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Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
Australian Qualifications Framework The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au .
Volume of learning When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.

Section 2: Unit of competency information

2.1 Unit of competency

HLTHPS006 Assist clients with medication

Modification history

Release	Comments
Release 2	<p>This version was released in <i>HLT Health Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.</p>

Application

This unit describes the skills and knowledge required to prepare for and provide medication assistance, and complete medication documentation. It also involves supporting a client to self-administer medication.

This unit applies to community services and health workers with authority in their state or territory to assist with the administration of medication.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

2.2 Unit of competency assessment requirements

Assessment Requirements for HLTHPS006 Assist clients with medication

Modification History

Release	Comments
Release 2	<p>This version was released in <i>HLT Health Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.</p>

Performance Evidence	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> provided assistance with medication: <ul style="list-style-type: none"> to at least 5 different clients according to their care plans with at least 5 different types of medications used at least 3 different modes of administration consistently adhered to procedures and regulatory requirements for assisting with medication, including: <ul style="list-style-type: none"> checked the care plan and confirming details checked medication, including expiry dates and dosage instructions confirmed client identity calculated correct dosage conducted pre and post administration client checks cleaned equipment and disposed and stored medications according to organisation procedures completed accurate documentation
Knowledge Evidence	<p>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> legislation, regulations, codes of practice and workplace policies, including: <ul style="list-style-type: none"> commonwealth and state/territory legislation regarding the administration of medication including the Drugs and

3.2 Learning mapping

HLTHPS006 Assist clients with medication, Release 2

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Prepare to assist with medication	Topic 1: Prepare to assist with medication	n/a	n/a
1.1 Establish scope of own ability to provide assistance with medication according to organisation guidelines and jurisdictional regulatory requirements	1A Establish scope of own ability to provide assistance with medication according to regulatory and organisational guidelines	1	LC1: Part A 1, 3, 4 Part B 1, 4, 5
1.2 Identify lines of authority to delegate the task, accountability and actions to be taken to handle contingencies	1B Identify lines of authority to delegate the task, accountability and actions to be taken to handle contingencies	2	LC1: Part A 3 Part B 1
1.3 Confirm that equipment and all forms of medication to be administered are complete, ready for distribution and up to date	1C Confirm that equipment and all forms of medication to be administered are complete, ready for distribution and up to date	3	LC1: Part B 2, 6
1.4 Confirm with supervisor the authority to proceed with assisting in the processes used in delivery of medication to clients	1D Confirm with supervisor the authority to proceed with assisting in the processes to deliver medication	4	LC1: Part B 8
1.5 Follow infection prevention and control procedures	1E Follow infection prevention and control procedures	5	LC1: Part A 7 Part B 3

3.3 Solutions – general guidance

Practice tasks and learning checkpoints within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to practice tasks and learning checkpoints presented in sections 3.4 and 3.5 should serve as a reliable guide to the type of information that should be included in the learner's response. Refer to the learning checkpoints when evaluating learner responses.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

Final assessment tasks

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete four assessment tasks.

Complete the following task	<ul style="list-style-type: none">• Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.• Part B – Case study questions You will demonstrate a sound knowledge of the unit requirements in your responses.• Part C – Observation You will demonstrate your skills and knowledge in a simulated workplace environment.
Refer to the Aspire <i>Practical placement logbook</i> for this unit	<ul style="list-style-type: none">• Practical placement Your performance will be assessed in the workplace.

Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that must be demonstrated in a simulated environment before practical placement. In all other cases, observation tasks have been incorporated into the practical placement assessment. Please refer to Aspire's *Practical placement logbook – User guide* for further information.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	HLTHPS006 Assist clients with medication, Release 2
Assessment tasks to be undertaken:	<input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Part C – Simulated practical assessment <input type="checkbox"/> Practical placement
Ready for assessment declaration:	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p> <p>I have been given fair notice of the date, time, venue and other arrangements for this assessment. I have completed a self-assessment of my performance of the skills and knowledge for this unit and confirm that I am ready for assessment.</p>

4.3 Assessment mapping

HLTHPS006 Assist clients with medication, Release 2

Unit of competency	Part A – Questions	Part B – Case study questions	Part C – Simulated practical assessment	Practical placement
Element 1: Prepare to assist with medication				
1.1 Establish scope of own ability to provide assistance with medication according to organisation guidelines and jurisdictional regulatory requirements	Q31	CS6 CS4 CS14 CS15		
1.2 Identify lines of authority to delegate the task, accountability and actions to be taken to handle contingencies		CS20, CS24		
1.3 Confirm that equipment and all forms of medication to be administered are complete, ready for distribution and up to date			O1	O1
1.4 Confirm with supervisor the authority to proceed with assisting in the processes used in delivery of medication to clients		CS15, CS20	O4	O4
1.5 Follow infection prevention and control procedures		CS19	O8	O8
Element 2: Prepare the client for assistance with administration of medication				
2.1 Clarify specific assistance required to address personal needs of each client		CS26	O10	O10
2.2 Identify level and type of supervision required by client to self-administer medications			O14	O14

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	HLTHPS006 Assist clients with medication, Release 2	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questions	<input type="checkbox"/>
	Part B – Case study questions	<input type="checkbox"/>
	Part C – Simulated practical assessment	<input type="checkbox"/>
	Practical placement	<input type="checkbox"/>
Declaration:	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	