and other relevant stakeholders as part of the review process.</p> <p>Recommendations for any significant changes will be reported to the Victorian Registration and Qualification Authority (VRQA).</p>

Section C—Units of competency

The following units of competency have been developed for this course and are attached in this section:

- VU22865 - Provide personal care for people with urinary devices
- VU22866 - Provide PEG/PEJ feeds and perform basic personal care
- VU22867 - Support bowel health and provide bowel care
- VU22868 - Provide tracheostomy care

The following unit of competency from the *CHC Community Services Training Package* and *HLT Health Training Package* can be accessed from the Training.Gov web site [here](#):

- CHCCCS002 Assist with movement
- CHCCCS011 Meet personal support needs
- CHCDIS002 Follow established person-centred behaviour supports
- CHCDIS007 Facilitate the empowerment of people with disability
- HLTAAP001 Recognise healthy body systems

The following units of competency from Victorian Crown Copyright Accredited Courses can be accessed from the Victorian Department of Education and Training website ([here](#)):

- VU22853 - Apply human rights based approach to the identification reporting and prevention of disability abuse
 - Imported from 22530VIC *Course in Identifying, Reporting and Preventing Abuse and/or grooming of People with Disabilities*
- VU22733 Identify and provide initial response to family violence risk
 - Imported from 22510VIC *Course in Identifying and Responding to Family Violence Risk*

Unit code	VU22865
Unit title	Provide personal care for people with urinary devices
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to provide personal care to people who use condom drainage sheaths, indwelling urinary catheters, suprapubic urinary catheters, urine collection bags, and urostomy pouches.</p> <p>This unit does not address the skills and knowledge for inserting/removing catheters or intermittent catheterisation.</p> <p><i>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>
Employability Skills	This unit contains Employability Skills.
Pre-requisite Unit(s)	HLTAAP001 Recognise healthy body systems
Application of the Unit	<p>This unit applies to disability support workers who provide personal care to people with urinary devices. This function may be undertaken in the home, community or residential care facility.</p> <p>Work may be performed as an individual or as part of team under regular (direct, indirect or remote) supervision.</p>
ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1. Prepare to provide personal support to people with urinary devices	<p>1.1 Discuss with service user their preferences for provision of personal care and confirm their level of participation in meeting their personal care needs</p> <p>1.2 Collaborate with service user and relevant others to ensure that the provision of personal care is reflective of their individual preferences and cultural needs</p> <p>1.3 Review service user's care plan and confirm required equipment and supplies to meet the personal care need</p> <p>1.4 Establish a clean and clear working surface in a location that maintains the privacy, comfort and dignity of the service user</p>

- 1.5 Wash hands at required intervals, use appropriate **personal protective equipment**, and comply with **infection control protocols** in accordance with OHS/WHs requirements and organisational policies/procedures
 - 1.6 Obtain consent from service user prior to engaging in personal care activity
 2. Provide personal care for people who use a condom drainage sheath
 - 2.1 Follow manufacturer's instructions and organisational policies/procedures to remove condom drainage sheath carefully; using soapy water, removal swabs and adhesive remover where necessary
 - 2.2 Perform a skin assessment, checking for signs of skin redness, skin breakdown and/or urine leakage, referring any identified issues in accordance with organisational policies/procedures
 - 2.3 Thoroughly wash and dry the penis/surrounding scrotal area and, where required, trim excess hair to ensure correct application and adhesion of the device, comforting the service user where required
 - 2.4 Fit the new condom drainage sheath carefully and securely to the service user, in accordance with manufacturer's instructions and organisational policies/procedures
3. Provide personal care for people who have an indwelling urinary catheter
 - 3.1 Perform a skin assessment and inspect the urethra opening/catheter entry site, checking for signs of skin redness, skin breakdown and/or urine leakage, referring any identified issues in accordance with organisational policies/procedures
 - 3.2 Refer any identified issues to appropriate personnel, in accordance with organisational policies/procedures
 - 3.3 Thoroughly wash and dry the urethral opening and surrounding genital area, applying topical treatments where required, in accordance with organisational policies/procedures
4. Provide personal care for people who have a
 - 4.1 Perform a skin and stoma assessment, checking for signs of skin redness, skin breakdown and/or urine leakage

- suprapubic urinary catheter
- 4.2 Refer any identified issues to appropriate personnel, in accordance with organisational policies/procedures
 - 4.3 Thoroughly wash and dry area around suprapubic catheter, stoma and surrounding skin, removing any crusting
 - 4.4 Gently rotate/turn the suprapubic catheter once a day to help prevent the catheter sticking to the bladder wall, in accordance with the service user's care plan and organisational policies/procedures
5. Connect, empty and manage urine collection bags
- 5.1 Follow infection control protocols throughout process, in accordance with OHS/WHS requirements and organisational policies/procedures
 - 5.2 Secure the tubing to the service user's thigh to prevent unnecessary tugging on the catheter or condom drainage sheath
 - 5.3 Connect catheter valve or condom drainage sheath to a leg collection bag, ensuring the bag is securely attached to the body by the leg strap in accordance with organisational policies/procedures
 - 5.4 Ensure that inlet and outlet ports are positioned correctly when attaching or detaching the urine collection bag
 - 5.5 Check for kinks and twists in the drainage tube when attaching or detaching the urine collection bag
 - 5.6 Attach overnight collection bag to either the leg collection bag, catheter valve or condom drainage sheath, in accordance with organisational policies/procedures
 - 5.7 Ensure overnight collection bag is positioned below bladder level, either hung securely or placed in clean container
 - 5.8 Empty urine collection bag when half or three-quarters full in accordance with organisational policies/procedures, ensuring that inlet and outlet ports are positioned correctly
 - 5.9 Check urine collection bag to identify any **issues with filling** and **troubleshoot** within scope of role, seeking assistance from appropriate personnel where required

- 5.10 Recognise **signs and symptoms that medical attention is required** and action in accordance with organisational policies/procedures
6. Provide personal care for people who have a urostomy
- 6.1 Follow infection control protocols throughout process, in accordance with OHS/WHS requirements and organisational policies/procedures
- 6.2 Perform a skin and stoma assessment, checking for signs of skin redness, skin breakdown and/or urine leakage
- 6.3 Refer any identified issues to appropriate personnel, in accordance with organisational policies/procedures
- 6.4 Drain urostomy pouch in accordance with manufacturer's instructions and organisational policies/procedures
- 6.5 Remove empty urostomy pouch and flange, using adhesive remover where necessary, in accordance with manufacturer's instructions and organisational policies/procedures
- 6.6 Gently clean and dry the stoma area and, where required, dry shave or trim hair around the stoma
- 6.7 If required, cut the hole in the flange to the correct size to fit the individual stoma
- 6.8 Attach new urostomy pouch and flange in accordance with manufacturer's instructions and organisational policies/procedures, and connect to overnight bag if required
- 6.9 **Troubleshoot urostomy leakage** within scope of role, seeking assistance from appropriate personnel where required
7. Finalise personal care processes
- 7.1 Clean work area and dispose of and/or recycle waste in accordance with infection control protocols and organisational policies/procedures
- 7.2 Store equipment and supplies in accordance with manufacturer's recommendations and the organisation's policies/procedures

- 7.3 Communicate with service user and/or appropriate personnel in a timely manner when stock levels of **essential consumables** are low
8. Complete documentation and reporting
- 8.1 Document amount of urine in Fluid Balance Chart, noting any **urine abnormalities** in progress notes/client file
- 8.2 Communicate any urine abnormalities to appropriate personnel in accordance with organisational policies/procedures
- 8.3 Comply with the organisation's **reporting requirements**, while maintaining confidentiality and privacy of the service user
- 8.4 Complete, maintain and store **documentation** securely in accordance with organisational policies/procedures
- 8.5 Identify changes to the service user's circumstances that may require a review or change to their care plan or NDIS plan, ensuring these are referred and reported in accordance with organisational policies/procedures
- 8.6 Apply organisational requirements relating to security and confidentiality in handling information

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

- Observational skills to:
 - Perform a skin assessment and identify concerns
 - Identify urine abnormalities and/or any signs of ill health in the service user
 - Identify kinks and twists in drainage tube
 - Confirm work areas have been cleaned thoroughly
- Communication skills to:
 - Be receptive to the service user and understand their individual circumstances and needs
 - Adapt communication style to meet the communication needs of the service user, including use of (where required):
 - Alternative communication strategies
 - Assistive technologies
 - Interpreting services

- Communicate in a manner appropriate to the functional level and ability of the service user; including those who do not use a recognised language format
- Use language appropriate to the age of the service user - adults, young people and children
- Communicate with health professionals and other team members
- Use basic medical terminology appropriate to the audience
- Interpersonal skills to:
 - Establish and maintain positive relationships with service user
 - Demonstrate respect and sensitivity to service user
- Self-management skills to:
 - Apply personal hygiene and infection control protocols
 - Use equipment and supplies in accordance with manufacturer's instructions and organisational policies/procedures
 - Communicate identified issues or concerns to appropriate personnel
 - Maintain privacy and confidentiality when performing tasks and communicating with service user
- Planning and organising skills to:
 - Ensure required supplies and equipment are on-hand when commencing the task
 - Sequence the performance of tasks
- Problem solving skills to troubleshoot issues with urine collection bags, catheters, condom drainage sheaths and urostomy pouch, within scope of role
- Numeracy skills to accurately measure and record amount of urine
- Literacy skills to:
 - Record required information in required format
 - Use appropriate medical terminology
 - Read and interpret:
 - Service user's care plan
 - Manufacturer's instructions
 - Organisational policies and procedures

Required knowledge

- Basic understanding of the male and female urinary system
- Key features and functions of:
 - Condom drainage sheath
 - Urine collection bags (leg and overnight)
 - Drainage tubes
 - Different types of catheterisation
 - Urostomy pouch and flange
- Correct positioning of:
 - Urine collection bags (leg bag and overnight)

- Inlet and outlet ports when attaching, detaching and/or emptying urine collection bags
- Drainage tube and catheter valve
- Relevant medical terminology
- Stoma care (urostomy and suprapubic catheter)
- Indwelling catheter care
- Types of catheters require turning/rotating and which types of catheters do not require turning/rotating
- Correct functioning of urine collection bags, catheters, condom drainage sheaths and urostomy pouches
- Troubleshooting techniques relevant to issues with urine collection bags, catheters, condom drainage sheaths and urostomy pouches
- Signs and indicators of:
 - Urine abnormalities
 - Urine leakage
 - Healthy skin
 - Skin irritation or allergic reactions
 - Skin breakdown
 - Ill health / needing medical attention
- Processes for disposing of waste
- Legal and ethical considerations of privacy and confidentiality when providing personal care support
- Relevant OHS/WHS requirements and procedures for personal care, including:
 - Infection control
 - Personal protective equipment (PPE)
- Organisational policies and procedures and reporting requirements
- Range of communication strategies, techniques and protocols to engage effectively with service users, including (but not limited to) children and young people, people with complex communication needs, those who do not use a recognised language format, those from diverse cultural backgrounds and/or individuals who prefer to speak other language than English

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Preferences may include,
but are not limited to:

- Routine/Way of doing things
- Level of support worker involvement

- Location and/or timing of support activity
- Cultural preferences

Equipment and supplies may include, but are not limited to:

- Topical treatments
- Wipes and cloths
- Razors, scissors and trimmers
- Urine collection bags (leg and/or overnight)
- Adhesive
- Condom drainage sheath
- Urostomy pouches
- Stoma flange
- Disposal bags

Personal protective equipment may include:

- Disposable gloves
- Eye protection
- Disposable aprons

Infection control protocols may include, but are not limited to:

- Standard infection control precautions, including:
 - Hand hygiene, before and after every episode of contact
 - Personal hygiene
 - Aseptic technique and clean technique
 - Use of personal protective equipment
 - Routine environmental cleaning
 - Reprocessing of reusable medical devices; including cleaning, disinfecting and/or sterilising equipment
 - Waste management
 - Respiratory hygiene / cough etiquette
- Principles, procedures and equipment for cleaning spills of blood and body fluids and substances
- Processes and protocols for breaking the 'chain of infection'

Issues with filling may include:

- Low urine output amount relative to time frame (mL per minute)

- For indwelling & suprapubic: bag not filling from moment attached

Troubleshoot may include:

- Checking for kinks and twists in the catheter or the urine collection bag tubing
- Squeezing/milking the catheter to break up sediment/crystals that have formed
- Check the catheter has not become dislodged
- Ensuring the urine collection bag is below the level of the bladder
- Checking the straps threaded correctly and not blocking the inlet valve of the leg bag
- Consider if dehydration/not drinking enough fluids is an issue

Signs and symptoms that medical attention is required includes:

- Unexplained fever / high temperature
- Shivering
- Rigors / shaking
- Confusion
- Catheter blockage
- Abdominal discomfort
- Feeling unwell
- Offensive or cloudy urine
- Blood in the urine (rose coloured)
- Bladder pain or bladder spasms

Troubleshoot urostomy leakage may include:

- Check if skin around stoma is uneven, has creases, or has bulges - creases can cause output to seep under the ostomy barrier
- Check if skin beneath the barrier moist – adhesive may not be adhering properly
- The particular product being used may not be the best for the service user's individual stoma
- An increase or decrease in weight can cause leakage issues
- The service user's stoma may have changed shape

Essential consumables

may include:

- Urostomy pouches
- Stoma flange
- Wipes
- Urine collection bags
- Drainage tubing
- Adhesive
- Condom drainage sheaths
- Disposable gloves
- Eye protection
- Disposable aprons

Urine abnormalities

include:

- Discolouration
- Cloudiness
- Odour
- Blood in urine

Reporting requirements

may include:

- Verbal:
 - Telephone
 - Face-to-face
- Non-verbal (written):
 - Email communication
 - Digital documentation / online reporting systems
 - Hard-copy (paper-based) reports

Documentation

may include, but is not limited to:

- Fluid Balance Chart
- Progress notes/client file
- OHS/WHS incident reports

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge and the Range Statement.

Critical aspects for assessment and evidence

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the

required to demonstrate competency in this unit

requirements of the performance criteria and required skills and knowledge and include evidence of the ability to:

- Provide personal care, empty urine collection bags or pouches and complete required reporting documentation on at least 1 (one) occasion for each of the following:
 - Condom drainage sheath
 - Indwelling urinary catheter
 - Suprapubic urinary catheter
 - Urostomy
- Undertake skin and stoma assessments
- Troubleshoot issues that arise
- Identify and report urine abnormalities and/or concerns about ill health
- Follow OHS/WHS requirements in all aspects of work, including:
 - Clean and clear work area
 - Handwashing / infection control
 - Disposal of waste
- Communicate effectively with the service user, health professionals and relevant team members
- Read, interpret and follow the service user's care plan, manufacturer's instructions, and organisational policies and procedures

Context of and specific resources for assessment

Assessment must ensure access to:

- Manikins or Task Trainers
- Equipment and supplies relevant to supporting people who use urinary devices
- Resources essential for assessment include any documents specific to the work context such as:
 - Manufacturer's instructions for the use of devices and equipment
 - Specific instructions for staff
 - OHS/WHS requirements
 - Organisational policies and procedures
- A real workplace or a simulated environment that reflects workplace conditions

Method of assessment

Assessment methods must involve the practical application of knowledge and demonstration of skills in a real or simulated workplace. Manikins or Task Trainers must be used during assessment.

Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistency in performance. The following examples are appropriate to assess practical skills and knowledge for this unit:

- direct observation of the candidate in workplace setting or simulated environment
- third party workplace reports of on-the-job performance by the candidate
- written and oral questioning to test underpinning knowledge and its application
- case studies and role play that allow the candidate to demonstrate the application of knowledge and skills

Unit code	VU22866
Unit title	Provide PEG/PEJ feeds and perform basic personal care
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to administer percutaneous endoscopic gastrostomy (PEG) tube or percutaneous endoscopic jejunostomy (PEJ) feeds and perform basic personal care.</p> <p>This unit does not address the skills and knowledge for other forms of enteral feeding (nasogastric and orogastric).</p> <p><i>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>
Employability Skills	This unit contains Employability Skills.
Pre-requisite Unit(s)	HLTAAP001 Recognise healthy body systems
Application of the Unit	<p>This unit applies to those who support people who require feeding through a PEG/PEJ tube. This function may be undertaken in the home, community or residential care facility.</p> <p>Work may be performed as an individual or as part of team under regular (direct, indirect or remote) supervision.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Prepare to administer PEG/PEJ feeds and perform basic personal care	<p>1.1 Discuss with service user their preferences for provision of personal care and confirm their level of participation in meeting their personal care needs</p> <p>1.2 Collaborate with service user and relevant others to ensure that the provision of personal care is reflective of their individual preferences and cultural needs</p> <p>1.3 Review service user's care plan to identify prescribed feeding method and required equipment and supplies</p> <p>1.4 Establish a clean and clear working surface in a location that maintains the privacy, comfort and dignity of the service user</p> <p>1.5 Wash hands at required intervals, use appropriate personal protective equipment, and comply with infection</p>
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- control protocols** in accordance with OHS/WHS requirements and organisational policies/procedures
- 1.6 Check equipment for serviceability prior to commencement of task and rectify or report any faults in accordance with organisational policies/procedures
 - 1.7 Prepare required quantities of prescribed liquid formula in accordance to service user's care plan
 - 1.8 Assemble equipment required for the prescribed feeding method in accordance with manufacturer's instructions and organisational policies/procedures
 - 1.9 Adhere to infection control protocols to avoid contamination of feeding equipment
 - 1.10 Obtain consent from service user prior to engaging in PEG/PEJ feeding activity
2. Administer PEG/PEJ feed to service user
- 2.1 Engage with service user throughout process
 - 2.2 Inspect the stoma site, feeding ports and feeding tube before and after every feed, noting any issues that may inhibit the feed and seek assistance from appropriate personnel if required
 - 2.3 Ensure service user has themselves **positioned correctly** to reduce risk of aspiration
 - 2.4 Practice safe manual handling techniques when the service user requires assistance with positioning
 - 2.5 Flush PEG/PEJ tube with prescribed amount of **water**, in accordance with the service user's care plan, before and after the administration of feed to ensure that there is no blockage in the tube
 - 2.6 Address blocked PEG/PEJ tube by using water and plunger to dislodge the blockage in accordance with the service user's care plan, seeking assistance from appropriate personnel where required
 - 2.7 Decompress (vent) PEG/PEJ tube in accordance with the service user's care plan
 - 2.9 Prime the feeding set tubing, and extension set if required, ensuring the feed reaches the end and there is no air in the tubing

- 2.10 Administer required volume of feed, as identified in service user's care plan, using prescribed feeding method in accordance with manufacturer's instructions and organisational policies/procedures
- 2.11 Monitor service user for signs of **feeding intolerance** and, if identified, cease feeding immediately
- 2.12 Address feeding intolerance by decompressing (venting) PEG/PEJ tube, changing position of service user, checking feed speed and seeking assistance from appropriate personnel if required
- 2.13 Ensure PEG/PEJ tube clamp is closed at completion of feed and service user remains positioned correctly for a minimum of 30 minutes after completing the feed, unless a longer duration is specified in the care plan
3. Provide personal care
- 3.1 Perform a skin and stoma assessment, checking for signs of skin redness, swelling and/or puss
- 3.2 Refer any identified issues to appropriate personnel, in accordance with organisational policies/procedures
- 3.3 Thoroughly wash and dry area around stoma and tube, applying any topical ointments and dressings identified in care plan
- 3.4 Gently rotate/turn the PEG/PEJ tube once a day and move back and forwards in accordance with the measure marks on the G-tube, the service user's care plan and organisational policies/procedures
- 3.5 Address **PEG/PEJ tube issues** in accordance with care plan and within scope of role, seeking assistance from appropriate personnel where required
- 3.6 Provide oral care to the service user in accordance with their care plan
- 3.7 Identify signs of unhealthy mouth, gums or teeth and refer to appropriate personnel in accordance with organisational policies/procedures
4. Finalise feed and personal care processes
- 4.1 Clean work area and dispose of and/or recycle waste in accordance with infection control protocols and organisational policies/procedures

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| 4.2 | Reseal, label with date/time opened and refrigerate any leftover feed and use within 24 hours or as specified in manufacturers' recommendations and organisational policies/procedures |
| 4.3 | Check equipment following use, conduct routine maintenance and report any faults or problems identified in accordance with organisational policies/procedures |
| 4.4 | Wash, air-dry and store equipment in accordance with organisational policies/procedures and infection control protocols |
| 4.5 | Communicate with service user and/or appropriate personnel in a timely manner when stock levels of essential consumables are low |
| 5. Complete documentation and reporting | |
| 5.1 | Comply with the organisation's reporting requirements , while maintaining confidentiality and privacy of the service user |
| 5.2 | Complete, maintain and store documentation securely in accordance with organisational policies/procedures |
| 5.3 | Identify changes to the service user's circumstances that may require a review or change to their care plan or NDIS plan, ensuring these are referred and reported in accordance with organisational policies/procedures |
| 5.4 | Apply organisational requirements relating to security and confidentiality in handling information |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

- Observational skills to:
 - Monitor service user for signs of feeding intolerance both during and after feed
 - Identify faults in equipment
 - Observe oral ill-health
 - Ensure work areas are cleaned thoroughly
 - Identify that service user is positioned correctly
- Communication skills to:
 - Be receptive to the service user and understand their individual circumstances and needs

- Adapt communication style to meet the communication needs of the service user, including use of (where required):
 - o alternative communication strategies
 - o assistive technologies
 - o interpreting services
- Communicate in a manner appropriate to the functional level and ability of the service user; including those who do not use a recognised language format
- Use language appropriate to the age of the service user - adults, young people and children
- Communicate with health professionals and other team members
- Use basic medical terminology appropriate to the audience
- Interpersonal skills to:
 - Establish and maintain positive relationships with service user
 - Demonstrate respect and sensitivity to service user
 - Communicate with the service user throughout the feed
- Self-management skills to:
 - Apply personal hygiene and infection control protocols
 - Use equipment and supplies in accordance with manufacturer's instructions and organisational policies/procedures
 - Communicate identified issues or concerns to appropriate personnel, including reporting equipment faults
 - Maintain privacy and confidentiality when performing tasks and communicating with service user
- Planning and organising skills to:
 - Ensure required supplies and equipment are on-hand when commencing the task
 - Sequence the performance of tasks
- Numeracy skills to accurately:
 - Measure powder and fluids to prepare feed
 - Measure required volume and speed of feed
 - Fill syringe with prescribed amount of sterile or boiled/cooled water for flushing PEG/PEJ tube
- Literacy skills to:
 - Record required information in required format
 - Use appropriate medical terminology
 - Read and interpret:
 - o Service user's care plan
 - o Manufacturer's instructions
 - o Organisational policies and procedures
- Technology skills to operate a feeding pump

Required knowledge

- Importance of:
 - Positioning service user correctly for administration of feed maintaining that position post-feed
 - Mealtimes as a social experience and the value this has for the service user
 - Involving the service user
 - Knowing which types of PEG/PEJ tubes can be turned/rotated and moved back/forwards, and which types cannot
- Basic anatomy of the digestive system
- Stoma care and tube care for PEG/PEJ
- Basic oral care and features of healthy mouth, gums and teeth
- Types of PEG/PEJ tubes can be turned/rotated and moved back/forwards, and which types cannot
- Correct processes, techniques and methods for safely:
 - Assembling and attaching feeding equipment (bolus set, gravity drip, feeding pump)
 - Flushing a PEG/PEJ tube
 - Decompressing (venting) a PEG/PEJ tube
 - Administering PEG/PEJ feed using:
 - syringe or bolus set
 - gravity drip
 - feeding pump
 - Cleaning, maintaining and re-using feeding equipment
 - Preparing feed
- Differences between PEG and PEJ, including differences in feeding speeds and equipment
- Methods for addressing issues with PEG/PEJ tubes
- Risks associated with departing from service user's feeding and care plan
- Impact of associated health conditions, health complications and multiple or complex disability that interacts with PEG/PEJ feeding
- Relevant medical terminology
- Signs and indicators of feeding intolerance, including: reflux, nausea, vomiting, bloating, abdominal discomfort and/or irregular bowel movements and liquid stools
- Processes for disposing of waste or recycling according to organisational policies, procedures and protocols
- Legal and ethical considerations of privacy and confidentiality when providing personal care support
- Relevant OHS/WHS requirements and procedures, including:
 - Infection control
 - Personal protective equipment (PPE)

- Range of communication strategies, techniques and protocols to engage effectively with service users, including (but not limited to) children and young people, people with complex communication needs, those who do not use a recognised language format, those from diverse cultural backgrounds and/or individuals who prefer to speak other language than English

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Preferences may include, but are not limited to:

- Routine/Way of doing things
- Level of support worker involvement
- Location and/or timing of support activity
- Cultural preferences

Prescribed feeding method includes:

- Feed administered using a:
 - Syringe or bolus set
 - Gravity drip
 - Feeding pump

Equipment and supplies may include, but are not limited to:

- Prescribed formula
- Giving set
- Feed container
- Luer Lock Syringe Connectors
- Catheter tip syringe
- IV pole or suitable way of hanging the feed container
- Feeding pump
- Sterile or boiled/cooled water for flushing PEG/PEJ tube
- Extension set (for low profile gastrostomies)
- Disposable gloves

Infection control protocols may include, but are not limited to:

- Standard infection control precautions, including:
 - Hand hygiene, before and after every episode of contact
 - Personal hygiene

- Aseptic technique and clean technique
- Use of personal protective equipment
- Routine environmental cleaning
- Reprocessing of reusable medical devices; including cleaning, disinfecting and/or sterilising equipment
- Waste management
- Respiratory hygiene / cough etiquette
- Principles, procedures and equipment for cleaning spills of blood and body fluids and substances
- Processes and protocols for breaking the 'chain of infection'

Positioned correctly

includes:

- Sitting in an upright position
- Head and shoulders of service user raised by at least 30 degrees if they have difficulty sitting upright

Water is either:

- Boiled water cooled to room temperature
- Sterile water (room temperature)

Feeding intolerance may include:

- Coughing
- Choking
- Signs of aspiration
- Liquid stools

PEG/PEJ tube issues may include:

- Tube dislodgment
- Tube displacement or migration
- Tube clogging
- Tube knotting and breakage
- Feeding port caps broken
- Leaking tube

Reporting requirements may include:

- Verbal:
 - Telephone
 - Face-to-face
- Non-verbal (written):

- Email communication
- Digital documentation / online reporting systems
- Hard-copy (paper-based) reports

Documentation may include, but is not limited to:

- Feeding chart
- Oral care
- Bowel charts
- Progress notes/client file
- OHS/WHS incident reports

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge and the Range Statement.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria and required skills and knowledge and include evidence of the ability to:

- Correctly and safely administer PEG/PEJ feed using each of the following administration methods on at least one (1) occasion:
 - Syringe or bolus set
 - Gravity drip
 - Feeding pump
- Correctly and safely:
 - Flush and decompress (vent) PEG/PEJ tubes
 - Rotate/turn the PEG/PEJ tube and move back and forwards in accordance with the measure marks on the G-tube
- Provide stoma care, PEG/PEJ tube care and oral care
- Address issues as they arise, within scope of role
- Follow OHS/WHS requirements in all aspects of work, including:
 - Clean and clear work area
 - Handwashing / infection control
 - Disposal of waste

- Cleaning and reusing equipment
- Communicate effectively with the service user, health professionals and relevant team members
- Read, interpret and follow the service user's care plan, manufacturer's instructions, and organisational policies and procedures

Context of and specific resources for assessment

Assessment must ensure access to:

- Manikins or Task Trainers
- Equipment and supplies relevant to supporting people who require feeding via a PEG/PEJ tube
- Resources essential for assessment include any documents specific to the work context such as:
 - manufacturer's instructions for the use of devices and equipment
 - specific instructions for staff
 - OHS/WHS requirements
 - Organisational policies and procedures
- A real workplace or a simulated environment that reflects workplace conditions

Method of assessment

Assessment methods must involve the practical application of knowledge and demonstration of skills in a real or simulated workplace. Manikins or Task Trainers must be used during assessment.

Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistency in performance. The following examples are appropriate to assess practical skills and knowledge for this unit:

- direct observation of the candidate in workplace setting or simulated environment
- third party workplace reports of on-the-job performance by the candidate
- written and oral questioning to test underpinning knowledge and its application
- case studies and role play that allow the candidate to demonstrate the application of knowledge and skills

Unit code	VU22867
Unit title	Support bowel health and provide bowel care
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to monitor bowel health, recognise signs and symptoms of bowel problems, and support service users to achieve the conditions for optimal bowel health, implement their bowel care plan and use continence aids.</p> <p>This unit does not address the skills and knowledge for administering medications (laxatives, enemas, suppositories, etc.).</p> <p><i>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>
Employability Skills	This unit contains Employability Skills.
Pre-requisite Unit(s)	HLTAAP001 Recognise healthy body systems
Application of the Unit	<p>This unit applies to disability support workers who work with people with a disability who need support in achieving and maintaining optimal bowel health. This function may be undertaken in the home, community or residential care facility.</p> <p>Work may be performed as an individual or as part of team under regular (direct, indirect or remote) supervision.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1. Monitor the service user's bowel health

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- 1.1 Discuss with service user, and ***relevant others*** where required, their usual bowel habit in a manner that is culturally sensitive and maintains their dignity and privacy
- 1.2 Review service user's care plan and bowel chart to confirm current bowel status and identify if there are any known bowel issues and/or bowel management strategies in place
- 1.3 Recognise the ***signs of good bowel health and function*** and identify aspects of daily life that can adversely ***affect bowel health***

- 1.4 Encourage the service user to attain adequate hydration, dietary fibre intake, exercise and practice effective toileting techniques to maintain optimal bowel health
 - 1.5 Record and describe bowel motions (or lack of) in the service user's bowel chart, in accordance with organisational policies/procedures
 - 1.6 Identify and report **signs and symptoms of bowel problems** to appropriate personnel in accordance with organisational policies/procedures
 - 1.7 Recognise **signs that immediate medical attention is required** and action in accordance with organisational policies/procedures
2. Support service users to implement their bowel care plan
- 2.1 Identify and follow Occupational Health and Safety (OHS) / Work Health and Safety (WHS) requirements and protocols relevant to bowel care
 - 2.2 Discuss with service user their **preferences** for support and confirm their level of participation in implementing their bowel care plan
 - 2.3 Collaborate with service user and relevant others to ensure that the provision of personal care is reflective of their individual preferences and cultural needs
 - 2.4 Review service user's bowel care plan to confirm the **bowel management strategies** that have been prescribed and identify any required **equipment or supplies**
 - 2.5 Seek verbal or written clarification and guidance from appropriate personnel when required, including when uncertain about scope of role or skill requirements to complete task
 - 2.6 Support the service user to achieve the required volume of fluid and dietary fibre intake as specified by their dietitian, recording fluid and food intake in accordance with organisational policies/procedures
 - 2.7 Adhere to the speech pathologist's plan, where one exists, to support service users who have difficulty eating, drinking, and swallowing
 - 2.8 Support the service user to undertake the exercise program developed by their physiotherapist or exercise

- therapist, maintaining records of participation and progress in accordance with organisational policies/procedures
- 2.9 Identify issues around privacy, comfort and emotional distress that may affect evacuation of the bowel and work with service user to address these
- 2.10 Identify **how frequently** the service user should be given the opportunity to evacuate their bowel and the optimum time this should occur
- 2.11 Support the service user to sit in the dynamic toilet sitting position and/or to use the equipment provided by an occupational therapist, seeking assistance from appropriate personnel where required
3. Assist service user with the use of continence aids
- 3.1 Follow **infection control protocols** throughout process, including the use of appropriate **personal protective equipment**, in accordance with OHS/WHS requirements and organisational policies/procedures
- 3.2 Obtain consent from service user prior to assisting with the use of continence aids
- 3.3 Remove continence aid and dispose of waste in accordance with manufacturer's instructions, organisational policies/procedures and infection control protocols
- 3.4 Thoroughly wash and dry the area, applying topical treatments where required in accordance with the service user's care plan and organisational policies/procedures
- 3.5 Perform a skin assessment, checking for signs of skin redness, skin breakdown and/or irritation, referring any identified issues in accordance with organisational policies/procedures
- 3.6 Fit the clean continence aid securely to the service user, in accordance with manufacturer's instructions and organisational policies/procedures
- 3.7 Clean work area and, where applicable, reusable/washable continence aids in accordance with infection control protocols and organisational policies/procedures

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| | 3.8 | Store equipment and supplies in accordance with manufacturer's recommendations and the organisation's policies/procedures |
| | 3.9 | Communicate with service user and/or appropriate personnel in a timely manner when stock levels of essential consumables are low |
| 4. Complete documentation and reporting | 4.1 | Comply with the organisation's reporting requirements , while maintaining confidentiality and privacy of the service user |
| | 4.2 | Complete, maintain and store documentation securely in accordance with organisational policies/procedures |
| | 4.3 | Identify changes to the service user's circumstances that may require a review or change to their care plan or NDIS plan, ensuring these are referred and reported in accordance with organisational policies/procedures |
| | 4.4 | Apply organisational requirements relating to security and confidentiality in handling information |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

- Observational skills to:
 - Perform a skin assessment
 - Recognise signs of:
 - good bowel health
 - bowel problems
 - healthy skin
 - skin irritation or breakdown
 - Identify if immediate medical attention is required
 - Confirm correct dynamic toilet sitting position
 - Identify size, shape, consistency, colour and other features of stool
- Communication skills to:
 - Be receptive to the service user and understand their individual circumstances and needs
 - Adapt communication style to meet the communication needs of the service user, including use of (where required):
 - alternative communication strategies

- assistive technologies
 - interpreting services
- Communicate in a manner appropriate to the functional level and ability of the service user; including those who do not use a recognised language format
- Use language appropriate to the age of the service user - adults, young people and children
- Communicate with health professionals and other team members
- Use basic medical terminology appropriate to the audience
- Interpersonal skills to:
 - Establish and maintain positive relationships with service user
 - Demonstrate respect and sensitivity to service user
 - Address issues of privacy, comfort and emotional distress the service user may have with toileting
 - Build the confidence of the service user to achieve optimal bowel health
- Self-management skills to:
 - Apply personal hygiene and infection control protocols where required
 - Communicate identified issues or concerns to appropriate personnel
 - Maintain privacy and confidentiality when supporting bowel care and communicating with service user
 - Seek clarification and/or feedback from appropriate personnel where required
 - Identify and work within scope of role
- Literacy skills to:
 - Communicate information without ambiguity
 - Record required information in required format, including:
 - Bowel movements or lack of bowel movements
 - Signs and symptoms of bowel problems
 - Fluid and food intake reports
 - Participation and progress in exercise programs
 - Use appropriate medical terminology
 - Read and interpret:
 - Service user's care plan, bowel care plan, bowel chart
 - Organisational policies and procedures
 - Instructions and guidance from health professional

Required knowledge

- Basic understanding of how the bowel works and bowel success
- Contributing factors and causes of good bowel health
- Key elements of regular evacuation/bowel opening
- What is normal for a stool in terms of consistency, colour, size and odour
- Key lifestyle factors that adversely impact bowel health

- Key features and functions of different continence aids
- Signs and indicators of healthy skin, skin irritation and skin breakdown
- Constipation:
 - Contributing factors and causes:
 - Opioid use
 - Reduced mobility
 - Altered food intake and lack of dietary fibre
 - Reduced fluid intake
 - Physiological effects of critical illness
 - Medications
 - Psychological factors, such as distress, loss of privacy and embarrassment
 - Complications of constipation:
 - Abdominal pain, distension and discomfort
 - Nausea and vomiting (including undigested food)
 - Failure to tolerate enteral feeding
 - Liquid stools
 - Faecal impaction
 - Bowel obstruction, rupture and perforation
 - Rectal tear / fissure
 - Behavioural challenges in those who cannot communicate their symptoms
 - Distraction from engaging in activities and learning
 - Wanting to withdraw from activities (clingy children)
 - Waiting for the “night time nappy”
 - Soiling/smearing underwear
 - Change in behaviour, distress, aggressive behaviour
- Diarrhoea/liquid stools:
 - Contributing factors and causes:
 - Inflammatory bowel disease
 - Digestive disorder
 - Food allergies or intolerance
 - Medications
 - Overuse of laxatives
 - Diabetes
 - Infective causes (viral, bacterial)
 - Enteral feeding
 - Complications of diarrhoea:
 - Electrolyte imbalances
 - Dehydration
 - Malnutrition

- Skin irritation and breakdown
- Spread of infection
- Faecal incontinence:
 - Contributing factors and causes:
 - Poor muscle control, or muscle damage after surgery or child birth
 - Infection or inflammation of the bowel
 - Irritable bowel syndrome
 - Stress from haemorrhoids
 - Conditions involving the rectum or sphincter muscle.
 - Developmental or poor or lack of toilet training or toilet timing
 - Lack of support to attend the toilet
 - Nerve damage or disease caused by:
 - Spinal cord injury
 - Multiple sclerosis
 - Spina bifida
 - Poor toilet facilities,
 - Poor diet
 - Lack of independence to move around or manage clothing
 - Dementia
 - Complications:
 - Emotional distress
 - Skin irritation and breakdown
- Recommended daily amount of fibre and fluid intake for adults and children to maintain optimal bowel health
- Amount of daily exercise or physical activity it is recommended for adults and children to maintain optimal bowel health
- Processes for disposing of waste
- Oral and rectal medications that may be prescribed as a part of a bowel care plan
- Scope and limitations of support worker role with regards to administering medications, including additional training requirements to administer medication
- Types of therapies and/or interventions that may be prescribed in a bowel care plan by a range of health professionals
- Relevant medical terminology
- Documentation and reporting requirements
- Legal and ethical considerations of privacy and confidentiality when providing support with bowel care
- Relevant OHS/WHS requirements and procedures for bowel care, including:
 - Infection control
 - Personal protective equipment (PPE)

- Range of communication strategies, techniques and protocols to engage effectively with service users, including (but not limited to) children and young people, people with complex communication needs, those who do not use a recognised language format, those from diverse cultural backgrounds and/or individuals who prefer to speak other language than English

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant others may include:

- Family member or relative
- Other support workers
- Carers/informal supports
- Legal guardian

Signs of good bowel health and function include:

- Pattern/frequency of elimination that is ‘usual’ to the individual
- Stool is consistent in its characteristics
- Pain-free and easy to pass
- Able to:
 - “hold on” for a short time after feeling the first urge / lack of urgency
 - start a bowel movement as soon as sitting on the toilet without waiting or straining
 - completely empty the lower bowel (rectum) when having a bowel movement
- Consideration of the stool’s:
 - consistency
 - colour
 - size
 - odour

Affect bowel health may include:

- Stress
- Insufficient fluid intake
- Lack of dietary fibre

- Food intolerances (FODMAPS) and allergies
- Disruption to regular diet or routine
- Withholding stool and delaying bowel movement due to pain (e.g. from haemorrhoids, large stools, etc.)
- Addition or removal of some medications
- Recent illness or hospitalisation
- Low activity levels and reduced mobility
- Reduced physical and emotional wellbeing
- Ignoring the “call to stool”
- Lack of correct dynamic toilet sitting position
- Lack of education of service user, carers, and/or support workers in how to support optimum bowel health

Signs and symptoms of bowel problems may include:

- Constipation:
 - Straining or pain when trying to pass stool
 - Lumpy or hard stool
 - Large stool/s (2 hand girth)
 - Feeling that the rectum is not completely empty
 - Having fewer than three bowel motions per week
 - Passing liquid stools (overflow)
 - Behaviour that is associated with pain due to constipation
- Diarrhoea:
 - Loose, watery stools
 - Abdominal cramps
 - Abdominal pain
 - Fever
 - Bloating
 - Nausea
 - Urgent need to have a bowel movement
- Faecal incontinence:
 - Inability to get to the toilet in time
 - Repeated occasions of soiled clothing

- may be accompanied by other bowel problems, such as: diarrhoea, constipation, gas and bloating

- Behaviour change/difficulties
 - Irritability
 - Aggression
 - Withdrawal

Preferences may include, but are not limited to:

- Routine/Way of doing things
- Level of support worker involvement
- Location and/or timing of support activity
- Cultural preferences

Signs that immediate medical attention is required include:

- Vomiting blood or faecal matter
- Diarrhoea and/or vomiting that is more than a one-off event
- Bleeding from the bowel
- Fresh (red) or old (black) blood in stool
- Unusual pain before, during or after a bowel movement
- Passing large stools (2 hand girth)
- Symptoms of pain (e.g. curled in foetal position)
- Hard abdomen

Bowel management strategies may include

- Education of service user, carers, and/or support workers
- Physical exercise
- High fibre intake
- High fluid intake
- Consistent habit time
- Attending the toilet
- Dynamic position on toilet or commode
- Privacy
- Medication

Equipment or supplies may include:

- Equipment provided by an occupational therapist
- Topical treatments
- Wipes and cloths
- Continence aids
- Personal protective equipment

How frequently is based upon:

- The advice of gastroenterologist
- The advice of continence advisor
- Requirements of bowel care plan
- Pattern/frequency of elimination that is 'usual' to the individual
- Maintaining consistency of toileting time

Infection control protocols may include, but are not limited to:

- Standard infection control precautions, including:
 - Hand hygiene, before and after every episode of contact
 - Personal hygiene
 - Aseptic technique and clean technique
 - Use of personal protective equipment
 - Routine environmental cleaning
 - Reprocessing of reusable medical devices; including cleaning, disinfecting and/or sterilising equipment
 - Waste management
 - Respiratory hygiene / cough etiquette
- Principles, procedures and equipment for cleaning spills of blood and body fluids and substances
- Processes and protocols for breaking the 'chain of infection'

Personal protective equipment may include:

- Disposable gloves
- Eye protection
- Disposable aprons

Reporting requirements may include:

- Verbal:

- Telephone
- Face-to-face
- Non-verbal (written):
 - Email communication
 - Digital documentation / online reporting systems
 - Hard-copy (paper-based) reports

Documentation may include, but is not limited to:

- Bowel chart, including not passing stool
- Fluid and food intake reports
- Exercise program reports
- Progress notes/client file
- OHS/WHS incident reports

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge and the Range Statement.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria and required skills and knowledge and include evidence of the ability to:

- Monitor the service user's bowel health according to their care plan, including:
 - Recording and describing bowel motions in the service user's bowel chart
 - Recognising signs of good bowel health and function
 - Identifying and reporting any signs and symptoms of bowel problems
 - Recognising signs that immediate medical attention is required and actioning
- Support the service user in implementing their bowel care plan and achieving the activities recommended by health professionals
- Follow OHS/WHS requirements in all aspects of work

- Communicate effectively with the service user, health professionals and relevant team members
- Read, interpret and follow the service user's care plan, bowel care plan, and organisational policies/procedures

Context of and specific resources for assessment

The application of competency is to be assessed in the workplace or simulated workplace that reflects real operating conditions and contingencies.

Assessment must ensure access to:

- Real tasks or simulated tasks covering the mandatory task requirements
- Bowel care plans
- Bowel chart
- Fluid and food intake reports
- Equipment and supplies relevant to supporting people to achieve and maintain optimal bowel functioning
- access to relevant organisational policies and procedures
- access to relevant legislation, government policies, and codes of conduct relevant to role
- computer and internet facilities

Method of assessment

Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistency in performance. The following examples are appropriate to assess practical skills and knowledge for this unit:

- direct observation of the candidate in workplace setting or simulated environment
- third party workplace reports of on-the-job performance by the candidate
- written and oral questioning to test underpinning knowledge and its application
- case studies and role play that allow the candidate to demonstrate the application of knowledge and skills

Unit code	VU22868
Unit title	Provide tracheostomy care
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to provide stoma and skin care, safely change tracheostomy ties, cleaning the inner cannula, suction secretions from tracheostomy tubes and respond to medical emergencies.</p> <p><i>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>
Employability Skills	This unit contains Employability Skills.
Pre-requisite Unit(s)	HLTAAP001 Recognise healthy body systems
Application of the Unit	<p>This unit applies to disability support workers who provide personal care to people who have a tracheostomy. This function may be undertaken in the home, community or residential care facility.</p> <p>Work may be performed as an individual or as part of team under regular (direct, indirect or remote) supervision.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|---|---|
| 1. Prepare to provide tracheostomy care | <p>1.1 Discuss with service user their preferences for provision of personal care and confirm their level of participation in meeting their personal care needs</p> <p>1.2 Collaborate with service user and relevant others to ensure that the provision of personal care is reflective of their individual preferences and cultural needs</p> <p>1.3 Review service user's care plan and confirm required equipment and supplies to meet the personal care need</p> <p>1.4 Establish a clean and clear working surface in a location that maintains the privacy, comfort and dignity of the service user</p> <p>1.5 Wash hands at required intervals, use appropriate personal protective equipment, and comply with</p> |
|---|---|

- infection control protocols*** in accordance with OHS/WHS requirements and organisational policies/procedures
- 1.6 Check equipment for serviceability prior to commencement of task and rectify or report any faults in accordance with organisational policies/procedures
 - 1.7 Obtain consent from service user prior to engaging in any personal care activity
2. Provide daily stoma care and clean inner cannula
- 2.1 Identify and gather required equipment and supplies, including (where required by organisational policies/procedures) a second person to assist
 - 2.2 Perform a skin and stoma assessment, checking for signs of skin redness, skin breakdown, swelling, discharge and/or offensive odour
 - 2.3 Refer any identified issues to appropriate personnel and complete required reporting, in accordance with organisational policies/procedures
 - 2.4 Remove any stoma dressing that may be present from around the tracheostomy
 - 2.5 Identify if tracheostomy tube has an inner cannula
 - 2.6 Remove, clean and replace inner cannula in accordance with manufacturer's instructions, service user's care plan and organisational policies/procedures
 - 2.7 Thoroughly wash and dry stoma area and surrounding skin, ensuring liquid does not get into trach tube or stoma area under the tube
 - 2.8 Where identified in the care plan, apply new stoma dressing
3. Change tracheostomy ties
- 3.1 Identify and gather required equipment and supplies, including (where required by organisational policies/procedures) a second person to assist
 - 3.2 Confirm correct ***tracheostomy ties*** for service user as identified in their care plan
 - 3.3 Ensure service user is positioned correctly for safe change of tracheostomy ties, practicing safe manual

- handling techniques where providing assistance with positioning is required
- 3.4 Leaving old tracheostomy ties in place, attach new ties to the flange and secure snugly around the service user's neck in accordance with organisational policies/procedures
 - 3.5 Check tension of new tracheostomy ties and adjust if required
 - 3.6 Remove old/soiled tracheostomy ties, ensuring not to cut or disrupt the new ties
4. Suction secretions from tracheostomy tube
- 4.1 Engage service user to identify **indications for suctioning** tracheostomy tube
 - 4.2 Review the service user's care plan to identify the required suction depth, correct suction catheter size and appropriate suction pressure
 - 4.3 Assemble suction equipment and adjust suction pressure gauge to appropriate pressure in accordance with manufacturer's instructions and organisational policies/procedures
 - 4.4 Ensure service user is positioned correctly for effective suctioning, practicing safe manual handling techniques where providing assistance with positioning is required
 - 4.5 Perform the suction procedure demonstrating safe suctioning techniques in accordance the service user's care plan, with manufacturer's instructions and organisational policies/procedures
 - 4.6 Document the amount, frequency, colour and consistency of secretions, noting any **secretion abnormalities** in progress notes/client file
 - 4.7 Communicate any secretion abnormalities to appropriate personnel in accordance with organisational policies/procedures
5. Respond to a medical emergency
- 5.1 Maintain familiarity with service user's emergency plan and organisational policies/procedures for medical emergencies

- 5.2 Confirm location of, and ease of access to, the service user's **Emergency Kit**
 - 5.3 Monitor service user throughout all personal care activities for **signs of respiratory distress**, tracheal damage, accidental decannulation or dislodgement, unexpected bleeding and/or discomfort
 - 5.4 Consult with the service user, where possible, about their health status
 - 5.5 Follow the emergency plan and organisational policies/procedures to **respond to the medical emergency**
 - 5.6 Assess the service user to identify the need for an emergency tube change or re-insertion and, if required, carry out in accordance with the emergency plan and organisational policies/procedures
 - 5.7 Seek **appropriate emergency assistance** as required, in accordance with the emergency plan and organisational policies/procedures
 - 5.8 Communicate details of the emergency to appropriate personnel and complete required reporting
6. Finalise processes, clean and store equipment
 - 6.1 Clean work area and dispose of and/or recycle waste in accordance with infection control protocols and organisational policies/procedures
 - 6.2 Check equipment following use, conduct routine maintenance and report any faults or problems identified in accordance with organisational policies/procedures
 - 6.3 Wash, dry and store equipment in accordance with organisational policies/procedures and infection control protocols
 - 6.4 Communicate with service user and/or appropriate personnel in a timely manner when stock levels of essential consumables are low
7. Complete documentation and reporting
 - 7.1 Comply with the organisation's **reporting requirements**, while maintaining confidentiality and privacy of the service user

- 7.2 Complete, maintain and store **documentation** securely in accordance with organisational policies/procedures
- 7.2 Identify changes to the service user's circumstances that may require a review or change to their care plan or NDIS plan, ensuring these are referred and reported in accordance with organisational policies/procedures
- 7.4 Apply organisational requirements relating to security and confidentiality in handling information

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

- Observational skills to:
 - Perform a skin and stoma assessment and identify concerns
 - Recognise need for suctioning
 - Identify if there is an inner cannula
 - Monitor service user throughout all personal care activities and identify concerns and/or medical emergencies
 - Identify:
 - Abnormalities in secretions
 - Faults in equipment prior to and after unit
 - Need for emergency tube change or re-insertion
 - Ensure work areas and equipment are cleaned thoroughly
- Communication skills to:
 - Be receptive to the service user and understand their individual circumstances and needs
 - Adapt communication style to meet the communication needs of the service user, including use of (where required):
 - Alternative communication strategies
 - Assistive technologies
 - Interpreting services
 - Communicate in a manner appropriate to the functional level and ability of the service user; including those who do not use a recognised language format
 - Use language appropriate to the age of the service user - adults, young people and children
 - Communicate with health professionals, other team members and emergency responders
 - Use basic medical terminology appropriate to the audience

- Interpersonal skills to:
 - Establish and maintain positive relationships with service user
 - Demonstrate respect and sensitivity to service user
- Self-management skills to:
 - Apply personal hygiene and infection control protocols
 - Use equipment and supplies in accordance with manufacturer’s instructions and organisational policies/procedures
 - Communicate identified issues or concerns to appropriate personnel, including reporting equipment faults
 - Maintain privacy and confidentiality when performing tasks and communicating with service user
 - Seek assistance from appropriate personnel and/or emergency assistance where required
 - Respond to a medical emergency
- Planning and organising skills to:
 - Ensure required supplies and equipment are on-hand when commencing the task
 - Sequence the performance of tasks
 - Seek appropriate assistance from other staff to support with tasks, where required
- Literacy skills to:
 - Communicate information without ambiguity
 - Record required information in required format
 - Use appropriate medical terminology
 - Read and interpret:
 - Service user’s care plan
 - Emergency plan
 - Manufacturer’s instructions
 - Organisational policies and procedures
- Technology skills to operate a suctioning equipment

Required knowledge

- Basic anatomy and physiology of the human respiratory system
- How a tracheostomy may impact on service user communication
- Key features, functions and purposes of:
 - Different types of tracheostomy tubes
 - Outer cannula
 - Inner cannula
 - Neckplate/flange
 - Interface
 - Cuff
 - Suctioning equipment

- Speaking valve
- Humidification
- Different types of tracheostomy ties, including reasons different individuals may be required to use different types of ties
- Purpose of suctioning of the tracheostomy tube
- Safe suctioning techniques
- Common problems and complications related to the suctioning tracheostomy tube
- Safe manual handling techniques
- Relevant medical terminology
- Stoma care (tracheostoma)
- Correct positioning of service user for suctioning and changing tracheostomy ties
- Different types of tracheostomies (including for individuals who have had a full or partial laryngectomy) and the impact this has on breathing capacity and emergency resuscitation processes
- Common emergency procedures for responding to a tracheostomy emergency, including procedures for:
 - Emergency tubes changes and re-insertions
 - Using emergency equipment (manual bag valve mask, oxygen, defibrillator, vital signs monitor)
- Safety considerations when:
 - Suctioning tracheostomy tube
 - Changing tracheostomy ties (both twill tape and Velcro tape/straps)
- Signs and indicators of:
 - Respiratory distress
 - Tracheal damage
 - Dislodgement
 - Healthy skin
 - Skin irritation
 - Skin breakdown
 - Secretion normality
 - Secretion abnormality
- Processes for disposing of or recycling waste
- Legal and ethical considerations of privacy and confidentiality when providing personal care support
- Relevant OHS/WHS requirements and procedures for personal care, including:
 - Infection control
 - Personal protective equipment (PPE)
- Organisational policies and procedures and reporting requirements
- Range of communication strategies, techniques and protocols to engage effectively with service users, including (but not limited to) children and young people, people with

complex communication needs, those who do not use a recognised language format, those from diverse cultural backgrounds and/or individuals who prefer to speak other language than English

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Preferences may include, but are not limited to:

- Routine/Way of doing things
- Level of support worker involvement
- Location and/or timing of support activity
- Cultural preferences

Equipment and supplies may include, but are not limited to:

- Blunt-nose scissors
- Mild soap and water
- Stoma dressings
- Tracheostomy ties (twill tape or Velcro tape/straps)
- Suction equipment & suction catheters
- Wipes & cloths
- Personal protective equipment
- Tracheostomy emergency kit
- Second person to assist (where required by organisational policies/procedures)

Personal protective equipment may include:

- Disposable gloves
- Eye protection
- Disposable aprons
- Face mask

Infection control protocols may include, but are not limited to:

- Standard infection control precautions, including:
 - Hand hygiene, before and after every episode of contact
 - Personal hygiene

- Aseptic technique and clean technique
- Use of personal protective equipment
- Routine environmental cleaning
- Reprocessing of reusable medical devices; including cleaning, disinfecting and/or sterilising equipment
- Waste management
- Respiratory hygiene / cough etiquette
- Principles, procedures and equipment for cleaning spills of blood and body fluids and substances
- Processes and protocols for breaking the 'chain of infection'

Tracheostomy ties can be:

- Twill tape
- Velcro tape/straps

Indications for suctioning may include:

- Audible or visual signs of secretions in the tube
- Signs of respiratory distress
- Suspicion of a blocked or partially blocked tube
- Inability by the service user to clear the tube by coughing out the secretions, even after inner cannula has been cleaned
- Vomiting
- Changes in ventilation pressures (in ventilated service users)
- Upon request for suction by the service user

Secretion abnormalities include:

- Not white or clear in colour
- Change in colour (e.g. yellow, brown or green)
- Blood in the secretion
- Thickened or sticky
- Odorous

Emergency Kit includes, but is not limited to:

- Spare tracheostomy tubes and an introducer:
 - One tube the same size
 - One tube one size smaller

- Spare tracheostomy ties
- Blunt-nose scissors
- Manual suction equipment & catheters
- Water-based lubricant
- Dressings and gauze
- Syringe
- Personal protective equipment
- Manual Bag Valve Mask Resuscitator/Ventilation (e.g. Air Viva) with tracheostomy adaptor and additional face mask
- Emergency plan
- If applicable to service user:
 - Spare inner cannula
 - Emergency oxygen equipment
 - Defibrillator
 - Vital signs monitoring equipment and/or oximeter

Signs of respiratory distress may include:

- Increased work of breathing
- Increased respiratory rate or shortness of breath
- Restlessness / anxiety
- Colour change / Cyanosis
- Wheezing
- Grunting
- Perspiration – clammy skin
- New, increased or abnormal noises from the tube or around it (e.g. whistling or voice sounds)
- Nil or reduced air flow out of the tracheostomy tube
- Drowsiness or decrease in level of consciousness
- Unable to clear secretions – gagging
- Exercise limitations
- Unable to eat or drink as usual
- For service users who have vital signs monitoring equipment and/or an oximeter:
 - Tachycardia
 - Decrease in SpO₂ levels

Respond to the medical emergency may include:

- Using:
 - Manual Bag Valve Mask Resuscitator/Ventilation
 - Emergency oxygen equipment
 - Defibrillator
 - Vital signs monitoring equipment and/or oximeter
 - Suctioning equipment
- Performing an emergency tube change or re-insertion
- Seeking immediate emergency assistance

Appropriate emergency assistance may include:

- Nurses
- Paramedics/Ambulance Officers
- Doctors

Reporting requirements may include:

- Verbal:
 - Telephone
 - Face-to-face
- Non-verbal (written):
 - Email communication
 - Digital documentation / online reporting systems
 - Hard-copy (paper-based) reports

Documentation may include, but is not limited to:

- Progress notes/client file
- OHS/WHS incident reports

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge and the Range Statement.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria and required skills and knowledge and include evidence of the ability to:

- Provide stoma and skin care, safely change tracheostomy ties and suction secretions from tracheostomy tube at least 3 (three) occasions
- Undertake skin and stoma assessments

- Remove, clean and replace an inner cannula
- Identify and report secretion abnormalities
- Follow OHS/WHS requirements in all aspects of work, including:
 - Clean and clear work area
 - Handwashing / infection control
 - Disposal of waste
- Respond to a medical emergency, including carrying out an emergency tube change and a re-insertion
- Communicate effectively with the service user, health professionals and relevant team members
- Read, interpret and follow the service user's care plan, manufacturer's instructions, and organisational policies and procedures

Context of and specific resources for assessment

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors of this unit must *EITHER*:

1. Have a minimum of three (3) years industry experience relevant to the outcomes of *VU22868 - Provide tracheostomy care*

OR

2. Be a registered nurse or an enrolled nurse with current registration

Assessment must ensure access to:

- Manikins or Task Trainers
- Equipment and supplies relevant to providing tracheostomy care
- Suction equipment
- Emergency kit
- Resources essential for assessment include any documents specific to the work context such as:
 - Manufacturer's instructions for the use of devices and equipment
 - Specific instructions for staff
 - OHS/WHS requirements
 - Organisational policies and procedures

- Emergency Plans

- A real workplace or a simulated environment that reflects workplace conditions

Method of assessment

Assessment methods must involve the practical application of knowledge and demonstration of skills in a real or simulated workplace. Manikins or Task Trainers must be used during assessment.

Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistency in performance. The following examples are appropriate to assess practical skills and knowledge for this unit:

- direct observation of the candidate in workplace setting or simulated environment
- third party workplace reports of on-the-job performance by the candidate
- written and oral questioning to test underpinning knowledge and its application
- case studies and role play that allow the candidate to demonstrate the application of knowledge and skills