

22558VIC Course in Supporting People with Disability to Use Medications

Version 1.1 - November 2024

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

Accreditation period: 01/06/2020 – 31/05/2025

22556VIC Course in the Management of Asthma Risks and Emergencies in the Workplace

| Version History | Comments | Date |
|-----------------|--|---------------|
| Version 1.1 | Copyright owner details and contact information in Section A, updated. | November 2024 |
| Version 1.0 | Initial release approved to commence from 1 June 2020. | May 2020 |

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Section A: Copyright and course classification information

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| 1. Copyright owner of the course | <p>Copyright of this material is reserved to the Crown in the right of the State of Victoria on behalf of the Department of Jobs, Skills, Industries and Regions (DJSIR) Victoria.</p> <p>© State of Victoria (DJSIR) 2020.</p> |
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| 3. Type of submission | <p>Accreditation</p> |
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| | Email: course.enquiry@djsir.vic.gov.au Copies of this publication can be downloaded free of charge from the Victorian government website . |
| 6. Course accrediting body | Victorian Registration and Qualifications Authority (VRQA) |
| 7. AVETMISS information | ANZSCO [Australian and New Zealand Standard Classification of Occupations] 411712 - Disabilities Services Officer ASCED Code – 4 digit (Field of Education) 0905 - Human Welfare Studies and Services National course code 22558VIC |
| 8. Period of accreditation | 01/06/2020 – 31/05/2025 |



Section B: Course information

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| 1. Nomenclature | <i>Standard 1 AQTF Standards for Accredited Courses</i> |
| 1.1 Name of the qualification | Course in Supporting People with Disability to Use Medications |
| 1.2 Nominal duration of the course | 65 hours |
| 2. Vocational or educational outcomes | <i>Standard 1 AQTF Standards for Accredited Courses</i> |
| 2.1 Purpose of the course | <p>This course will address the skills and knowledge required to:</p> <ul style="list-style-type: none"> Equip the existing disability support workforce with strategies to ensure that people with a disability take and use medication in accordance with the documented medication chart/treatment sheet developed by their medical practitioner. <p>Target Audience for the proposed course:</p> <ul style="list-style-type: none"> Current disability support worker workforce <p>While aimed at the current workforce, the unit within the proposed course would also be applicable to current students of relevant VET qualifications (e.g. Certificate III in Individual Support, Certificate IV in Disability).</p> |
| 3. Development of the course | <i>Standards 1 and 2 AQTF Standards for Accredited Courses</i> |
| 3.1 Industry /enterprise/ community needs | <p>The advent of the NDIS has led to increased demand for disability support workers. Where workers are untrained in providing support with medication, employers will prevent them from assisting their clients with any form of medication. Whilst this protects the employer from risk, there are risks that:</p> <ul style="list-style-type: none"> People with physical disabilities will be unable to access necessary medication People with intellectual disability may not be able to manage correct dosages, read advice about when and how to take medication etc. People with psychosocial disabilities may not be able to remember to take medication. <p>Recent feedback from key industry stakeholders has identified a need for disability support workers to have clear work instructions when supporting clients with medical assistance in their home. Skill development in</p> |

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| | <p>the areas of responsibility and how to support the client are needed.</p> <p>The role of the disability support worker includes assisting people with a disability with their medications. The specific unit on medications developed as the centre point of this course applies to support workers who work with people with a disability who need support in using medications.</p> <p>Their work role includes assisting the client with dose administration aids, or medication in its original packaging labelled by a pharmacist. These are clearly defined in the client's documented medication chart/treatment sheet developed by their medical practitioner.</p> <p>Consultations with Disability Service Providers (DSPs) have raised the following issues in relation to medication use:</p> <ul style="list-style-type: none">• Workers feel pressured around medication and their role• Support workers have a lack of understanding of their work role and limits to that in this area• Workers must deal with right of refusal• There is a lack of clarity around the difference between supporting a client to take medication and administering it• There is a need to consider dignity and consent of client• There is confusion around protocols for prescription and non-prescription medication• The requirements for storage of certain medications might not be properly understood. <p>Additionally, pharmacists and doctors indicate that sometimes workers do not check instructions thoroughly (for example, take after food).</p> <p>These consultations, and a 2019 survey undertaken by the Department of Education aimed at employers showed that approximately 6000 workers would require training in medication during 2020. Given relatively high turnover in the industry and an increase in individuals requiring support in their own homes, it is expected that these numbers would increase in following years.</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> |
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| | <p>Project Steering Committee:</p> <table border="1"> <tr> <td data-bbox="692 241 943 383">Carol Petersen (Chairperson)</td> <td data-bbox="943 241 1437 383">CPSN (Cerebral Palsy Support Network), representing National Disability Services (NDS)</td> </tr> <tr> <td data-bbox="692 383 943 456">Natalie Donohoe</td> <td data-bbox="943 383 1437 456">Premium Health</td> </tr> <tr> <td data-bbox="692 456 943 530">Michael Stanley</td> <td data-bbox="943 456 1437 530">Carers Victoria</td> </tr> <tr> <td data-bbox="692 530 943 640">Anthony Walsh</td> <td data-bbox="943 530 1437 640">Oncall Training, representing National Disability Services (NDS)</td> </tr> <tr> <td data-bbox="692 640 943 750">Kaylene Bradford</td> <td data-bbox="943 640 1437 750">VMCH Villa Maria Catholic Homes</td> </tr> <tr> <td data-bbox="692 750 943 824">Pam Reed</td> <td data-bbox="943 750 1437 824">Australian Home Care Services</td> </tr> <tr> <td data-bbox="692 824 943 934">Andrew Fleming</td> <td data-bbox="943 824 1437 934">Community Services & Health Industry Training Board (Vic)</td> </tr> <tr> <td data-bbox="692 934 943 1008">Michael Stone</td> <td data-bbox="943 934 1437 1008">HACSU</td> </tr> </table> <p>In attendance:</p> <table border="1"> <tr> <td data-bbox="692 1070 943 1144">Rosalie Flynn</td> <td data-bbox="943 1070 1437 1144">Precision Consultancy</td> </tr> <tr> <td data-bbox="692 1144 943 1218">Mitch Cleary</td> <td data-bbox="943 1144 1437 1218">Precision Consultancy</td> </tr> <tr> <td data-bbox="692 1218 943 1328">Lisa Confoy</td> <td data-bbox="943 1218 1437 1328">Department of Education and Training</td> </tr> </table> <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. | Carol Petersen (Chairperson) | CPSN (Cerebral Palsy Support Network), representing National Disability Services (NDS) | Natalie Donohoe | Premium Health | Michael Stanley | Carers Victoria | Anthony Walsh | Oncall Training, representing National Disability Services (NDS) | Kaylene Bradford | VMCH Villa Maria Catholic Homes | Pam Reed | Australian Home Care Services | Andrew Fleming | Community Services & Health Industry Training Board (Vic) | Michael Stone | HACSU | Rosalie Flynn | Precision Consultancy | Mitch Cleary | Precision Consultancy | Lisa Confoy | Department of Education and Training |
| Carol Petersen (Chairperson) | CPSN (Cerebral Palsy Support Network), representing National Disability Services (NDS) | | | | | | | | | | | | | | | | | | | | | | |
| Natalie Donohoe | Premium Health | | | | | | | | | | | | | | | | | | | | | | |
| Michael Stanley | Carers Victoria | | | | | | | | | | | | | | | | | | | | | | |
| Anthony Walsh | Oncall Training, representing National Disability Services (NDS) | | | | | | | | | | | | | | | | | | | | | | |
| Kaylene Bradford | VMCH Villa Maria Catholic Homes | | | | | | | | | | | | | | | | | | | | | | |
| Pam Reed | Australian Home Care Services | | | | | | | | | | | | | | | | | | | | | | |
| Andrew Fleming | Community Services & Health Industry Training Board (Vic) | | | | | | | | | | | | | | | | | | | | | | |
| Michael Stone | HACSU | | | | | | | | | | | | | | | | | | | | | | |
| Rosalie Flynn | Precision Consultancy | | | | | | | | | | | | | | | | | | | | | | |
| Mitch Cleary | Precision Consultancy | | | | | | | | | | | | | | | | | | | | | | |
| Lisa Confoy | Department of Education and Training | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.2 Review for re-accreditation</p> | <p>Not applicable.</p> | | | | | | | | | | | | | | | | | | | | | | |

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| 4. Course outcomes | Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses |
| 4.1 Qualification level | <p>Standards 1, 2, and 3 AQTF Standards for Accredited Courses.</p> <p>The 22558VIC <i>Course in Supporting People with a Disability to Use Medications</i> meets an industry and community need, but does not have the breadth, depth or volume of learning of an Australian Qualifications Framework (AQF).</p> |
| 4.2 Employability skills | <p>Standard 4 AQTF for Standards for Accredited Courses</p> <p>Not applicable.</p> |
| 4.3 Recognition given to the course | <p>Standard 5 AQTF Standards for Accredited Courses</p> <p>Not applicable.</p> |
| 4.4 Licensing/ regulatory requirements | <p>Standard 5 of AQTF Standards for Accredited Courses</p> <p>At the time of accreditation, no licensing or regulatory requirements apply.</p> |
| 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 22558VIC <i>Course in Supporting People with a Disability to Use Medication</i> the candidate must successfully complete the unit of competency outlined below.</p> | |

| Unit of competency code | Field of Education code | Unit of competency title | Pre-requisite | Nominal hours |
|-------------------------------|-------------------------|---|---------------|---------------|
| VU22962 | 090509 | Support people with disability to use medications | None | 65 |
| Total nominal duration | | | | 65 |

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| 5.2 Entry requirements | <p>Standard 9 AQTF Standards for Accredited Courses</p> <p>There are no entry requirements for the 22558VIC <i>Course in Supporting People with Disability to Use Medications</i>.</p> <p>Learners are best equipped to achieve course outcomes if they have as a minimum language, literacy and numeracy skills that are equivalent to Level 2 of the</p> |
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| | ACSF. Where learners do not have a language, literacy and numeracy skill to this level, language, literacy and numeracy support will be provided by the Registered Training Organisation. |
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| 6. Assessment | Standards 10 and 12 AQTF Standards for Accredited Courses |
| 6.1 Assessment strategy | <p>Standard 10 AQTF Standards for Accredited Courses</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>Assessment methods must involve the practical application of knowledge and demonstration of skills in a real or simulated workplace. Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistency in performance.</p> <p>As the course is aimed at the existing workforce, there are many opportunities for on the job assessment. However, a simulated environment must be used for the first assessment. Although direct workplace observation is valuable, simulation will be preferred in most situations as the candidate needs to be assessed as competent across a range of situations which would be difficult to find in a single workplace. Simulations must reflect realistic workplace conditions.</p> <p>Training providers should ensure assessment of the unit <i>VUXXX01 Support people with a disability to use medications</i> is contextualised to align to the relevant requirements of 'Module 4: Providing Supports in the <i>National Disability Insurance Scheme (Quality Indicators) Guidelines 2018</i>.</p> <p>Consistent with the requirements of Element 1.5 of Standard 1 of the AQTF: Essential Conditions and Standards for Continuing (or initial) Registration, RTOs</p> |

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| | <p>must ensure that RPL is offered to all applicants in determining their competency.</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 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. |
| 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 • Blended learning <p>It is highly recommended that Registered Training Organisations use additional educational support mechanisms to maximise each learner's completion of the course. An initial assessment of each 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> |
| 7.2 Resources | <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> |

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| | <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 (SRTOs)</i>, <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>Resources include:</p> <ul style="list-style-type: none"> • equipment and supplies relevant to providing support to people with the use of medications • 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. |
| 8. Pathways and articulation | <i>Standard 8 AQTF Standards for Accredited Courses</i> |
| | There are no formal articulation arrangements in place at the time of accreditation. |
| 9. Ongoing monitoring and evaluation | <i>Standard 13 AQTF Standards for Accredited Courses</i> |
| | <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 unit of competency has been developed for this course and is attached in this section:

- VU22962 Support people with disability to use medications.

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| Unit code | | VU22962 | |
| Unit title | | Support people with disability to use medications | |
| Unit Descriptor | | <p>This unit describes the performance outcomes, skills and knowledge required to support people with a disability to use medications. People with disability may be of any age and may have any form of disability.</p> <p>It includes working within the scope of the support worker role to prompt and assist a person with a disability with medication use.</p> | |
| Employability Skills | | Not applicable | |
| Application of the Unit | | <p>This unit applies to support workers who work with people with a disability who need support in using medications.</p> <p>Their work role includes assisting the client with dose administration aids, or medication in its original packaging labelled by a pharmacist. These are clearly defined in the client's documented medication chart/treatment sheet developed by their medical practitioner.</p> <p>This unit does not support activities outside the support worker's role, such as prescribing medication, assisting the client in taking unprescribed medication, or administering any injectable or intravenous medication.</p> <p>Support workers are not permitted to determine or calculate dosages of medication. Specialist skills such as bowel management and Percutaneous Endoscopic Gastrostomy (PEG) feeding are covered in other units.</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 | Confirm scope of role in relation to medication | 1.1 | Confirm the boundaries of own role in relation to supporting the client in the safe use of medication and delegated responsibilities in accordance with organisational policies and procedures |
| | | 1.2 | Identify lines of supervision and authority for clarifying and reporting issues within job role |
| | | 1.3 | Confirm organisational policies and procedures for dealing with emergencies with supervisor |

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| | | 1.4 | Clarify any questions relating to scope of job role with supervisor when supporting individual clients |
| | | 1.5 | Explain scope of role in relation to medication to the client, their support workers, and carers on request |
| 2 | Prepare to assist with the use of medication | 2.1 | Collect all relevant information about client's medication requirements |
| | | 2.2 | Confirm instructions for medication and clarify with prescribing practitioner or pharmacist where required |
| | | 2.3 | Determine the preferred way to communicate with client when supporting the client to use medication |
| | | 2.4 | Collect medication chart/treatment sheet, Dose Administration Aid , and other relevant equipment and confirm all medication is within expiry dates prior to use |
| | | 2.5 | Collaborate with the client, and others where required to ensure that the provision of assistance with medication reflects individual preferences and needs |
| 3 | Support safe use of medication | 3.1 | Explain to the client the process of using their medication and the level of support you will provide |
| | | 3.2 | Carry out the agreed role to support the client to use medication in ways that promote their active participation, dignity, hygiene, and safety |
| | | 3.3 | Prompt and assist the right client to use the right medication in the right dose by the right route at the right time by following the prescribing practitioner's instructions, medication chart/treatment sheet, infection control procedures and organisational policies and procedures |
| | | 3.4 | Follow organisational policies and procedures where a client, or anyone else, requests that the prescribing instructions, medication chart/treatment sheet be varied in any way |
| | | 3.5 | Confirm that the client has taken the medication in accordance with organisational policies and procedures. |
| | | 3.6 | Observe use of the medication to identify any practical difficulties that may arise and address these in accordance with organisational policies and procedures |

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| | | 3.7 | Complete the right documentation by accurately, precisely, and legibly documenting the medication taken on the client's medication chart/treatment sheet and any other records according to organisational policies and procedures |
| | | 3.8 | Record and report any errors according to organisational policies and procedures |
| | | 3.9 | Return medication to safe storage area, clear work area, clean any equipment and dispose of any wastage according to organisational policies and procedures |

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- reading skills to:
 - interpret medication chart/treatment sheet and dose administration aid content descriptions as well as protocols on specific activities such as crushing medication where applicable
- writing skills to:
 - accurately, precisely, and legibly complete required documentation including updating and signing medication chart/treatment sheet after each time medication assistance is provided
- communication skills to:
 - clarify with the client how medication is to be taken and where necessary to provide clear instructions about how to take the medication in language that they can understand
- numeracy skills to:
 - check numbers of doses, compare lists and identify any discrepancies
- problem solving skills to:
 - identify and report any issues with medication according to organisational policies and procedures.

Required knowledge:

- how to work within a client centred approach to medication
- crucial importance of the role of support workers in reducing medication errors and related harm to clients
- the six rights of medication (6R's): right client, right medication, right dose, right route, right time, and right documentation.
- recommendations about how to reduce errors and harm such as the additional rights of right reason, right response and right frequency
- organisational OHS/WHS policies and procedures
- infection control procedures, including hand washing protocol and creating and maintaining a clean work area and clean work equipment

- role in interacting with medical practitioners and pharmacists in support of the client
- how to provide assistance with medication using a dose administration aid
- how to provide assistance with:
 - oral medication (including tablets, capsules and liquids)
 - metered dose inhalers
 - eye drops or creams
 - nose sprays or drops
 - ear drops,
 - topical ointments, sprays, creams and liquids
 - transdermal patches
- types of equipment needed to assist with medication and their purpose
- procedures for signing off that medication has been taken and the purpose, risk and laws related to those procedures
- basic understanding of the national classification system that controls how medicines and poisons are made available to the public, known as 'scheduling'
- procedures for managing a medication error
- procedures for the use of PRN (pro re nata 'as needed') medications
- differences between prescribed medications and over the counter medications
- how to ensure that informed consent has been given
- legal and ethical considerations of privacy and confidentiality when providing personal support.
- safe storage of medication including packaging, and potential effects on quality such as temperature, sunlight and humidity
- procedure for managing safe and environmental medication disposal

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.

Medication is defined in this context as:

A substance given with the intention of preventing, diagnosing, curing, controlling, or alleviating disease or otherwise enhancing the physical or mental welfare of people. Includes prescription and non-prescription medications, including complementary health care products, irrespective of the administered route. Medications include medications prescribed for the client by a medical practitioner or health professional, medications purchased over the counter and complementary and alternative medications. Only those documented in the client's medication chart/treatment sheet completed by the prescribing practitioner are within the scope of practice of the support worker.

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| | <p>Medication includes but is not limited to:</p> <ul style="list-style-type: none"> oral medication (including tablets, capsules and liquids), metered dose inhalers, eye drops or creams, nose sprays or drops, ear drops and topical ointments, sprays, creams, liquids and transdermal patches. |
| Relevant information includes: | <ul style="list-style-type: none"> Medication chart/treatment sheet which includes pharmacist or prescribing practitioner's instructions about right medication, right dose, right route, right time. Individualised Plan or Support Plan which outlines how the client is to be assisted and/or preferences i.e. level of physical assistance and support required by the individual, procedures for the use of PRN. |
| Prescribing practitioner includes: | Doctors, dentists, optometrists, midwives and nurse practitioners who are approved to prescribe Pharmaceutical Benefits Scheme medicines under the National Health Act 1953. |
| Dose Administration Aid (DAA) may include but is not limited to: | <ul style="list-style-type: none"> blister or bubble packs, flexi packs, sachets, brand named packs such as Webster-pak.™ |
| Equipment may include but is not limited to: | <ul style="list-style-type: none"> pill pop medication cup gloves pill cutters/crushers metered dose inhalers, spacers. |
| Others in this context may include but is not limited to: | <ul style="list-style-type: none"> family members and others close to the client who may assist in explaining client preferences. |
| Ways to identify right client include: | <ul style="list-style-type: none"> checking the name on dose administration aid or pharmacy label is identical to that of client, and at least one of the following: <ul style="list-style-type: none"> organisation approved photo of client with name confirming with supervisory staff asking client to identify themselves. |
| Ways to verify right medication include: | <ul style="list-style-type: none"> checking dose administration aid or pharmacy label match with medication chart/treatment sheet |
| Ways to verify right dose include: | <ul style="list-style-type: none"> identifying dosage requirements, as documented on dose administration aid or pharmacy label, match with medication chart/treatment sheet |

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| <p>Ways to identify right route include:</p> | <ul style="list-style-type: none"> • checking dose administration aid and any other provided documentation including medication chart/treatment sheet. |
| <p>Ways to identify right time include:</p> | <ul style="list-style-type: none"> • identifying time requirements as documented on the Dose Administration Aid and medication chart/treatment sheet. |
| <p>Practical difficulties may include but are not limited to:</p> | <ul style="list-style-type: none"> • refusal of medication by client or family members insisting that medication does not need to be taken • missing medications • medication administration error • allergic reactions. <p>They can be addressed by:</p> <ul style="list-style-type: none"> • refusal – encouragement and negotiation, report to supervisor if refusal continues or involves others such as parents • missing – report to supervisor as soon as possible and follow organisational policy and procedures • error – report to supervisor as soon as possible and follow organisational policy and procedures and document the error • allergic reaction – emergency response and follow organisational policy and procedures and document the reaction. |
| <p>Ways to ensure right documentation include:</p> | <ul style="list-style-type: none"> • following organisational procedures for documenting when medication has been used and requirements for other events such as reactions, or refusal. |
| <p>Errors may include but are not limited to:</p> | <ul style="list-style-type: none"> • wrong medication • expired medication • wrong dosage • medication given at the wrong time • discrepancy in amount of remaining medication. |
| <p>Wastage may include but is not limited to:</p> | <ul style="list-style-type: none"> • medication lost, dropped, or discarded • medication unused because of change of prescription • expired medication. |

| EVIDENCE GUIDE | |
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| <i>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.</i> | |
| <p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p> | <p>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:</p> <ul style="list-style-type: none"> • Communicate effectively with the client • Follow OHS/WHS requirements in all aspects of work including: <ul style="list-style-type: none"> • maintaining a clean and clear work area • handwashing and infection control. • Follow the 6 R's of medication and organisational policies and procedures in providing assistance with the use of a Dose Administration Aid. This includes evidence that the candidate: <ul style="list-style-type: none"> • prompts the client that it is time to take medication and always treats them with dignity and respect • locates and checks the medication chart/treatment sheet /dose administration aid and any other equipment required • reads the medication chart/treatment sheet and checks that it is the right medication, right dose, right time and date to take the medication • follows hygiene procedures including hand washing, glove use and maintaining a clean environment • engages the client in the activity by effective communication • determines what level of physical assistance and support is required by the client and provides that assistance when requested • checks that the number of tablets and type of tablets is the same on the medication chart/treatment sheet as in the pack • assists the client to the extent necessary to punch out the medications from the dose administration aid for the specific time and day and for them to use the medication • ensures that tablets are re-counted to make sure that none are left in the dose administration aid • documents that medication has been given according to organisational procedures. • Follow the 6 R's of medication and organisational policies and procedures in providing assistance with the use of each of the following: <ul style="list-style-type: none"> • metered dose inhalers, • eye drops or creams, • nose sprays or drops, • ear drops, • topical ointments, sprays, creams, or liquids, • transdermal patches. |

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| <p>Context of and specific resources for assessment</p> | <p>Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling interactions between the worker and the client, and contingencies, as well as using suitable facilities, equipment, and resources.</p> <p>Skills in providing assistance with the use of a Dose Administration Aid must be demonstrated on at least 2 (two) occasions, and procedures in providing assistance with the use of other medications must be demonstrated at least once.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • a Dose Administration Aid and a metred dose inhaler. • real or simulated medications • documented procedures and protocols for assisting a client to use medication • examples of medication charts/medication treatment sheets, PRN (pro re nata 'as needed') medications, protocols and medical administration records. |
| <p>Method of assessment</p> | <p>Assessment methods must involve the practical application of knowledge and demonstration of skills in a real or simulated workplace.</p> <p>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:</p> <ul style="list-style-type: none"> • Direct observation of the candidate in a workplace setting or simulated environment. A simulated environment must be used for the first assessment. Although direct workplace observation is valuable, simulation will be preferred in most situations as the candidate needs to be assessed as competent across a range of situations which would be difficult to find in a single workplace. Simulations must reflect realistic workplace conditions. • Written and oral questioning to test underpinning knowledge and its application to assisting clients with medication. • Case studies and scenarios that allow the candidate to demonstrate the application of knowledge and skills and to allow for contingencies such as adverse reactions or missing medications. • Third party workplace reports of on-the-job performance by the candidate may supplement other evidence. |