

Contents

| | |
|---|------------|
| About this guide | 5 |
| Section 1: Meeting VET sector requirements | 7 |
| 1.1 How Aspire's resources assist in meeting requirements | 7 |
| 1.2 Resource quality assurance processes | 16 |
| Section 2: Unit of competency information | 17 |
| 2.1 Unit of competency | 17 |
| 2.2 Unit of competency assessment requirements | 21 |
| 2.3 Aspire resources available for this unit | 24 |
| 2.4 Target groups | 27 |
| Section 3: Training requirements | 28 |
| 3.1 Delivery approach | 28 |
| 3.2 Learning mapping | 29 |
| 3.3 Solutions – general guidance | 49 |
| 3.4 Solutions to practice tasks | 50 |
| 3.5 Solutions to learning checkpoints | 73 |
| Section 4: Assessment | 96 |
| 4.1 Assessment approach | 96 |
| 4.2 Assessment procedures | 97 |
| 4.3 Assessment mapping | 103 |
| 4.4 Assessment solutions and marking guidance | 120 |
| 4.5 Completing the record of outcome | 144 |
| Section 5: Forms | 151 |
| Section 6: Glossary of VET terminology | 152 |

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

HLTHPS007 Administer and monitor medications

Modification history

| Release | Comments |
|-----------|--|
| Release 1 | <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 administer medications to people and monitor them, as per the delegation from a relevant health professional, in accordance with legislation and the employing organisation's medication and delegation policies and practice.

This unit applies to community services and health workers with the relevant authority in their state or territory to administer medication and monitor them as per the delegation from a relevant health professional.

Ongoing requirements to demonstrate competency in drug calculations may apply, and users should refer to relevant state/territory regulatory requirements.

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 HLTHPS007 Administer and monitor medications

Modification History

| Release | Comments |
|-----------|--|
| Release 1 | <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"> • safely administered medication to at least 10 different people, including: <ul style="list-style-type: none"> – applied the rights of medication – consulted and confirmed actions with an authorised practitioner at all relevant times – determined medication requirements – understood and responded appropriately to orders and instructions for medication • calculated medications with 100% accuracy and used the rights of medication and standard precautions to administer medication, using each of the following routes or methods: <ul style="list-style-type: none"> – oral – sublingual/buccal – dry powder inhalers – metered dose/spacer inhalers – nebulisers – topical medications – suppositories – sub-cutaneous injection using pre-loaded syringes or pens • documented the administration of medication according to legislative requirements and organisation procedures and policies |
|----------------------|---|

2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

| Resource | General overview/how to use |
|---------------|---|
| Learner guide | <p>The learner guide's preliminary pages include information on:</p> <ul style="list-style-type: none"> • how to work through the learner guide • foundation skills. <p>The preliminary pages also include a checklist the learner can use to identify the topics they may already know.</p> <p>Each topic matches an element in the unit of competency.</p> <p>The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning.</p> <p>The topic summaries provide an opportunity to review the topic content.</p> <p>The learner guide practice tasks and learning checkpoints can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these tasks and activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency.</p> <p>A final assessment is included in the learner guide, which is designed to assess the learner's competency across the whole unit. Features of the final assessment include:</p> <ul style="list-style-type: none"> • information about the assessment and its scope • an „Are you ready for assessment?“ checklist that the candidate can use to confirm they hold the skills and knowledge required to undertake the final assessment • an overview of the final assessment tasks, outlining task options • an assessment plan that the assessor and candidate can use to determine the tasks to be undertaken • the final assessment tasks themselves, which cover questioning, project/report and observation methods of assessment • a record of outcome for the assessor to use to confirm competency. |
| eBook | An eBook version of the learner guide is also available from Aspire. |

3.2 Learning mapping

HLTHPS007 Administer and monitor medications, Release 1

| Unit of competency | Content | Practice tasks | Learning checkpoint |
|--|--|----------------|---------------------|
| Element 1: Identify situations that are a potential risk to the safe administration of medications | Topic 1: Identify situations that are a potential risk to the safe administration of medications | n/a | n/a |
| 1.1 Access and read information to enable identification of substance incompatibilities based on care plan and delegation | 1A Access and read information to identify substance incompatibilities based on care plan and delegation | 1 | LC 1: Part A 1 |
| 1.2 Identify environmental and time management issues that may impact on or contraindicate administration of medication | 1B Identify environmental and time management issues that may impact or contraindicate administration of medication | 2 | LC 1: Part A 4 |
| 1.3 Report potential risks related to medication administration to delegating health professional | 1C Report potential risks related to medication administration to the delegating health professional | 3 | LC 1: Part B 1 |
| 1.4 Confirm client identity and if any allergies exist | 1D Confirm identity and whether any allergies exist | 4 | LC 1: Part B 2 |
| 1.5 Identify drugs and poisons schedules and classifications as determined by law | 1E Identify drugs and poisons schedules and classifications as determined by law | 5 | LC 1: Part A 3 |
| 1.6 Pro-actively identify any limitations in own capability in relation to undertaking delegated medication administration function and report to delegating health professional | 1F Identify limitations in your own capability in relation to undertaking medication administration and report to the delegating health professional | 6 | LC 1: Part B 3 |

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.

| | |
|--|--|
| <p>Complete the following task</p> | <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. |
| <p>Refer to the Aspire <i>Practical placement logbook</i> for this unit</p> | <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: | HLTHPS007 Administer and monitor medications, Release 1 |
| Assessment tasks to be undertaken: | <input type="checkbox"/> Part A – Questions <input type="checkbox"/> Part B – Case study questions <input type="checkbox"/> Part C – Observation <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

HLTHPS007 Administer and monitor medications, Release 1

| Unit of competency | Part A – Questions | Part B – Case study questions | Part C – Observation | Practical placement |
|---|--------------------|-------------------------------|----------------------|---------------------|
| Element 1: Identify situations that are a potential risk to the safe administration of medications | | | | |
| 1.1 Access and read information to enable identification of substance incompatibilities based on care plan and delegation | Q30 | CS1 | | |
| 1.2 Identify environmental and time management issues that may impact on or contraindicate administration of medication | Q32 | CS2 | | |
| 1.3 Report potential risks related to medication administration to delegating health professional | Q8 | | O1 | O1 |
| 1.4 Confirm client identity and if any allergies exist | Q9 | | O3 | O3 |
| 1.5 Identify drugs and poisons schedules and classifications as determined by law | Q10 | CS3 | | |
| 1.6 Pro-actively identify any limitations in own capability in relation to undertaking delegated medication administration function and report to delegating health professional | Q11 | | O5 | O5 |
| Element 2: Prepare for medication administration | | | | |
| 2.1 Confirm delegating health professionals authority to proceed with delegation of medication administration according to organisation policies, guidelines and protocols and jurisdictional legislative and regulatory requirements | Q12 | | O9 | O9 |

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: | HLTHPS007 Administer and monitor medications, Release 1 | | | | | | | | | | | |
| Assessor name: | | | | | | | | | | | | |
| Assessor email: | | | | | | | | | | | | |
| Assessor phone number: | | | | | | | | | | | | |
| Assessment tasks: | <table border="1"> <thead> <tr> <th></th> <th>Satisfactorily completed</th> </tr> </thead> <tbody> <tr> <td>Part A – Questions</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Part B – Case study questions</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Part C – Observation</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Practical placement</td> <td><input type="checkbox"/></td> </tr> </tbody> </table> | | | Satisfactorily completed | Part A – Questions | <input type="checkbox"/> | Part B – Case study questions | <input type="checkbox"/> | Part C – Observation | <input type="checkbox"/> | Practical placement | <input type="checkbox"/> |
| | Satisfactorily completed | | | | | | | | | | | |
| Part A – Questions | <input type="checkbox"/> | | | | | | | | | | | |
| Part B – Case study questions | <input type="checkbox"/> | | | | | | | | | | | |
| Part C – Observation | <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> | | | | | | | | | | | |