WRP02
Community Pharmacy Training Package

Qualifications, Assessment Guidelines, Competency Standards

Volume 1 of 2
Community Pharmacy Training Package - (Volume 1 - Qualifications, Assessment Guidelines, Competency Standards)

Endorsed by the NTQC on 4 February 2002 and agreed by Ministers. This Training Package is to be reviewed by end February 2005

The material contained within this volume forms the Endorsed Component of the Training Package.
WRP02 - Community Pharmacy Training Package

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 1 - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Service Industry Skills Council at http://www.serviceskills.com.au to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Packages national code (which remains the same during its period of endorsement).

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

<table>
<thead>
<tr>
<th>Version</th>
<th>Release Date</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>1.00</td>
<td>18 February 2002</td>
<td>Primary Release</td>
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Summary of AQF qualifications in this Training Package

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<th>Code</th>
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<tbody>
<tr>
<td>WRP10102</td>
<td>Certificate I in Community Pharmacy</td>
</tr>
<tr>
<td>WRP20102</td>
<td>Certificate II in Community Pharmacy</td>
</tr>
<tr>
<td>WRP30102</td>
<td>Certificate III in Community Pharmacy</td>
</tr>
<tr>
<td>WRP40102</td>
<td>Certificate IV in Community Pharmacy</td>
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</table>
## Units of competency in this Training Package and their prerequisites

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Prerequisite</th>
</tr>
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<tbody>
<tr>
<td>WRPSCS101A</td>
<td>Meet and greet pharmacy customers</td>
<td>None</td>
</tr>
<tr>
<td>WRPSCS102A</td>
<td>Work effectively within the pharmacy industry</td>
<td>None</td>
</tr>
<tr>
<td>WRPDIS101A</td>
<td>Accept prescriptions for dispensing</td>
<td>None</td>
</tr>
<tr>
<td>WRPDIS202A</td>
<td>Delivery of medication</td>
<td>WRPDIS101A</td>
</tr>
<tr>
<td>WRPDIS302A</td>
<td>Assist in dispensary operations</td>
<td>WRPDIS101A, WRPDIS202A</td>
</tr>
<tr>
<td>WRPDIS303A</td>
<td>Assist in dispensary administration</td>
<td>WRPDIS303A</td>
</tr>
<tr>
<td>WRPDIS304A</td>
<td>Assist in dispensary administration</td>
<td>WRPDIS303A</td>
</tr>
<tr>
<td>WRPDIS305A</td>
<td>Assist in dispensary stock control</td>
<td>WRPDIS303A</td>
</tr>
<tr>
<td>WRPDIS306A</td>
<td>Assist in dispensary housekeeping/maintenance</td>
<td>WRPDIS303A</td>
</tr>
<tr>
<td>WRPDIS307A</td>
<td>Assist in preparing dose administration containers</td>
<td>WRPDIS303A</td>
</tr>
<tr>
<td>WRPDIS308A</td>
<td>Market and promote pharmacy products and services area</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK201A</td>
<td>Apply product knowledge for analgesic and anti-inflammatory needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK202A</td>
<td>Apply product knowledge for baby and infant care needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK203A</td>
<td>Apply product knowledge for cough and cold needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK204A</td>
<td>Apply product knowledge for diet and nutrition needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK205A</td>
<td>Apply product knowledge for eye, ear and oral care needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK206A</td>
<td>Apply product knowledge for gastro-intestinal needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK207A</td>
<td>Apply product knowledge for home health care needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK208A</td>
<td>Apply product knowledge for injury and wound care needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK209A</td>
<td>Apply product knowledge for personal grooming needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK210A</td>
<td>Apply product knowledge for allergy conditions</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK211A</td>
<td>Apply product knowledge for skin and fungal conditions</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK212A</td>
<td>Apply product knowledge on veterinary and pet care needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK213A</td>
<td>Apply product knowledge for vitamin and mineral requirements</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK214A</td>
<td>Apply product knowledge for women's and men's health needs</td>
<td>None</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Prerequisite</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>WRPPK215A</td>
<td>Apply product knowledge for photographic needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK316A</td>
<td>Provide health care advice, products and services on asthma needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK317A</td>
<td>Provide health care advice, products and services on high blood pressure needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK318A</td>
<td>Provide health care advice, products and services on complementary medicine needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK319A</td>
<td>Provide health care advice, products and services on diabetes needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK320A</td>
<td>Provide health care advice, products and services on pregnancy and maternal health needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK321A</td>
<td>Provide health care advice, products and services on smoking cessation needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPK322A</td>
<td>Provide health care advice, products and services on wound care needs</td>
<td>None</td>
</tr>
<tr>
<td>WRPPM301A</td>
<td>Co-ordinate pharmacy staff</td>
<td>None</td>
</tr>
<tr>
<td>WRPPM402A</td>
<td>Manage pharmacy staffing</td>
<td>None</td>
</tr>
<tr>
<td>WRPQUA401A</td>
<td>Conduct an external audit of the quality system</td>
<td>BSXFML309A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THCGQA01A</td>
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### Imported units of competency in this Training Package

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<tr>
<th>Code</th>
<th>Title</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSXFML309A</td>
<td>Support continuous improvement systems and processes</td>
<td>TBA</td>
</tr>
<tr>
<td>BSZ401A</td>
<td>Plan assessment</td>
<td>BSZ98</td>
</tr>
<tr>
<td>BSZ402A</td>
<td>Conduct assessment</td>
<td>BSZ98</td>
</tr>
<tr>
<td>BSZ403A</td>
<td>Review assessment</td>
<td>BSZ98</td>
</tr>
<tr>
<td>BSZ404A</td>
<td>Train small groups</td>
<td>BSZ98</td>
</tr>
<tr>
<td>PMLQUAL601A</td>
<td>Conduct an internal audit of the quality system</td>
<td>TBA</td>
</tr>
<tr>
<td>THCGQA01A</td>
<td>Apply quality standards and procedures</td>
<td>TBA</td>
</tr>
<tr>
<td>WRRCA1B</td>
<td>Operate retail equipment</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRCA2B</td>
<td>Apply retail office procedures</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRCA4B</td>
<td>Coordinate retail office</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRCA5B</td>
<td>Operate retail information technology systems</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRCS2B</td>
<td>Apply point of sale handling procedures</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRCS3B</td>
<td>Interact with customers</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRCS4B</td>
<td>Coordinate interaction with customers</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRER3B</td>
<td>Maintain employee relations</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRF1B</td>
<td>Balance register/terminal</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRF2B</td>
<td>Perform retail finance duties</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRF3B</td>
<td>Produce financial reports</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRF4B</td>
<td>Prepare payroll</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRI1B</td>
<td>Perform stock control procedures</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRI2A</td>
<td>Maintain stock control</td>
<td>TBA</td>
</tr>
<tr>
<td>WRRI3A</td>
<td>Order stock</td>
<td>TBA</td>
</tr>
<tr>
<td>WRRI4B</td>
<td>Buy merchandise</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRLP1B</td>
<td>Apply safe working practices</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRLP2B</td>
<td>Minimise theft</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRLP3B</td>
<td>Maintain store safety</td>
<td>WRR02</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Origin</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>WRRLP4B</td>
<td>Maintain store security</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRLP5B</td>
<td>Apply store security systems and procedures</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRM1B</td>
<td>Merchandise products</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRM2B</td>
<td>Perform routine housekeeping duties</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRM3B</td>
<td>Co-ordinate merchandise presentation</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRM4A</td>
<td>Co-ordinate Housekeeping</td>
<td>TBA</td>
</tr>
<tr>
<td>WRRO1B</td>
<td>Manage merchandise and store presentation</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRO2B</td>
<td>Manage sales and service delivery</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRO3B</td>
<td>Provide a safe working environment</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRO4B</td>
<td>Control store loss/security</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRO5B</td>
<td>Control inventory</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRO6B</td>
<td>Manage store facilities</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRPL1B</td>
<td>Manage financial resources</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRPM1B</td>
<td>Administer human resources policy</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRPM2B</td>
<td>Recruit and select personnel</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRPM3B</td>
<td>Lead and manage people</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRS1B</td>
<td>Sell products and services</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRS3B</td>
<td>Coordinate sales performance</td>
<td>WRR02</td>
</tr>
<tr>
<td>WRRS4B</td>
<td>Build relationships with customers</td>
<td>WRR02</td>
</tr>
</tbody>
</table>

**Explanation of the review date**

The review date (shown on the title page and in the header of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.
Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Training Framework?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Training Quality Council (NTQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF Standards for Registered Training Organisations.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NTQC, and optional support materials.
Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.

**Competency Standards**

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

**Assessment Guidelines**

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the Standards for Registered Training Organisations. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

**Qualifications Framework**

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the packaging rules. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

**Training Package Support Materials**

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.
Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of noting by the NTQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability (www.ntis.gov.au).

It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

**Training Package, Qualification and Unit of Competency Codes**

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the title always following the code.

**Training Package Codes**

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example WRP02. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

**Qualification Codes**

Within each Training Package, each qualification has a unique eight-character code, for example WRP10102. The first three letters identify the Training Package; the first number identifies the qualification level (noting that arabic numbers are not used in qualification titles themselves); the next two numbers identify the position in the sequence of the qualification at that level; and the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed).

**Unit of Competency Codes**

Within each Training Package, each unit of competency has a unique code. The unit of
competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package.

A typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in WRPCS101A. The first three characters signify the Training Package (WRP02Community Pharmacy Training Package in the above example) and up to eight characters, relating to an industry sector, function or skill area, follow. The last character is always a letter and identifies the unit of competency version. The A in the example above indicates that this is the original unit of competency. An incremented version identifier usually means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent. Where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma or Advanced Diploma
- this is followed by the words in for Certificates I to IV and of for Diploma and Advanced Diploma
- then the industry descriptor follows, for example Telecommunications, and
- if applicable, the occupational or functional stream follows in brackets, for example (Computer Systems).

For example:

- WRP10102 Certificate I in Community Pharmacy
- WRP20102 Certificate II in Community Pharmacy

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- WRPCS101A Meet and greet pharmacy customers
- WRPCS102A Work effectively within the pharmacy industry

Overview of the Community Pharmacy Training Package

This Qualifications Framework sets out the requirements for attainment of qualifications in the Community Pharmacy Industry.

The Community Pharmacy Training Package has been designed to be the foundation for structured, nationally portable training that is aligned to the Australian Qualifications Framework (AQF).
The Community Pharmacy Training Package consists of three major components:

- National Qualifications Framework (consisting of 4 qualifications)
- Assessment Guidelines
- National Community Pharmacy Competency Standards (34 new units developed for this Training Package and 46 existing units imported from other Training Packages)

These components are endorsed by the Australian National Training Authority (ANTA) - National Training Quality Council (NTQC). These three components have been designed to establish the criteria and guidelines against which Community Pharmacy qualifications are awarded.

All components have been developed through a consultative process with the industry in conjunction with the WRAPS Network. Details of the National Industry Reference Group for the development of the Community Pharmacy Training Package are included in the Background to the Competency Standards.

1. Qualifications Framework

The Qualifications Framework sets out the requirements for attainment of qualifications in the Community Pharmacy industry. The qualifications range from Certificate I to Certificate IV. Each qualification is achieved by demonstration of competency against specified units of competency from the Community Pharmacy Training Package.

2. Assessment Guidelines

The Assessment Guidelines provide the framework for assessment of units of competency in the Community Pharmacy Training Package. They are designed to ensure that assessment activities are consistent with the Australian Training Quality Framework (ATQF) for Registered Training Organisations and that assessment processes and outcomes are valid, reliable, flexible and fair.

3. Community Pharmacy Competency Standards

The Community Pharmacy Competency Standards represent the skills and knowledge applied at work and identified by the industry as appropriate across the full range of Community Pharmacy workplaces.

The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process. It embodies the ability to transfer and apply skills and knowledge to new situations and environments and includes all aspects of workplace performance, not just narrow task skills.

The Community Pharmacy Training Package addresses the competencies required for people who:

- where appropriate provide advice and service to clients/patients on pharmacy medicines and over the counter products available in the pharmacy
- supervise/manage others
- conduct front of shop operations in the context of the community pharmacy
- apply specialist skills and knowledge in the form of product related information; quality assurance and training
- provide support dispensary services
- apply professional practice standards
- apply health standards
- refer clients/patients to a pharmacist.
The scope of coverage includes new entrants, including new and existing labour market entrants, and the existing community pharmacy workforce. Qualifications are available ranging from a Certificate I to a Certificate IV outcome.

The packaging arrangements for the qualification outcomes are identified as a fully nested model for Certificate II which includes the Certificate I outcome. A partially nested model is used between Certificate II and III and Certificate III and IV. Due to the small business nature of the industry all community pharmacy staff are required to demonstrate the skills across a range of lower AQF levels although they may generally be operating at a higher AQF level.
Introduction

Overview of the Community Pharmacy Industry

Community pharmacy is an industry that requires from staff a unique combination of competencies spanning service, operations, marketing and comprehensive, health related product knowledge.

The operation of a community pharmacy is impacted upon by a complex framework of regulation. Australian governments intervene with a suite of controls to provide for the safe and quality use of a range of medicines, some of which are potentially harmful. In addition, every community pharmacy must have a registered pharmacist in attendance at all times.

Commonwealth legislation deals mainly with the safety and quality of products supplied in the Australian market and the operation of the Pharmaceutical Benefits Scheme, whilst state and territory legislation has an emphasis on preventing or reducing unsafe or harmful use of medicines in the community. State and territory legislation also covers the professional practice and registration of pharmacists. Pharmacy and dispensary assistants must have a comprehensive understanding of this legislation and its application in the workplace.

Before medicines can be supplied to consumers they are "scheduled" according to a number of criteria including toxicity, potential for abuse and safety. Whilst community pharmacies stock many unscheduled products, pharmacy staff are impacted upon by the legislative framework, particularly in their dealings with scheduled medicines such as Pharmacy medicines (schedule 2) and Pharmacist Only medicines (schedule 3). Pharmacy staff have limited dealings with Prescription medicines (schedule 4), under the direction of the pharmacist, when accepting or returning prescriptions or performing the role of a dispensary assistant. Once again, pharmacy and dispensary assistants must be able to interpret these legislative guidelines and apply them to requests for medicines from customers.

Specific guidelines are in place to ensure that consumer safety and health are not jeopardised, including the requirement for a pharmacist to have direct involvement in the sale of Pharmacist Only medicines. One of the critical tasks for pharmacy staff is to interpret the relevant legislation, guidelines and health care information, then act as a filter of information, ensuring that all customers requiring therapeutic advice are referred to the pharmacist.

This complex framework of legislation and the nature of products supplied sets community pharmacy apart from Community Pharmacy environments. Therefore, pharmacy staff require specialist training to ensure that the role of community pharmacies as providers of primary health care is maintained and enhanced.

The employment profile of the community pharmacy includes functional roles such as, pharmacist; dispensary assistant; pharmacy assistant; front of shop manager; administration officer/manager; visiting product experts; providers of services including naturopathy, beauty therapy and homeopathy. The Community Pharmacy Training Package is aimed at pharmacy assistants, dispensary assistants, front of shop managers and administrators.
Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF see the AQF Implementation Handbook, 3rd Edition 2002. You can download it from the Australian Qualifications Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the AQF Implementation Handbook and the Australian Quality Training Framework Standards for Registered Training Organisations, particularly Standard 10.

Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the AQF Implementation Handbook and the Australian Quality Training Framework Standards for Registered Training Organisations, particularly Standard 10.

Under the Standards for Registered Training Organisations, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The AQF Implementation Handbook provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.
Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures
and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

**Distinguishing Features of Learning Outcomes**

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

**Certificate IV**

**Characteristics of Learning Outcomes**

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

**Distinguishing Features of Learning Outcomes**

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

**Diploma**

**Characteristics of Learning Outcomes**

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal
responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

**Distinguishing Features of Learning Outcomes**

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

---

**Advanced Diploma**

**Characteristics of Learning Outcomes**

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

**Distinguishing Features of Learning Outcomes**

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

The Community Pharmacy National Industry Reference Group has supported a combined fully nested and pre-requisite model of packaging competencies as qualification outcomes within the Community Pharmacy Training Package.

The fully nested model is utilised for Certificate I in Community Pharmacy and Certificate II in
Community Pharmacy whereby all the competencies from Certificate I are included in the Certificate II qualification outcome.

The pre-requisite model is utilised for Certificate III in Community Pharmacy and Certificate IV in Community Pharmacy whereby:

- the core of Certificate II in Community Pharmacy is a pre-requisite for Certificate III in Community Pharmacy
- the core of Certificate III in Community Pharmacy is a pre-requisite for Certificate IV in Community Pharmacy.

Diagram 1 provides a visual summary of this structure.

**Customisation of Qualifications**

The customisation guidelines in this Training Package set the boundaries of change accepted within the Australian Qualifications Framework. While maintaining the integrity of the original qualification outcomes and structure, options for customising include:

- selecting appropriate elective units of competency from those listed in the qualifications in this Training Package
- importing units of competency from other Training Packages where the qualification packaging rules allow
- customising units of competency to better suit an enterprise or industry context.

**Selecting Elective Units**

Some of the qualifications within this Training Package may be customised by selecting elective units to suit the candidate's individual needs or work role and context. A number of elective units in this package have already been imported from other Training Packages.

**Importing Elective Units from other Training Packages**

Some of the qualifications in the Floristry Training Package allow for units from other Training Packages to be imported. Imported units of competency should be selected that are directly relevant to the candidate's current or intended floristry job role/function.

The following rules apply when importing units of competency:

- The imported unit/s of competency must relate to the core function or role of the candidate's current or intended work environment.
- The original title and code of the imported unit must be retained.
- Imported units must be selected from an endorsed Training Package.
- Any pre-requisite units specified for the imported units cannot be counted as electives in this Training Package.
- Advice should be sought from the relevant State/Territory Training Authority to determine if there is a requirement for an extension to the RTO's scope of registration in relation to imported unit/s.

**Customising Units of Competency**

Units of competency may be customised to meet the needs of industry and enterprises. They may be customised in the following ways:

- Contextualisation of the content to identify unique aspects that apply to an industry area, enterprise or particular client group. For example, replacing general directions, generic equipment, process, procedures and policies with enterprise specific ones.
- The customised unit must not reduce the health, safety and environmental requirements of the unit.
- The customised unit must not alter the outcome of the unit.

### New Apprenticeship Pathways

New Apprenticeship pathways would be applicable in the Community Pharmacy Training Package for:

- WRP20102 Certificate II in Community Pharmacy
- WRP30102 Certificate III in Community Pharmacy
- WRP40102 Certificate IV in Community Pharmacy.

Diagram 2 provides a visual summary of pathways to Community Pharmacy

### Qualification Requirements

#### Qualification Requirements - Progressive Completion

<table>
<thead>
<tr>
<th>Qualification - code and title</th>
<th>Number of Pre-Requisite Units required</th>
<th>Number of Core Units required</th>
<th>Number of Elective Units required</th>
<th>Total Units required to complete the qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRP10102 Certificate I in Community Pharmacy</td>
<td>N/A</td>
<td>8</td>
<td>N/A</td>
<td>8</td>
</tr>
<tr>
<td>WRP20102 Certificate II in Community Pharmacy</td>
<td>N/A</td>
<td>23</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>WRP30102 Certificate III in Community Pharmacy</td>
<td>23</td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>WRP40102 Certificate IV in Community Pharmacy</td>
<td>3</td>
<td>7</td>
<td>13</td>
<td>20</td>
</tr>
</tbody>
</table>

#### Qualification Requirements - Direct Entry

<table>
<thead>
<tr>
<th>Qualification - code and title</th>
<th>Number of Pre-Requisite Units required</th>
<th>Number of Core Units required</th>
<th>Number of Elective Units required</th>
<th>Total Units required to complete the qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRP10102 Certificate I in Community Pharmacy</td>
<td>N/A</td>
<td>8</td>
<td>N/A</td>
<td>8</td>
</tr>
<tr>
<td>WRP20102 Certificate II in Community Pharmacy</td>
<td>N/A</td>
<td>23</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>WRP30102 Certificate III in Community Pharmacy</td>
<td>23</td>
<td>3</td>
<td>9</td>
<td>35</td>
</tr>
<tr>
<td>WRP40102 Certificate IV in Community Pharmacy</td>
<td>3</td>
<td>7</td>
<td>13</td>
<td>23</td>
</tr>
</tbody>
</table>
### Context of assessment

All units:
For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include a pharmacist and/or an experienced industry person. The ultimate outcome of the assessment process must be validated by a Registered Training Organisation.

Competency should be demonstrated in a range of situations which may include customer service situations and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Note: WRPDIS303A Assist in Dispensary Operations must be assessed in the workplace. This relates to the complexity and potential danger associated with providing dispensary products.

### Interdependent Assessment of Units

Pre-requisite requirements across qualifications within the Community Pharmacy Training Package:
All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Due to the partially nested packaging model utilised in the Community Pharmacy Training Package the requirements for outcomes at the qualification level within the training package determine that:
- the core of Certificate II in Community Pharmacy is a pre-requisite for Certificate III in Community Pharmacy
- the core of Certificate III in Community Pharmacy is a pre-requisite for Certificate IV in Community Pharmacy.

Pre-requisite requirements for units of competency within the Community Pharmacy Training Package:
To ensure that no unnecessary barriers are established pre-requisite requirements at the unit of competency level have been kept to a minimum. Within the majority of units of competence the underpinning skills and knowledge addresses the need for units to be assessed independently. However, all units that relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment. This is most relevant for the three assessor competencies:
- BSZ401A Plan assessment
- BSZ402A Conduct assessment
- BSZ403A Review assessment.

Pre-requisite requirements also exist for the suite of:
<table>
<thead>
<tr>
<th>Dispensary units</th>
<th>Pre-requisite Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• WRPDIS202A Delivery of medication</td>
<td>• WRPDIS101A Accept prescriptions for dispensing</td>
</tr>
<tr>
<td>• WRPDIS303A Assist in dispensary operations</td>
<td>• WRPDIS101A Accept prescriptions for dispensing and</td>
</tr>
<tr>
<td></td>
<td>• WRPDIS202A Delivery of medication</td>
</tr>
<tr>
<td>• WRPDIS304A Assist in dispensary administration</td>
<td>• WRPDIS303A Assist in dispensary operations</td>
</tr>
<tr>
<td>• WRPDIS305A Assist in dispensary stock control</td>
<td>• WRPDIS303A Assist in dispensary operations</td>
</tr>
<tr>
<td>• WRPDIS306A Assist in dispensary housekeeping</td>
<td>• WRPDIS303A Assist in dispensary operations</td>
</tr>
<tr>
<td>• WRPDIS307A Assist in preparing dose administration containers</td>
<td>• WRPDIS303A Assist in dispensary operations</td>
</tr>
<tr>
<td>Quality Units</td>
<td></td>
</tr>
<tr>
<td>• BSXFML309A Support continuous improvement systems and processes</td>
<td>• THCGQA01A Apply quality standards and procedures</td>
</tr>
<tr>
<td>• PMLQUAL601A Conduct an internal audit of the quality system</td>
<td>• THCGQA01A Apply quality standards and procedures and</td>
</tr>
<tr>
<td></td>
<td>• BSXFML309A Support continuous improvement systems and processes</td>
</tr>
<tr>
<td>• WRPQUA401A Conduct an external audit of the quality system.</td>
<td>• THCGQA01A Apply quality standards and procedures and</td>
</tr>
<tr>
<td></td>
<td>• BSXFML309A Support continuous improvement systems and processes</td>
</tr>
</tbody>
</table>

Details of pre-requisite requirements are provided within the individual unit of competence.

Assessment
All units identify assessment methods appropriate to the individual unit.
| methods                                      | of competence. This may include observation of workplace tasks, written or oral questioning to assess knowledge, completing workplace documents and role plays. |
| Assessment resources                        | All units identify resource requirements appropriate to the unit including reference to 'a real or simulated pharmacy environment'. This is defined as an environment that simulates the real workplace in its function and operation and provides access to a broad range of customers and relevant products. This will include adherence to pharmacy policies, procedures and range of stock and equipment. |
Qualifications

WRP10102 Certificate I in Community Pharmacy

The Certificate I in Community Pharmacy is designed to reflect the role of entry level employees working in the Pharmacy Industry under constant supervision. This qualification recognises the small business nature of the industry and the need for multi-skilling. The breadth, depth and complexity of knowledge and skills would prepare a person to perform a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of action required is usually clear and there is limited complexity in the range of options to be applied.

Likely functions within the Community Pharmacy industry for those who achieve this level of competency include meeting and serving customers, accepting prescriptions, applying point of sale skills and carrying out basic stock handling, according to pharmacy procedures, relevant legislation and guidelines. At this level a pharmacy staff member would not advise on medicines and medicinal products but would refer the patient/customer to an experienced pharmacy staff member or the pharmacist.

Entry Advice: - The learner's language, literacy and numeracy levels are expected to be equivalent to Level 2 of the National Reporting System.

Reading - a learner will be able to read and interpret short simple texts and locate specific information relating to familiar contexts in a text which may contain data in simple graphic, diagrammatic, formatted or visual form.

Writing - a learner will be able to write about a familiar topic using simple sentence structure and complete forms or write notes using factual or personal information relating to familiar contexts.

Oral communication - a learner will be able to elicit and give factual information or personal details, take part in short interpersonal exchanges, clarify meaning and maintain interaction to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and mathematics - a learner will be able to select and use straightforward mathematical actions in familiar and predictable contexts, either manually and/or using a calculator. They would also be able to use estimation and prior experience to check the reasonableness of the outcomes and use some symbols and diagrams to communicate mathematically.
Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate I in Community Pharmacy:

- 8 units :
  - 8 Core Units
    Core (refer to the unit list at the end of this section)
    - All the above 8 Core units has to be completed
CORE UNITS

Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRPCS101A</td>
<td>Meet and greet pharmacy customers</td>
</tr>
<tr>
<td>WRPCS102A</td>
<td>Work effectively within the pharmacy industry</td>
</tr>
<tr>
<td>WRPDIS101A</td>
<td>Accept prescriptions for dispensing</td>
</tr>
<tr>
<td>WRRCA1B</td>
<td>Operate retail equipment</td>
</tr>
<tr>
<td>WRRCS2B</td>
<td>Apply point of sale handling procedures</td>
</tr>
<tr>
<td>WRRLP1B</td>
<td>Apply safe working practices</td>
</tr>
<tr>
<td>WRRLP2B</td>
<td>Minimise theft</td>
</tr>
<tr>
<td>WRRM2B</td>
<td>Perform routine housekeeping duties</td>
</tr>
</tbody>
</table>
WRP20102 Certificate II in Community Pharmacy

The Certificate II in Community Pharmacy is designed to reflect the role of employees who work with some degree of autonomy within a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgment is required.

Likely functions within the Community Pharmacy industry for those who achieve this level of competency include serving and interacting with customers, performing stock control, merchandising products, returning prescription medication under the supervision of the pharmacist and demonstrating an understanding of a broad range of pharmacy products and services.

In the Community Pharmacy work environment the pharmacy staff member is required to provide non-therapeutic advice and provide a recommendation to patients/customers on medicines and medicinal products in the 'pharmacy' and 'over the counter' categories. For 'pharmacist only' medicinal products the pharmacy staff member uses questioning and active listening to act as a ‘filter’ of information which is then referred to the pharmacist who advises the patient.

This qualification recognises the small business nature of the industry and the need for multi-skilling. It is recognised that in this industry recommendation for action is often initiated by the pharmacy staff member and referred to the pharmacist or more experienced staff member and participation in teams or work groups does not necessarily occur.

Entry Advice: - The learner's language, literacy and numeracy levels are expected to be equivalent to Level 2 of the National Reporting System.

Reading - a learner will be able to read and interpret short simple texts and locate specific information relating to familiar contexts in a text which may contain data in simple graphic, diagrammatic, formatted or visual form.

Writing - a learner will be able to write about a familiar topic using simple sentence structure and complete forms or write notes using factual or personal information relating to familiar contexts.

Oral communication - a learner will be able to elicit and give factual information or personal details, take part in short interpersonal exchanges, clarify meaning and maintain interaction to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and mathematics - a learner will be able to select and use straightforward mathematical actions in familiar and predictable contexts, either manually and/or using a calculator. They would also be able to use estimation and prior experience to check the reasonableness of the outcomes and use some symbols and diagrams to communicate mathematically.

Qualification: - To achieve a Certificate II in Community Pharmacy learners must complete 26 competencies comprised of:

- All 23 Core Units of competency must be completed
- Three Elective Units are to be completed.

Learners will be eligible to receive credits in the competencies in which they are able to demonstrate competence.

Note: units preceded by an * have pre-requisite requirements. Refer to the individual unit of competency and the Assessment Guidelines for details.
Core Units (23)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRPCS101A</td>
<td>Meet and greet pharmacy customers</td>
</tr>
<tr>
<td>WRPDIS101A</td>
<td>Accept prescriptions for dispensing</td>
</tr>
<tr>
<td>WRPCS102A</td>
<td>Work effectively within the pharmacy industry</td>
</tr>
<tr>
<td>WRRCS2B</td>
<td>Apply point of sale handling procedures</td>
</tr>
<tr>
<td>WRRCS3B</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>WRRM2B</td>
<td>Perform routine housekeeping duties</td>
</tr>
<tr>
<td>WRRLP1B</td>
<td>Apply safe working practices</td>
</tr>
<tr>
<td>WRRLP2B</td>
<td>Minimise theft</td>
</tr>
<tr>
<td>WRRCA1B</td>
<td>Operate retail equipment</td>
</tr>
<tr>
<td>WRRF1B</td>
<td>Balance the register / terminal</td>
</tr>
<tr>
<td>WRRM1B</td>
<td>Merchandise products</td>
</tr>
<tr>
<td>WRRI1B</td>
<td>Perform stock control procedures</td>
</tr>
<tr>
<td>WRRS1B</td>
<td>Sell products and services</td>
</tr>
<tr>
<td>*WRPDIS202A</td>
<td>Delivery of medication</td>
</tr>
<tr>
<td>WRPPK201A</td>
<td>Apply product knowledge for analgesics and anti-inflammatory needs</td>
</tr>
<tr>
<td>WRPPK203A</td>
<td>Apply health knowledge for coughs and colds needs</td>
</tr>
<tr>
<td>WRPPK205A</td>
<td>Apply product knowledge for eye, ear and oral care needs</td>
</tr>
<tr>
<td>WRPPK206A</td>
<td>Apply product knowledge for gastro-intestinal needs</td>
</tr>
<tr>
<td>WRPPK208A</td>
<td>Apply product knowledge for injury and wound care needs</td>
</tr>
<tr>
<td>WRPPK210A</td>
<td>Apply product knowledge for allergy conditions</td>
</tr>
<tr>
<td>WRPPK211A</td>
<td>Apply product knowledge for skin and fungal conditions</td>
</tr>
<tr>
<td>WRPPK213A</td>
<td>Apply product knowledge for vitamin and mineral requirements</td>
</tr>
<tr>
<td>WRPPK214A</td>
<td>Apply product knowledge for women's and men's health needs</td>
</tr>
</tbody>
</table>

PLUS 3 General Electives

Specialist Unit (Select any 3)

Administration/Business Operations

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>THCGQA01A</td>
<td>Apply quality standards and procedures</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>WRPPK204A</td>
<td>Apply product knowledge for diet and nutrition needs</td>
</tr>
<tr>
<td>WRPPK207A</td>
<td>Apply product knowledge for home health care needs</td>
</tr>
<tr>
<td>WRPPK202A</td>
<td>Apply product knowledge for baby and infant care needs</td>
</tr>
<tr>
<td>WRPPK212A</td>
<td>Apply product knowledge for veterinary and pet care needs</td>
</tr>
<tr>
<td>WRPPK209A</td>
<td>Apply product knowledge for personal grooming needs</td>
</tr>
<tr>
<td>WRPPK215A</td>
<td>Apply product knowledge for photographic needs</td>
</tr>
</tbody>
</table>

*To be counted as equivalent to 3 units due to the depth of knowledge and skills required compared to other identified electives.*
Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate II in Community Pharmacy:

- 26 units:
  - 23 Core Units
    - Core (refer to the unit list at the end of this section)
    - Note: *WRPDIS202A Delivery of medication has pre-requisite requirements. Refer to the individual unit of competency and the Assessment Guidelines for details.
  - and
  - 3 units from Electives
    - Electives (refer to the unit list at the end of this section)
    - Note: # THCGQA01A Apply quality standards and procedures to be counted as equivalent to 3 units due to the depth of knowledge and skills required compared to other identified electives.
## CORE UNITS

### Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRPCS101A</td>
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<tr>
<td>WRPPK201A</td>
<td>Apply product knowledge for analgesic and anti-inflammatory needs</td>
</tr>
<tr>
<td>WRPPK203A</td>
<td>Apply product knowledge for cough and cold needs</td>
</tr>
<tr>
<td>WRPPK205A</td>
<td>Apply product knowledge for eye, ear and oral care needs</td>
</tr>
<tr>
<td>WRPPK206A</td>
<td>Apply product knowledge for gastro-intestinal needs</td>
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<tr>
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</tr>
<tr>
<td>WRRCS3B</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>WRRF1B</td>
<td>Balance register/terminal</td>
</tr>
<tr>
<td>WRRI1B</td>
<td>Perform stock control procedures</td>
</tr>
<tr>
<td>WRRLP1B</td>
<td>Apply safe working practices</td>
</tr>
<tr>
<td>WRRLP2B</td>
<td>Minimise theft</td>
</tr>
<tr>
<td>WRRM1B</td>
<td>Merchandise products</td>
</tr>
<tr>
<td>WRRM2B</td>
<td>Perform routine housekeeping duties</td>
</tr>
<tr>
<td>WRRS1B</td>
<td>Sell products and services</td>
</tr>
</tbody>
</table>

## ELECTIVE UNITS

### Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THCGQA01A</td>
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<tr>
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</tr>
<tr>
<td>WRPPK212A</td>
<td>Apply product knowledge on veterinary and pet care needs</td>
</tr>
<tr>
<td>WRPPK215A</td>
<td>Apply product knowledge for photographic needs</td>
</tr>
</tbody>
</table>
WRP30102 Certificate III in Community Pharmacy

The Certificate III in Community Pharmacy is designed to reflect the role of employees who operate independently with limited supervision within a broad range of varied contexts that may be complex and non-routine. This qualification provides the opportunity to specialise in a range of areas in the pharmacy under the supervision of the pharmacist in the provision of advice or recommendation to patients on medicines and medicinal products.

Likely functions within the Community Pharmacy industry for those who achieve this level of competency include dispensary assistant, pharmacy administration, front of pharmacy co-ordination, merchandising and selling co-ordination which requires interaction with customers and building relationship with customers. There is the option to develop a range of specialist product knowledge or dispensary skills or administration skills at this level.

At this level the Pharmacy assistant, although working under the supervision of the pharmacist, may provide support and advice to other staff or undertake a defined co-ordination role in the pharmacy.

In the Community Pharmacy work environment the pharmacy staff member is required to provide non-therapeutic advice and provide a recommendation to patients/customers on medicines and medicinal products in the 'pharmacy' and 'over the counter' categories. For 'pharmacist only' medicinal products the pharmacy staff member uses questioning and active listening to act as a 'filter' of information which is then referred to the pharmacist who advises the patient.

Entry Advice: - The core of Certificate II in Community Pharmacy is a pre-requisite for Certificate III in Community Pharmacy.

The learner's language, literacy and numeracy levels are expected to be equivalent to Level 3 of the National Reporting System.

Reading - a learner will be able to read and interpret texts of some complexity, integrating (where relevant) a number of pieces of information in order to generate meaning and interpret and extrapolate from texts containing data which is unambiguously presented in graphic, diagrammatic, formatted or visual form.

Writing - a learner will be able to communicate relationships between ideas through selecting and using grammatical structures and notations which are appropriate to the purpose.

Oral communication - a learner will be able to participate in short transactions, using basic generic structures, to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and mathematics - a learner will be able to select and apply a range of mathematical strategies to solve problems in a number of contexts which are familiar and may be interrelated. They will also be able to reflect on and question the reasonableness and appropriateness of the purpose, process and outcomes of a mathematical activity and use symbols and diagrams to communicate mathematically.

Qualification: - To achieve a Certificate III in Community Pharmacy 12 competencies must be completed comprising:

• All three Core Units of competency must be completed.
• The equivalent of three Specialist Electives Units must be completed from one of the listed specialist streams - either Selling/Product Knowledge or Dispensary or Administration.
• The equivalent of a further six General Elective Units must be completed, with a
A minimum of four selected from the list provided. A maximum of two General Elective Units packaged at AQF II or higher may be selected from other Training Packages, but it is strongly recommended that these are related to functional areas appropriate to the industry, eg. competencies from the Business Services Training Package (Frontline Management, Marketing), the Beauty Training Package (WRB21A Pierce ears), the Health Training Package (HLTPH11A: Aseptic small scale compounding/manufacturing) or the Community Services Training Package.

Learners will be eligible to be recognised for the competencies in which they are able to demonstrate competence. This may include existing workers in community pharmacy and those with relevant work experience.

Note: units preceded by an * have pre-requisite requirements. Refer to the individual unit of competency and the Assessment Guidelines for details.

**Core Units (3)**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRI2A</td>
<td>Maintain stock control</td>
</tr>
<tr>
<td>WRRI3A</td>
<td>Order stock</td>
</tr>
<tr>
<td>WRRS4B</td>
<td>Build relationships with customers</td>
</tr>
</tbody>
</table>

**PLUS the equivalent of 3 Specialist Electives from one specialist stream only**

**Selling/Product Knowledge in Community Pharmacy Specialist Stream**

**Specialist Units (Select 3)**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRPPK316A</td>
<td>Provide health care advice, products and services on asthma needs</td>
</tr>
<tr>
<td>WRPPK317A</td>
<td>Provide health care advice, products and services on blood pressure needs</td>
</tr>
<tr>
<td>WRPPK318A</td>
<td>Provide health care advice, products and services on complementary medicine needs</td>
</tr>
<tr>
<td>WRPPK319A</td>
<td>Provide health care advice, products and services on diabetes needs</td>
</tr>
<tr>
<td>WRPPK320A</td>
<td>Provide health care advice, products and services on pregnancy and maternal health needs</td>
</tr>
<tr>
<td>WRPPK321A</td>
<td>Provide health care advice, products and services on smoking cessation needs</td>
</tr>
<tr>
<td>WRPPK322A</td>
<td>Provide health care advice, products and services on wound care needs</td>
</tr>
</tbody>
</table>

**OR**

**Dispensary Specialist Stream**

(Select the compulsory unit '+' plus 2 other)

**Administration Specialist Stream**

(Select the compulsory unit '+' plus 1 other which equates to 2 units)

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Date Acquired from NTIS: 15 December 2006
**General Electives**

**Selling/Product Knowledge in Community Pharmacy**

- WRRS3B# - Co-ordinate sales performance
- WRPPK316A - Provide health care advice, products & services on asthma needs
- WRPPK317A - Provide health care advice, products & services on blood pressure needs
- WRPPK318A - Provide health care advice, products & services on complementary medicine needs
- WRPPK319A - Provide health care advice, products & services on diabetes needs
- WRPPK320A - Provide health care advice, products & services on pregnancy & maternal health needs
- WRPPK321A - Provide health care advice, products & services on smoking cessation needs
- WRPPK322A - Provide health care advice, products & services on wound care needs

**Marketing in the Community Pharmacy**

- WRRM3B# - Co-ordinate merchandise presentation
- WRPMAR301A# - Market and promote a pharmacy products/services area

**Dispensary**

- WRPDIS303A* - Assist in dispensary operations
- WRPDIS304A* - Assist in dispensary administration
- WRPDIS305A* - Assist in dispensary stock control
- WRPDIS306A* - Assist in dispensary housekeeping
- WRPDIS307A* - Assist in preparing dose administration containers

- WRRF2B+ - Perform retail finance duties (Compulsory Unit)
- WRRCA4B# - Co-ordinate retail office
- WRRCA5B# - Operate retail information technology systems
- WRRF3B# - Produce financial reports
- WRRF4B# - Prepare payroll

PLUS any 6 General Electives from the following list not previously completed. Two units may be selected from Certificate II or higher qualifications from other training packages.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRPDIS307A*</td>
<td>Assist in preparing dose administration containers</td>
</tr>
</tbody>
</table>

**Community Pharmacy Front of Shop Operations**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRM4A</td>
<td>Co-ordinate housekeeping</td>
</tr>
<tr>
<td>WRRLP5B</td>
<td>Apply store security systems and procedures</td>
</tr>
</tbody>
</table>

**Administration Practices in Community Pharmacy**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRCA2B</td>
<td>Apply retail office procedures</td>
</tr>
<tr>
<td>WRRCA4B#</td>
<td>Co-ordinate retail office</td>
</tr>
<tr>
<td>WRRCA5B#</td>
<td>Operate retail information technology systems</td>
</tr>
<tr>
<td>WRRF2B</td>
<td>Perform retail finance duties</td>
</tr>
<tr>
<td>WRRF3B#</td>
<td>Produce financial reports</td>
</tr>
<tr>
<td>WRRF4B#</td>
<td>Prepare payroll</td>
</tr>
</tbody>
</table>

**Quality & People Management in Community Pharmacy**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRPPM301A#</td>
<td>Co-ordinate pharmacy staff</td>
</tr>
<tr>
<td>WRRER3B#</td>
<td>Maintain employee relations</td>
</tr>
<tr>
<td>BSXFML309A*</td>
<td>Support continuous improvement systems and processes</td>
</tr>
<tr>
<td>BSZ404A</td>
<td>Train small groups</td>
</tr>
</tbody>
</table>

+ Compulsory unit

# To be counted as equivalent to 2 units due to the depth of knowledge and skills required compared to other identified electives.

* Pre requisites apply
Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Community Pharmacy:

- 12 units:
  - 3 Core Units
    Core (refer to the unit list at the end of this section)
  - and
    - 3 units from the Selling/Product Knowledge in Community Pharmacy Specialist Stream
      Selling/Product Knowledge in Community Pharmacy Specialist Stream (refer to the unit list at the end of this section)
  - or 3 units from the Dispensary Specialist Stream
      Dispensary Specialist Stream (refer to the unit list at the end of this section)
      - Note: +* WRPDIS303A Assist in dispensary operations is a compulsory unit. *
        Pre-requisites apply to all units in the Dispensary Specialist Stream.
  - or 3 units from the Administration Specialist Stream
      Administration Specialist Stream (refer to the unit list at the end of this section)
      - 1 compulsory unit of +WRRF2B
      - and #1 other unit from Administration Specialist Stream is chosen.
      - NOTE: All other #elective units from Administrative Specialist Stream count as TWO (2) elective units due to the depth of knowledge and skills required compared to other identified electives.
    - and NOTE: *Pre-requisites apply to the following units: WRPDIS303A Assist in dispensary operations, WRPDIS304A Assist in dispensary administration, WRPDIS305A Assist in dispensary stock control, WRPDIS306A Assist in dispensary housekeeping, WRPDIS307A Assist in preparing dose administration containers, BSXFML309A Support continuous improvement systems and processes
    - and NOTE: #The following units are equivalent to 2 units due to the depth of knowledge and skills required compared to other identified electives: WRRS3B Co-ordinate sales performance, WRRCA4B Co-ordinate retail office, WRRCA5B Operate retail information technology systems, WRRF3B Produce financial reports, WRRF4B Prepare payroll, WRRM3B Co-ordinate merchandise presentation, WRPMAR301A Market and promote a pharmacy product/services area, WRPPM301A Co-ordinate pharmacy staff, WRRER3B Maintain employee relations
    - and any 6 General Elective units from the following list not previously completed. Two units may be selected from Certificate II or higher qualifications from other Training Packages
      General Electives: Administration Practices in Community Pharmacy (refer to the unit list at the end of this section)
      General Electives: Community Pharmacy Front of Shop Operations (refer to the unit list at the end of this section)
      General Electives: Dispensary (refer to the unit list at the end of this section)
      General Electives: Marketing in the Community Pharmacy (refer to the unit list at the end of this section)
      General Electives: Quality and People Management in Community Pharmacy (refer to the unit list at the end of this section)
      General Electives: Selling or Product Knowledge in Community Pharmacy (refer to the unit list at the end of this section)
  - or between 0 and 2 units from other Training packages at:
    - WRP02 Certificate II
and Certificate II Certificate II
- and Certificate III Certificate III
- and NOTE: It is strongly recommended that these relate to functional areas appropriate to the industry, e.g. competencies from the Business Services Training Package (Frontline Management, Marketing), the Beauty Training Package (WRB21A Piece ears), the Health Training Package (HLTPH11A Aseptic small scale compounding/manufacturing) or the Community Services Training Package.
- and Advanced Diploma Advanced Diploma
- and Diploma Diploma
- and Certificate IV Certificate IV
## CORE UNITS

### Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRI2A</td>
<td>Maintain stock control</td>
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<tr>
<td>WRRI3A</td>
<td>Order stock</td>
</tr>
<tr>
<td>WRRS4B</td>
<td>Build relationships with customers</td>
</tr>
</tbody>
</table>

## ELECTIVE UNITS

### Administration Specialist Stream

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Unit weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRCA4B</td>
<td>Coordinate retail office</td>
<td>2</td>
</tr>
<tr>
<td>WRRCA5B</td>
<td>Operate retail information technology systems</td>
<td>2</td>
</tr>
<tr>
<td>WRRF2B</td>
<td>Perform retail finance duties</td>
<td>1</td>
</tr>
<tr>
<td>WRRF3B</td>
<td>Produce financial reports</td>
<td>2</td>
</tr>
<tr>
<td>WRRF4B</td>
<td>Prepare payroll</td>
<td>2</td>
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</table>

### Dispensary Specialist Stream

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Unit weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRPDIS303A</td>
<td>Assist in dispensary operations</td>
<td>1</td>
</tr>
<tr>
<td>WRPDIS304A</td>
<td>Assist in dispensary administration</td>
<td>1</td>
</tr>
<tr>
<td>WRPDIS305A</td>
<td>Assist in dispensary stock control</td>
<td>1</td>
</tr>
<tr>
<td>WRPDIS306A</td>
<td>Assist in dispensary housekeeping/maintenance</td>
<td>1</td>
</tr>
<tr>
<td>WRPDIS307A</td>
<td>Assist in preparing dose administration containers</td>
<td>1</td>
</tr>
</tbody>
</table>

### General Electives: Administration Practices in Community Pharmacy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Unit weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRCA2B</td>
<td>Apply retail office procedures</td>
<td>1</td>
</tr>
<tr>
<td>WRRCA4B</td>
<td>Coordinate retail office</td>
<td>2</td>
</tr>
<tr>
<td>WRRCA5B</td>
<td>Operate retail information technology systems</td>
<td>2</td>
</tr>
<tr>
<td>WRRF2B</td>
<td>Perform retail finance duties</td>
<td>1</td>
</tr>
<tr>
<td>WRRF3B</td>
<td>Produce financial reports</td>
<td>2</td>
</tr>
<tr>
<td>WRRF4B</td>
<td>Prepare payroll</td>
<td>2</td>
</tr>
</tbody>
</table>

### General Electives: Community Pharmacy Front of Shop Operations

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Unit weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRLP5B</td>
<td>Apply store security systems and procedures</td>
<td>1</td>
</tr>
<tr>
<td>WRRM4A</td>
<td>Co-ordinate Housekeeping</td>
<td>1</td>
</tr>
</tbody>
</table>
### General Electives: Dispensary

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Unit weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRPDIS303A</td>
<td>Assist in dispensary operations</td>
<td>1</td>
</tr>
<tr>
<td>WRPDIS304A</td>
<td>Assist in dispensary administration</td>
<td>1</td>
</tr>
<tr>
<td>WRPDIS305A</td>
<td>Assist in dispensary stock control</td>
<td>1</td>
</tr>
<tr>
<td>WRPDIS306A</td>
<td>Assist in dispensary housekeeping/maintenance</td>
<td>1</td>
</tr>
<tr>
<td>WRPDIS307A</td>
<td>Assist in preparing dose administration containers</td>
<td>1</td>
</tr>
</tbody>
</table>

### General Electives: Marketing in the Community Pharmacy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Unit weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRPMAR301A</td>
<td>Market and promote pharmacy products and services area</td>
<td>2</td>
</tr>
<tr>
<td>WRRM3B</td>
<td>Co-ordinate merchandise presentation</td>
<td>2</td>
</tr>
</tbody>
</table>

### General Electives: Quality and People Management in Community Pharmacy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Unit weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSXFML309A</td>
<td>Support continuous improvement systems and processes</td>
<td>1</td>
</tr>
<tr>
<td>BSZ404A</td>
<td>Train small groups</td>
<td>1</td>
</tr>
<tr>
<td>WRPPM301A</td>
<td>Co-ordinate pharmacy staff</td>
<td>2</td>
</tr>
<tr>
<td>WRRER3B</td>
<td>Maintain employee relations</td>
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</tr>
</tbody>
</table>

### General Electives: Selling or Product Knowledge in Community Pharmacy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Unit weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRPPK316A</td>
<td>Provide health care advice, products and services on asthma needs</td>
<td>1</td>
</tr>
<tr>
<td>WRPPK317A</td>
<td>Provide health care advice, products and services on high blood pressure needs</td>
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</tr>
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</tr>
<tr>
<td>WRPPK321A</td>
<td>Provide health care advice, products and services on smoking cessation needs</td>
<td>1</td>
</tr>
<tr>
<td>WRPPK322A</td>
<td>Provide health care advice, products and services on wound care needs</td>
<td>1</td>
</tr>
<tr>
<td>WRRS3B</td>
<td>Coordinate sales performance</td>
<td>2</td>
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</tbody>
</table>
## Selling/Product Knowledge in Community Pharmacy Specialist Stream

<table>
<thead>
<tr>
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<th>Title</th>
<th>Unit weighting</th>
</tr>
</thead>
<tbody>
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<tr>
<td>WRPPK321A</td>
<td>Provide health care advice, products and services on smoking cessation needs</td>
<td>1</td>
</tr>
<tr>
<td>WRPPK322A</td>
<td>Provide health care advice, products and services on wound care needs</td>
<td>1</td>
</tr>
</tbody>
</table>
WRP40102 Certificate IV in Community Pharmacy

The Certificate IV in Community Pharmacy is designed to reflect the role of employees who require breadth, depth and complexity in planning and initiating alternative approaches to skill or knowledge applications across a broad range of management requirements, evaluation and co-ordination. It incorporates self-directed application of knowledge and skills, with substantial depth in some areas where judgment is required such as planning and selecting appropriate staff, training staff, merchandising, recommending/providing products and services and equipment for self and others. Within the context of the Community Pharmacy industry, advice and information about medicines and medicinal products is provided to patients under the supervision of the pharmacist.

Likely functions within the Community Pharmacy industry for those who achieve this level of competency include front of pharmacy management, specialist training and/or assessor role, quality and continuous improvement management, people management and stock and merchandise management. The job role includes maintaining store safety and security, co-ordinating interaction with customers, managing sales and service delivery, leading and managing staff and managing merchandise and store presentation.

Entry Advice: - The core of Certificate III in Community Pharmacy is a pre-requisite for Certificate IV in Community Pharmacy.

The learner's language, literacy and numeracy levels are expected to be equivalent to Level 3 of the National Reporting System.

Reading - a learner will be able to read and interpret texts of some complexity, integrating (where relevant) a number of pieces of information in order to generate meaning and interpret and extrapolate from texts containing data which is unambiguously presented in graphic, diagrammatic, formatted or visual form.

Writing - a learner will be able to communicate relationships between ideas through selecting and using grammatical structures and notations which are appropriate to the purpose.

Oral communication - a learner will be able to participate in short transactions, using basic generic structures, to establish, maintain and develop relationships, explore issues or problem solve.

Numeracy and mathematics - a learner will be able to select and apply a range of mathematical strategies to solve problems in a number of contexts which are familiar and may be interrelated. They will also be able to reflect on and question the reasonableness and appropriateness of the purpose, process and outcomes of a mathematical activity and use symbols and diagrams to communicate mathematically.

NOTE - Learners will be eligible to be recognised for the competencies in which they are able to demonstrate competence. This may include existing workers in community pharmacy and those with relevant work experience.

QUALIFICATION: - To achieve a Certificate IV in Community Pharmacy 20 units of competency must be completed comprising:

• All seven Core Units of competency must be completed.
• The equivalent of three Specialist Electives Units must be completed from one of the listed specialist streams - either Selling/Product Knowledge or Dispensary or Administration. Learners who have completed the WRP30102 Certificate III in Community Pharmacy will be eligible to receive credit for these 3 units.
• Ten Elective Units must be completed, of which:
  • at least six must be selected from the General Electives list provided for the
Certificate IV in Community Pharmacy

- up to four may be selected from competencies packaged in the Certificate III in Community Pharmacy that have not already been completed.
- up to two units packaged at AQF III or higher may be selected from other Training Packages. It is strongly recommended that these are related to functional areas appropriate to the industry, such as competencies from the Business Services Training Package, the Retail Training Package, the Beauty Training Package, the Health Training Package or the Community Services Training Package.

NOTE: Learners will be eligible to be recognised for the competencies in which they are able to demonstrate competence. This may include existing workers in community pharmacy and those with relevant work experience.

### Core Units (7)

- WRRLP3B - Maintain store safety
- WRRLP4B - Maintain store security
- WRRCS4B - Co-ordinate interaction with customers
- WRRO2B - Manage sales and service delivery
- WRRPM3B - Lead and manage people
- WRRO1B - Manage merchandise and store presentation
- WRPCS102A - Work Effectively within the Pharmacy Industry

PLUS the equivalent of 3 Specialist electives from one specialist Stream only

#### Selling/Product Knowledge in Community Pharmacy Specialist Stream

### Specialist Units (Select 3)

- WRPPK316A - Provide health care advice, products and services on asthma needs
- WRPPK317A - Provide health care advice, products and services on blood pressure needs
- WRPPK318A - Provide health care advice, products and services on complementary medicine needs
- WRPPK319A - Provide health care advice, products and services on diabetes needs
- WRPPK320A - Provide health care advice, products and services on pregnancy and maternal health needs
- WRPPK321A - Provide health care advice, products and services on smoking cessation needs
- WRPPK322A - Provide health care advice, products and services on wound care needs

OR

<table>
<thead>
<tr>
<th>Dispensary Specialist Stream</th>
<th>Administration Specialist Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Specialist Units

**Select the compulsory unit`+` plus 2 other**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRPDIS303A*</td>
<td>Assist in dispensary operations (Compulsory unit)</td>
</tr>
<tr>
<td>WRPDIS304A*</td>
<td>Assist in dispensary administration</td>
</tr>
<tr>
<td>WRPDIS305A*</td>
<td>Assist in dispensary stock control</td>
</tr>
<tr>
<td>WRPDIS306A*</td>
<td>Assist in dispensary housekeeping</td>
</tr>
<tr>
<td>WRPDIS307A*</td>
<td>Assist in preparing dose administration containers</td>
</tr>
</tbody>
</table>

**Select the compulsory unit`+` plus 1 other which equates to 2 units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRF2B+</td>
<td>Perform retail finance duties (Compulsory Unit)</td>
</tr>
<tr>
<td>WRRCA4B#</td>
<td>Co-ordinate retail office</td>
</tr>
<tr>
<td>WRRCA5B#</td>
<td>Operate retail information technology systems</td>
</tr>
<tr>
<td>WRRF3B#</td>
<td>Produce financial reports</td>
</tr>
<tr>
<td>WRRF4B#</td>
<td>Prepare payroll</td>
</tr>
</tbody>
</table>

`+` Compulsory unit

# To be counted as equivalent to 2 units due to the depth of knowledge and skills required compared to other identified electives.

* Pre requisites apply

### PLUS 10 General Electives

#### Quality & People Management in Community Pharmacy

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRPPM402A#</td>
<td>Manage pharmacy staffing</td>
</tr>
<tr>
<td>WRRPM1B#</td>
<td>Administer human resources policy</td>
</tr>
<tr>
<td>WRRPM2B#</td>
<td>Recruit and select personnel</td>
</tr>
<tr>
<td>WRRO3B#</td>
<td>Provide a safe working environment</td>
</tr>
<tr>
<td>PMLQUAL601A#</td>
<td>Conduct an internal audit of the quality system</td>
</tr>
<tr>
<td>WRPQUA401A#</td>
<td>Conduct an external audit of the quality system</td>
</tr>
<tr>
<td>^BSZ401A</td>
<td>Plan assessment</td>
</tr>
<tr>
<td>^BSZ402A</td>
<td>Conduct assessment</td>
</tr>
<tr>
<td>^BSZ403A</td>
<td>Review assessment</td>
</tr>
</tbody>
</table>

#### Administration Practices in Community Pharmacy

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRPL1B#</td>
<td>Manage financial resources</td>
</tr>
</tbody>
</table>

#### Community Pharmacy Front of Shop Operations

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRO4B#</td>
<td>Control store security/loss</td>
</tr>
<tr>
<td>WRRO5B#</td>
<td>Control inventory</td>
</tr>
<tr>
<td>---------</td>
<td>------------------</td>
</tr>
<tr>
<td>WRRO6B</td>
<td>Manage store facilities</td>
</tr>
<tr>
<td>WRR14B#</td>
<td>Buy merchandise</td>
</tr>
</tbody>
</table>

# To be counted as equivalent to 2 units due to the depth of knowledge and skills required compared to other identified electives.

^ Co-requisite units which collectively equate to 2 units
Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate IV in Community Pharmacy:

- 20 units:
  - 7 CORE UNITS
    Core (refer to the unit list at the end of this section)
    - and
  - 3 UNITS from SELLING/PRODUCT KNOWLEDGE IN COMMUNITY PHARMACY SPECIALIST STREAM
    Selling/Product Knowledge in Community Pharmacy Specialist Stream (refer to the unit list at the end of this section)
  - or 3 units from the DISPENSARY SPECIALIST STREAM
    Dispensary Specialist Stream (refer to the unit list at the end of this section)
  - 1 compulsory unit from the SPECIALIST UNITS
    - + WRRF2B WRRF2B Perform retail finance duties
    - and #*1 other unit from ADMINISTRATIVE SPECIALIST STREAM
      Administration Specialist Stream (refer to the unit list at the end of this section)
    - and NOTE: # All electives from Administrative Specialist Stream count as TWO elective units due to the depth of knowledge and skills required compared to other identified electives.
    - and NOTE: *Pre-requisites apply to all units in the Dispensary Specialist Stream
    - and NOTE: + WRRF2B Perform retail finance duties is a compulsory unit.
  - and 10 General Elective units from the following streams:
    - QUALITY & PEOPLE MANAGEMENT IN COMMUNITY PHARMACY
      General Electives: Quality and People Management in Community Pharmacy (refer to the unit list at the end of this section)
      - NOTE: # The following electives from the Quality & People Management in Community Pharmacy stream count as TWO elective units due to the depth of knowledge and skills required compared to other identified electives:
        WRPPM402A Manage pharmacy staffing, WRRPM1B Administer human resources policy, WRRPM2B Recruit and select personnel, WRR03B Provide a safe working environment, PMLQUAL601A Conduct an internal audit of the quality system, WRPQUA401A Conduct an external audit of the quality system
      - and NOTE: ^The following electives units for the Quality & People Management in Community Pharmacy stream have co-requisites units which collectively equate to TWO units: BSZ401A Plan assessment, BSZ402A Conduct assessment, BSZ403A Review assessment.
    - and/or COMMUNITY PHARMACY FRONT OF SHOP OPERATIONS
      General Electives: Community Pharmacy Front of Shop Operations (refer to the unit list at the end of this section)
      - NOTE: #The following elective from Community Pharmacy Front of Shop Operation stream count as TWO elective units due to the depth of knowledge and skills required compared to other identified electives: WRR04B Control store security/loss, WRR05B Control inventory, WRR14B Buy merchandise
    - and/or ADMINISTRATION PRACTICES IN COMMUNITY PHARMACY
      General Electives: Administration Practices in Community Pharmacy (refer to the unit list at the end of this section)
      - NOTE: #The following elective from Administration Practices in Community Pharmacy stream count as TWO elective units due to the depth of knowledge and skills required compared to other identified electives: WRRPL1B
- and/or between 0 and 2 units from other Training packages at:
  - Note: It is strongly recommended that these are related to the functional areas appropriate to the industry, such as competencies from the Business Services Training Package, the Health Training Package, the Beauty Training Package or the Community Services Training Package.
  - and/or Advanced Diploma Advanced Diploma
  - and/or Diploma Diploma
  - and/or Certificate IV Certificate IV
  - and/or Certificate III Certificate III
### CORE UNITS

#### Core

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>WRPCS102A</td>
<td>Work effectively within the pharmacy industry</td>
</tr>
<tr>
<td>WRRCS4B</td>
<td>Coordinate interaction with customers</td>
</tr>
<tr>
<td>WRRLP3B</td>
<td>Maintain store safety</td>
</tr>
<tr>
<td>WRRLP4B</td>
<td>Maintain store security</td>
</tr>
<tr>
<td>WRR01B</td>
<td>Manage merchandise and store presentation</td>
</tr>
<tr>
<td>WRR02B</td>
<td>Manage sales and service delivery</td>
</tr>
<tr>
<td>WRRPM3B</td>
<td>Lead and manage people</td>
</tr>
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</table>

### ELECTIVE UNITS

#### Administration Specialist Stream

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Unit weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRCA4B</td>
<td>Coordinate retail office</td>
<td>2</td>
</tr>
<tr>
<td>WRRCA5B</td>
<td>Operate retail information technology systems</td>
<td>2</td>
</tr>
<tr>
<td>WRRF2B</td>
<td>Perform retail finance duties</td>
<td>1</td>
</tr>
<tr>
<td>WRRF3B</td>
<td>Produce financial reports</td>
<td>2</td>
</tr>
<tr>
<td>WRRF4B</td>
<td>Prepare payroll</td>
<td>2</td>
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</tbody>
</table>

#### Dispensary Specialist Stream

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>WRPDIS303A</td>
<td>Assist in dispensary operations</td>
<td>1</td>
</tr>
<tr>
<td>WRPDIS304A</td>
<td>Assist in dispensary administration</td>
<td>1</td>
</tr>
<tr>
<td>WRPDIS305A</td>
<td>Assist in dispensary stock control</td>
<td>1</td>
</tr>
<tr>
<td>WRPDIS306A</td>
<td>Assist in dispensary housekeeping/maintenance</td>
<td>1</td>
</tr>
<tr>
<td>WRPDIS307A</td>
<td>Assist in preparing dose administration containers</td>
<td>1</td>
</tr>
</tbody>
</table>

#### General Electives: Administration Practices in Community Pharmacy

<table>
<thead>
<tr>
<th>Code</th>
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<th>Unit weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRPL1B</td>
<td>Manage financial resources</td>
<td>2</td>
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#### General Electives: Community Pharmacy Front of Shop Operations

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Unit weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRI4B</td>
<td>Buy merchandise</td>
<td>2</td>
</tr>
<tr>
<td>WRR04B</td>
<td>Control store loss/security</td>
<td>2</td>
</tr>
<tr>
<td>WRR05B</td>
<td>Control inventory</td>
<td>2</td>
</tr>
<tr>
<td>WRR06B</td>
<td>Manage store facilities</td>
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</tr>
</tbody>
</table>
## General Electives: Quality and People Management in Community Pharmacy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Unit weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMLQUAL601A</td>
<td>Conduct an internal audit of the quality system</td>
<td>2</td>
</tr>
<tr>
<td>WRPPM402A</td>
<td>Manage pharmacy staffing</td>
<td>2</td>
</tr>
<tr>
<td>WRPQUA401A</td>
<td>Conduct an external audit of the quality system</td>
<td>2</td>
</tr>
<tr>
<td>WRRO3B</td>
<td>Provide a safe working environment</td>
<td>2</td>
</tr>
<tr>
<td>WRRPM1B</td>
<td>Administer human resources policy</td>
<td>2</td>
</tr>
<tr>
<td>WRRPM2B</td>
<td>Recruit and select personnel</td>
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</tr>
</tbody>
</table>

## Selling/Product Knowledge in Community Pharmacy Specialist Stream

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<td>Provide health care advice, products and services on smoking cessation needs</td>
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<td>WRPPK322A</td>
<td>Provide health care advice, products and services on wound care needs</td>
<td>1</td>
</tr>
</tbody>
</table>

## Elective Units referenced in the Packaging Rules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRF2B</td>
<td>Perform retail finance duties</td>
</tr>
</tbody>
</table>
Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the Standards for Registered Training Organisations.

The Standards for Registered Training Organisations can be downloaded from the DEST website at www.dest.gov.au or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the Standards for Registered Training Organisations. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the Standards for Registered Training Organisations.

Quality Training and Assessment

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the Standards for Registered Training Organisations.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the Standards for Registered Training Organisations for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.
Assessment Requirements
The RTOs assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the Standards for Registered Training Organisations.

Assessment Strategies
Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the Standards for Registered Training Organisations.

Mutual Recognition
Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the Standards for Registered Training Organisations.

Access and Equity and Client Services
Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the Standards for Registered Training Organisations.

Partnership Arrangements
RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of Standards for Registered Training Organisations.

Recording Assessment Outcomes
Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the Standards for Registered Training.

Issuing AQF Qualifications and Statement of Attainment
Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the Standards for Registered Training Organisations.

Pathways
The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.
Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Standards for Registered Training Organisations.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit New Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the Standards for Registered Training Organisations must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:
• authentic (the candidates own work)
• valid (directly related to the current version of the relevant endorsed unit of competency)
• reliable (shows that the candidate consistently meets the endorsed unit of competency)
• current (reflects the candidates current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
• sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

• candidates enrolling in qualifications who want recognition for prior learning or current competencies
• existing workers
• individuals with overseas qualifications
• recent migrants with established work histories
• people returning to the workplace, and
• people with disabilities or injuries requiring a change in career.

Combination of Pathways
Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements
This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies
The Standards for Registered Training Organisations specify mandatory competency requirements for assessors. For information, Standard 7.3 from the Standards for Registered Training Organisations follows:

<table>
<thead>
<tr>
<th>7.3</th>
<th>The RTO must ensure that assessments are conducted by a person who has:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>- the following competencies* from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:</td>
</tr>
<tr>
<td></td>
<td>- TAAASS401A Plan and organise assessment;</td>
</tr>
<tr>
<td></td>
<td>- TAAASS402A Assess competence;</td>
</tr>
<tr>
<td></td>
<td>- TAAASS404A Participate in assessment validation;</td>
</tr>
<tr>
<td></td>
<td>- relevant vocational competencies, at least to the level being assessed.</td>
</tr>
</tbody>
</table>

b However, if a person does not have all of the competencies in Standards 7.3 a (i) and the vocational competencies as defined in 7.3 a (ii), one person with the competencies listed in Standard 7.3 a (i), and one or more persons who have the competencies listed in Standard 7.3 a (ii) may work together to conduct assessments.
* A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgments about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (http://www.ntis.gov.au). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2 (i) of the Standards for Registered Training Organisations
- meet the assessment requirements expressed in the Standards for Registered Training Organisations, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A Develop assessment tools. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

Assessments must meet the criteria set out in Standard 8 from the Standards for Registered Training Organisations. For information, Standard 8 from the Standards for Registered Training Organisations is reproduced below.

| 8 | RTO Assessments |
The RTOs assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

8.1 The RTO must ensure that assessments (including RPL):

i. comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;

ii. lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;

iii. are valid, reliable, fair and flexible;

iv. provide for applicants to be informed of the context and purpose of the assessment and the assessment process;

v. where relevant, focus on the application of knowledge and skill to standard of performance required in the workplace and cover all aspects workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;

vi. involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;

vii. provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes;

viii. are equitable for all persons, taking account of individual needs relevant to the assessment; and

ix. provide for reassessment on appeal.

8.2 a The RTO must ensure that RPL is offered to all applicants on enrolment

b The RTO must have an RPL process that:

i. is structured to minimise the time and cost to applicants; and

ii. provides adequate information, support and opportunities for participants to engage in the RPL process.

### Access and Equity

An individuals access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered reasonable if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.
Assessment in the Community Pharmacy Industry

As many community pharmacies are small businesses, staff working within the community pharmacy are required to provide service to a broad range of customers with a specific emphasis on the provision of preventative health care. This is the aspect that most clearly differentiates the community pharmacy operation from the range of other competitors marketing and selling non-scheduled product lines.

The industry has long had a training culture of training where the emphasis has been on knowledge, skills and behaviours that can be demonstrated in a real workplace environment. Whilst assessment of some of the competencies in the Community Pharmacy Training Package can be carried out in a simulated pharmacy environment, the industry strongly recommends that assessment is conducted in the workplace.

WRPDIS303A Assist in Dispensary Operations is a unit that has a specific requirement of assessment in the workplace. This is due to the nature of the tasks embodied in the unit, which must be carried out under the direct supervision of the pharmacist. The dispensary assistant must know the limitations of their role, and the situations that require the attention of the pharmacist. Issues of consumer health, safety and privacy are paramount and cannot be effectively simulated for final assessment.

Due to the complexity of the work situations in the community pharmacy work environment demonstration of competency requires the collection of evidence over a period of time using flexible assessment approaches to accommodate the needs of the diverse range of community pharmacy operations. This formative assessment approach should include demonstration at the workplace to ensure that the demonstration of competency is valid and reliable. The individual being assessed needs to be aware that the collection of evidence is ongoing and needs to be part of the planning, conducting and reviewing of the assessment process.

This process is important in community pharmacy to ensure pharmacy staff are well equipped to deal with the responsibility of meeting the health requirements of their customers.

The following table summarises information from the individual units of competency on assessment requirements including co- and pre-requisites for individual units of competency contained in the Community Pharmacy Training Package.

<table>
<thead>
<tr>
<th>Context of assessment</th>
<th>All units:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include a pharmacist and/or an experienced industry person. The ultimate outcome of the assessment process must be validated by a Registered Training Organisation.</td>
</tr>
<tr>
<td></td>
<td>Competency should be demonstrated in a range of situations which may include customer service situations and involvement in other related activities normally expected in the pharmacy.</td>
</tr>
<tr>
<td></td>
<td>Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.</td>
</tr>
<tr>
<td></td>
<td>Note: WRPDIS303A Assist in Dispensary Operations must be assessed in the workplace. This relates to the complexity and potential danger associated with providing dispensary products.</td>
</tr>
</tbody>
</table>
Interdependent Assessment of Units

Pre-requisite requirements across qualifications within the Community Pharmacy Training Package:
All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.
For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.
Due to the partially nested packaging model utilised in the Community Pharmacy Training Package the requirements for outcomes at the qualification level within the training package determine that:
- the core of Certificate II in Community Pharmacy is a pre-requisite for Certificate III in Community Pharmacy
- the core of Certificate III in Community Pharmacy is a pre-requisite for Certificate IV in Community Pharmacy.

Pre-requisite requirements for units of competency within the Community Pharmacy Training Package:
To ensure that no unnecessary barriers are established pre-requisite requirements at the unit of competency level have been kept to a minimum. Within the majority of units of competence the underpinning skills and knowledge addresses the need for units to be assessed independently. However, all units that relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment. This is most relevant for the three assessor competencies:
BSZ401A Plan assessment
BSZ402A Conduct assessment
BSZ403A Review assessment.
Pre-requisite requirements also exist for the suite of:

<table>
<thead>
<tr>
<th>Dispensary units</th>
<th>Pre-requisite Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• WRPDIS202A Delivery of medication</td>
<td>• WRPDIS101A Accept prescriptions for dispensing</td>
</tr>
<tr>
<td>• WRPDIS303A Assist in dispensary operations</td>
<td>• WRPDIS101A Accept prescriptions for dispensing and</td>
</tr>
<tr>
<td></td>
<td>• WRPDIS202A Delivery of medication</td>
</tr>
<tr>
<td>• WRPDIS304A Assist in dispensary administration</td>
<td>• WRPDIS303A Assist in dispensary operations</td>
</tr>
<tr>
<td>• WRPDIS305A Assist in dispensary stock control</td>
<td>• WRPDIS303A Assist in dispensary operations</td>
</tr>
<tr>
<td>Quality Units</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>WRPDIS306A Assist in dispensary housekeeping</strong></td>
<td>Details of pre-requisite requirements are provided within the individual unit of competence.</td>
</tr>
<tr>
<td><strong>WRPDIS307A Assist in preparing dose administration containers</strong></td>
<td></td>
</tr>
<tr>
<td><strong>WRPDIS303A Assist in dispensary operations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>BSXFML309A Support continuous improvement systems and processes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>THCGQA01A Apply quality standards and procedures</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PMLQUAL601A Conduct an internal audit of the quality system</strong></td>
<td></td>
</tr>
<tr>
<td><strong>WRPQUA401A Conduct an external audit of the quality system.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>THCGQA01A Apply quality standards and procedures</strong></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
</tr>
<tr>
<td><strong>BSXFML309A Support continuous improvement systems and processes</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Supporting Integrated Training Delivery and Assessment**

Within the community pharmacy industry context it is recognised that not all individuals accessing the Community Pharmacy Training Package will wish, or need, to access training against all competencies within a qualification. The existing workforce may be able to gain an outcome based on recognition of current competence (RCC) or recognition of prior learning (RPL) for individual units of competence or groups of units. A statement of attainment identifying those competencies achieved will be issued by a registered training organisation (RTO) through this means.
As a general principle the community pharmacy industry supports the integration of units of competency for both delivery and assessment, where practical, as this reflects real work practices.

Where both training and assessment are required the industry supports an approach which provides for off-the-job training combined with assessment of the application of skills and knowledge in a real work situation. This may not always be achievable.

The Community Pharmacy Training Package defines on-the-job assessment as that assessment which occurs in the workplace as part of the normal operation of the business.

The Community Pharmacy Training Package defines off-the-job assessment as that which occurs away from the normal operation of the business including, for example, assessment which may occur in the workplace but not under normal industry working conditions. The industry considers it important that candidates should have the opportunity to develop competency in structured learning programs which includes assessing in the workplace whenever possible.

While these Assessment Guidelines are designed to cover all of the Community Pharmacy Competency Standards in the Training Package, some units of competency have been imported from other Training Packages. Where this occurs these standards must be assessed in accordance with the requirements from the relevant Training Package.

Further advice on interdependent assessment of units is documented in each unit of competency within the Community Pharmacy Training Package and is summarised above. Advice on the requirements to achieve a qualification at AQF I, II, III and IV in the Community Pharmacy Training Package is available in the Qualification section of this Training Package.

Following are two scenarios which provide an example of an integrated assessment approach for both multiple units and a single unit within the Training Package building on the concepts identified above.

**Scenario 1: Integrated assessment approach for multiple units:**

- WRPCS101A Meet and greet pharmacy customers
- WRPDIS101A Accept prescriptions for dispensing
- WRPDIS202A Delivery of medication
- WRRCS2B Apply point of sale handling procedures.

Evidence collected by the assessor via questioning and observation in a range of situations where the candidate interacts with a patient or his/her agent who requires a prescription to be filled.

The following scenario illustrates one possible observation:

- The candidate welcomes the customer with a smile and friendly greeting according to pharmacy policy. In a courteous and helpful manner the candidate establishes that the customer/patient has a script to be filled.
- The candidate asks the patient to confirm the personal and prescriber details on the script. The candidate then uses appropriate questioning and active listening to determine any concession eligibility, who the medication is for, whether the patient has had the medication before and if any allergies or adverse reactions had been encountered. These details are recorded on the script acceptance form and placed in a basket on the dispensary counter.
- The candidate communicates with the pharmacist to ensure the medication is available and the approximate waiting time. This information is relayed to the patient.
- When the script is ready the candidate informs the patient. Label information for the
script is accurately relayed from the pharmacist to the patient. The candidate maintains a tactful and confidential approach while conversing with the patient.

- As the patient has some questions about the possible side effects of the medication, the candidate informs the pharmacist and asks the patient to have a seat in the pharmacy counselling area.
- When the pharmacist has finished counselling the patient is referred back to the candidate. The candidate enters transaction information into the point of sale system using a scanner and politely informs the patient of the cost of the script.
- As the patient tenders a debit card the candidate processes a transaction through the EFTPOS terminal. The candidate completes the transaction after asking the patient to enter their PIN number. The candidate packs the goods in a pharmacy bag of suitable size and the patient is informed that the script repeats and receipts are in the bag.
- The candidate thanks the patient and farewells them in a friendly manner.

Scenario 2: Integrated approach to unit assessment for WRRLP1B Apply safe work practices.

Whilst occupational health and safety practice is integrated throughout all the units, this unit concentrates on the framework, including policy, legislation and pharmacy procedures to ensure a safe environment for employees and customers. This includes a knowledge and application of the legislation via pharmacy emergency procedures, workplace policies and procedures and safe work practices.

Evidence could be gathered by the assessor accompanying the candidate on a guided tour of the pharmacy.

The candidate should point out:

- potential hazards
- emergency exits and policies related to them
- safety signs and what they mean
- fire hazards and how to avoid fires
- pharmacy policies, procedures with regard to safe work practices where they are kept and what each document means
- safety committee members and the role of the safety committee

A practical demonstration and explanation of:

- safe handling and storage of dangerous goods
- pharmacy evacuation procedures.

Simulated Work Environment

Units of competency from the Community Pharmacy Training Package should wherever possible be assessed in a work environment. Where this is not possible assessment may occur in a simulated environment.

A simulated work environment may be required for the following reasons:

- The candidate may not have access to a workplace.
- The workplace may not use the relevant skill, equipment or process.
- Conducting assessments may be disruptive or interfere with work requirements. For example, there may be ethical, privacy or confidentiality issues to consider.
- It may not be appropriate to apply the skills in the workplace due to potential risks such as health and safety or equipment being damaged.
In order to be valid and reliable, the simulation must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience.

It is critical that when a simulated work environment is being set up that the assessor is thoroughly familiar with the competency standard as well as experienced in the current circumstances of the work.

In deciding whether a simulation or an assessment environment has been adequately set up, the following questions should be considered:

Are there opportunities to:

- Test the full range of equipment?
- Use up to date equipment and software?
- Reflect times and deadlines?
- Show the complexity of dealing with multiple tasks?
- Involve prioritising among competing tasks?
- Deal with customers, including difficult ones?
- Work with others in a team?
- Communicate with diverse groups?
- Find, discuss and test solutions to problems?
- Explore health and safety issues?
- Answer practically oriented, applied knowledge questions?
- Show the level of written and verbal expression sufficient for, but not exceeding the work requirements?

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Service Industry Skills Council
Level 10, 171 Clarence Street
SYDNEY NSW 2000
PO Box 4194
SYDNEY NSW 2001
Telephone: 02 8243 1200
Fax: 02 8243 1215
Web: www.serviceskills.com.au
Email: info@serviceskills.com.au

Australian Training Products Ltd
Level 25, 150 Lonsdale Street
MELBOURNE VIC 3000
PO Box 12211
A‘Beckett Street Post Office
MELBOURNE VIC 8006
General Resources

Refer to http://antapubs.dest.gov.au/publications/search.asp to locate the following ANTA publications.


Australian Quality Training Framework (AQTF) - for general information go to: www.dest.gov.au/sectors

Australian Quality Training Framework (AQTF) - for resources and information go to: www.dest.gov.au

Australian Quality Training Framework Standards for Registered Training Organisations, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State and Territory Training Authorities or can be downloaded from www.dest.gov.au


Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by DEST with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at the ANTA publications page of www.dest.gov.au. Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
• Assessment Approaches for Small Workplaces
• Assessment Using Partnership Arrangements
• Strategies for ensuring Consistency in Assessment
• Networking for Assessors
• Quality Assurance Guide for Assessment

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment


Assessor Training


Assessment System Design and Management


Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of
competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

**Prerequisite Units (optional)**

If there are any units of competency that must be completed before the unit, these will be listed.

**Application of the Unit**

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

**Competency Field (Optional)**

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

**Sector (optional)**

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

**Elements of Competency**

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

**Performance Criteria**

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

**Required Skills and Knowledge**

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

**Key Competencies**

The way the Key Competencies relate to the unit will be described (unless the developer has described them at the level of the qualification). The Key Competencies are described in more detail at the end of this section.

**Range Statement**

The range statement provides a context for the unit of competency, describing 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. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

**Evidence Guide**

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the
The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and
- the required underpinning knowledge and skills

**Key Competencies**

All Training Packages require the integration of Key Competencies either in each unit of competency, or across a qualification, depending on industry needs and preferences.

The Key Competencies were first defined in 1992 in the project report, *Putting General Education to Work: The Key Competencies Report* (Mayer Committee 1992). The skills and knowledge they describe are essential for effective workplace participation and involve the sorts of capabilities commonly used by employers as selection criteria. They underpin the ability of employees to adapt to technological, organisational, societal and functional change.

The Key Competencies are generic, in that they apply to work in general, rather than to particular occupations or industries. They focus on the application of knowledge and skills in an integrated way in workplace situations. The seven Key Competencies are:

1. **Communicating ideas and information**
   The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.

2. **Collecting, analysing and organising information**
   The capacity to locate, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.

3. **Planning and organising activities**
   The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's performance.

4. **Working with others in teams**
   The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

5. **Using mathematical ideas and techniques**
   The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

6. **Solving problems**
   The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve a desired outcome.
7 Using technology
The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

Performance Levels
There are three levels of performance defined within the Key Competencies. These are stand-alone levels and do not correspond to the AQF qualification levels.

- **Performance Level 1** is concerned with the level of competence needed to *undertake* activities efficiently with sufficient self-management to meet the explicit requirements of the activity, and to make judgements about the quality of outcomes against established criteria.
- **Performance Level 2** describes the competence needed to *manage* activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.
- **Performance Level 3** describes the competence needed to *evaluate and reshape* processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

However, relating performance to the specific industry or workplace context may be more useful than interpreting the somewhat abstracted performance levels provided above. Where the Key Competencies are defined in the unit of competency, you will find them in a table, together with examples of their application, to help with assessment of their performance.

Also, in evaluating the level of performance for the Key Competencies, consider the performance expectations at the AQF qualification level involved.

**Delivery and Assessment of Key Competencies**
The Key Competencies are integral to workplace competency, and, as such must be explicitly considered in the design, customisation, delivery and assessment of vocational education and training programs as represented diagrammatically below.
Pharmacy Competency Standards

The National Pharmacy Competency Standards represent the skills and knowledge identified by the industry as appropriate across the full range of Pharmacy workplaces.

The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process and embodies the ability to transfer and apply skills and knowledge to new situations and environments. There is a broad concept of competency in that all aspects of work performance, not only narrow task skills, are included. It encompasses the following requirements:

- to perform tasks (task skills)
- to manage a number of different tasks within the job (task management skills)
- to respond to irregularities and breakdowns in routines (contingency management skills)
- to deal with the responsibilities and expectations of the work environment (job/role environment skills), including working with others and interacting with people outside the enterprise (customers, clients and the general public).

In addition to being based on this broad concept of competency, the standards are:

- related to realistic workplace practices
- expressed as outcomes
- understandable to employers, employees, supervisors and trainers.

The competency standards take into account the future directions the Pharmacy industry sees in training and so provide the basis for skill formation now, and into the future. The standards capture the ability to apply skills in new situations and changing work organisation, rather than only reflecting the tasks currently performed.

In the interests of consistency, national competency standards need to be expressed in a common format which is described on the following page. The full format comprises a unit of competency and its components:
Unit Code

The unit codes in this Package have been developed in accordance with the ANTA publication "Guide to Training Package Development".

Example: WRP PK 203 A

- WRP: This is the Package identifier code; WR is the WRAPS identifier and P is for Pharmacy Services.
- PK: This is the functional area identifier
  - PK Selling Product Knowledge
  - CS Service
  - M Marketing
  - PD Dispensary
  - PM Quality and People Management
- 203: The first digit identifies the AQF level that the unit is packaged at and the following two digits, identify the unit number within the functional area. Therefore 203 indicates a unit packaged at AQF Level 2, and it is the third unit in that functional area.
- A: Represents the version. All units developed for Pharmacy will have version A, but units from other packages may have version B.

The Pharmacy Standards Model

The National Pharmacy Competency Standards represent the skills and knowledge identified by the industry as appropriate across the full range of Pharmacy workplaces.

This information has been structured in accordance with the format required by the ANTA-National Training Framework Committee as contained in the Standards Best Practice Manual and in the Process for Training Package Development and Policy for Training Packages (August 1999), and in the Training Package Development Handbook (Draft 2000).

The National Pharmacy Competency Standards have been aligned to Levels 1 to 4 of the Australian Qualifications Framework, as described in the Qualifications section of this Training Package. Additionally, the standards have been mapped against the Key Competencies as defined and described in the Evidence Guides for each unit of competency.

Functional Areas

All the Pharmacy competency standards have been grouped into seven Core Functional Areas. These are:

- Selling Product/Knowledge in Community Pharmacy
- Community Pharmacy Front of Shop Operations
- Service in the Community Pharmacy
- Administration Practices in Community Pharmacy
- Marketing in the Community Pharmacy
- Dispensary
- Quality and People Management in Community Dispensary

Incorporation of Other National Standards
National Competency Standards for:

- Assessment and Workplace
- Caravan Industry Training Package
- Laboratory Operations Training Package
- Front Line Management

Where aligned all standards have been referenced either:

- Directly in the unit title description and/or the evidence guide

OR

- Indirectly incorporated, without specific reference.
## Appendices

### Acknowledgments

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<tr>
<th>Overall Project Management</th>
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### Contributors

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<td>Bill Healey</td>
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**Directors**

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<th>Chris Hoey</th>
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**National Industry Reference Group**

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<td>Mr Gerald Crawford</td>
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Industry Consultation

A number of individual interviews were conducted and industry forums where appropriate. In all there were a total of 2 rounds of consultation together with verification also provided though on site visits to a number of companies selected to represent a cross section of the industry in terms of location, sector, product, and size.

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Victoria - Direct Contact/Interviews

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Anthia Dumayne  Middle Brighton Pharmacy
Barbara Hawkins  Victorian WRAPS
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**New South Wales - Direct Contact/Interviews**

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**Tasmania - Direct Contact/Interviews**

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<td>Sarah Pettigrew</td>
<td>Malouf Group Pharmacies</td>
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<td>Pharmacy Guild of Aust-QLD branch</td>
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<td>Craig Silva</td>
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WRPPK201A Apply product knowledge for analgesic and anti-inflammatory needs

Unit Descriptor
This unit covers the application of product knowledge for analgesic and anti-inflammatory needs such that the pharmacy staff member is able to provide accurate information to customers on products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector
Selling/Product Knowledge

ELEMENT PERFORMANCE CRITERIA

1. Develop knowledge of analgesic and anti-inflammatory product and patient self care practices
   1.1 Pharmacy analgesic and anti-inflammatory medication and pharmacist only products are identified and located according to pharmacy range and legislative requirements.
   1.2 Pharmacy analgesic and anti-inflammatory products and patient self care practices are identified using relevant information sources.
   1.3 Currency of product and patient self care information is maintained with respect to new additions and/or changes to the range.
   1.4 Appropriate product terminology is applied according to pharmacy policy.

2. Identify patient analgesic and anti-inflammatory needs
   2.1 Effective communication techniques are used to determine who is to use the analgesic/anti-inflammatory medicinal products.
   2.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.
   2.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.
   2.4 Situations requiring referral to pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.
   2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patient and/or referring relevant information to the pharmacist and/or other pharmacy staff.
3. Provide information on analgesic and anti-inflammatory products and/or services under pharmacist supervision

3.1 Pharmacy analgesic and anti-inflammatory medication/products are recommended in accordance with pharmacy legislation, policy, procedure, patient symptoms and expressed needs.

3.2 Information on patient self care practices to assist patient in relation to analgesic and anti-inflammatory care is provided to patients in accordance with pharmacy procedures.

3.3 Information on product use including potential side effects is provided to patient according to relevant information sources.

3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient symptoms.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = is concerned with the level of competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the use of concepts for evaluating and reshaping tasks.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
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<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on analgesic and anti-inflammatory product needs, providing self care information to patient or information to pharmacist.</td>
<td>1</td>
</tr>
</tbody>
</table>
| Collecting analysing and organising information      | By collecting information relative to analgesic and anti-inflammatory products and patient self care, analysing requirements relative to provision of information and collating in a useable format. 
Also collecting information on patient needs, assessing situations requiring pharmacist referral and presenting information in a useable format. | 1                 |
| Planning and organising activities                  | By organising the work requirements and planning the required tasks associated with applying knowledge for analgesic and anti-inflammatory products and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame. | 1                 |
| Working with others and in teams                    | By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing analgesic and anti-inflammatory products.                                      | 1                 |
| Using mathematical ideas and techniques             | Mathematical ideas and techniques are likely to be involved in gathering and providing information on analgesic and anti-inflammatory products.                                                                        | 1                 |
| Solving problems                                    | By identifying issues associated with patient needs for analgesic and anti-inflammatory products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not. | 1                 |
| Using technology                                    | By utilising technology in developing knowledge of analgesic and anti-inflammatory products and patient self care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information. | 1                 |
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth:

- legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to analgesic and anti-inflammatory products and providing information.

Analgesic and anti-inflammatory medicinal product range may include but is not limited to:

- paracetamol
- combination products (eg. hayfever products with analgesics, anti-inflammatory and anti-allergy medicine)
- narcotics
- Non Steroidal Anti-Inflammatory Drugs (NSAIDS)
- codeine
- non-scheduled products
- pharmacy medication
- pharmacist only medication
- prescription only medication.

Product range may come in various forms including:

- liquid, soluble
- caplets, tablets, coated tablets
- liquid filled soft capsules
- gelcaps
- gels and creams
- topical rubs
- oral and rectal medication.

Location may include but is not limited to:

- dispensary
- professional services area
- front of shop.

Regulatory requirements:

- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.
Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Patient self care practices may include but are not limited to:

- for strains and sprains use "RICE" (rest, ice, compression, elevation)
- appropriate use of hot/cold packs.

Relevant information sources of product knowledge may include but are not limited to:

- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers' information
- industry and professional publications
- customer feedback
- training and education.

Effective communication techniques may include but are not limited to:

- using open/and or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.

Patients may include but are not limited to:

- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.
Patient needs may include but are not limited to:

- seeking product/information for him/herself or another person
- recognition of possible contra-indications
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products
- the need to drive a motor vehicle or operate machinery.

Symptoms requiring analgesics/anti-inflammatories may include but are not limited to:

- pain varying from mild discomfort to extreme agony
- infection
- raised temperature (fever)
- inflammation (heat, redness, swelling and loss of movement).

Major causes of pain may include but are not limited to:

- sprains and strains
- headache (can be due to stress, migraine or other conditions eg. hayfever, colds)
- period pain
- dental pain, earache, sinus pain
- burns
- bites and stings
- arthritis and rheumatism
- tendonitis
- gout
- migraine
- internal pain, indigestion, colic, urinary tract, abdominal and haemorrhoidal pain.
Situations requiring referral to the pharmacist may include but are not limited to:

- requests for pharmacist only products
- children under 12 years
- patients who are breast-feeding or pregnant
- patients with known health problems including heart, renal, liver
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantity
- contra-indications including:
  - NSAIDS should not be used by patients with a known allergy to this type of analgesic
  - aspirin should not be taken by children under 12 years of age, or children or adolescents with influenza chickenpox or fever. due to increase risk of Reye's syndrome
  - aspirin/Ibuprofen should not be take by people with asthma, and pregnant women or nursing mothers.
  - ibuprofen should not be taken by patients who have had a reaction to other analgesics such as aspirin
  - paracetamol can be toxic if not given in correct dosage
  - paracetamol should not be taken by patients with impaired liver or renal function
  - aspirin/Ibuprofen/Naproxen should not be used in cases where there is bleeding or tendency to bleed due to anti-platelet action eg. avoid for one week prior to and just after dental surgery and surgery
  - NSAIDS should not be taken by pregnant women
  - aspirin and NSAIDS can precipitate skin reactions, bronchospasms or even an attack in some people with asthma
  - aspirin and NSAIDS can cause sodium and water retention and are therefore best avoided in patients with congestive heart failure or renal impairment
  - aspirin and NSAIDS may decrease blood pressure control and are therefore best avoided in patients with high blood pressure
  - dihydrocodeine should not be used by pregnant women or nursing mothers
  - NSAIDS should not be used long term by elderly patients (65years plus) and anyone with peptic ulcers due to increased risk of gastro-intestinal ulceration, bleeding and renal impairment
  - NSAIDS should be used with caution in patients with impaired liver function. Jaundice and fatal hepatitis, although rare, have been reported
  - patients with arthritis may already be taking an NSAID. The use of aspirin or another NSAID should be avoided as the risk of gastrointestinal side effects may be increased. (concurrent aspirin administration can
also decrease the efficacy of the NSAID)
• prolonged use of high dose paracetamol and aspirin or NSAIDS may increase the risk of long term kidney and liver damage - therefore, this combination is not recommended (unless under close medical supervision)
• NSAIDS can precipitate cardiac failure or cause fluid retention in patients with cardiac conditions.

Potential side effects may include but are not limited to:

• impaired ability to drive or operate machinery
• anti inflammatory analgesics and aspirin can upset the stomach
• codeine can impair motor skills (sedative effect), cause constipation, nausea, respiratory problems and dependency
• aspirin and NSAIDS can cause or aggravate pre-existing symptoms of gastric irritation such as indigestion, nausea, heartburn or vomiting
• NSAIDS - topical preparations can precipitate asthma attacks
• soluble preparations of analgesics may contain a high sodium content and should be used with caution if restricted salt intake is required.

Companion products may include but are not limited to:

• Vitamin B6 for period pain
• heat retainers and strapping
• heat rubs
• hot water bottles/ray lamps
• hot/cold packs
• essential oils to help with rest and relaxation eg. for headaches etc
• anaesthetic products to help with pain relief.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, industry legislation and codes of practice in regard to sales/customer, service procedures including the sale of analgesic and anti-inflammatory medication and products.
- Consistently asking critical questions of the patient in regard to recommending analgesics and anti-inflammatory medication and products. These questions should follow industry protocols, for example: Who is the analgesic/anti-inflammatory for (adult or child)? Where is the pain? How long have you/they had the pain? What have you/they already tried? Do you/they have any allergies? Are you/they taking any other medication? Do you/they have any sensitivities or reactions to particular medications? Have you/they used this product before? If so, was it effective? Do you/they have any pre-existing medical conditions?
- Evidence of the ability to identify products required to treat common pain ailments/conditions requiring analgesic/anti-inflammatory medication as listed in the range statement.
- Knowledge of the causes of common pain ailments/conditions.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures, to provide accurate information on types of analgesic/anti-inflammatory products to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient’s condition and according to relevant information sources.
- Demonstration of the ability to source, record and disseminate analgesic and anti-inflammatory information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services.

- Knowledge and application of knowledge to provide information to patients related to:
  - pharmacy analgesic and anti-inflammatory products and treatments.

- Knowledge of principles, techniques and skills in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of analgesic and anti-inflammatory medicinal products
  - working with others and in teams
  - planning and organising activities
  - following set routines and procedures
  - handling customers with special needs, including difficult customers
  - being empathetic and understanding
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to analgesic and anti-inflammatory product knowledge.

- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.

- Language, literacy and numeracy skills relevant to the role and workplace requirements.

- Awareness of the circumstances/situations under which referral to the pharmacist is indicated.

- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying products to treat common pain ailments/conditions
  - applying product knowledge to provide accurate information to patients
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess product knowledge and understanding of relevant pharmacy procedures with regard to applying product knowledge for analgesics and anti-inflammatories. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate product knowledge and understanding of pharmacy procedures.
- Completing relevant workplace documentation.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - analgesic and anti-inflammatory product information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of analgesic and anti-inflammatory products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK202A Apply product knowledge for baby and infant care needs

Unit Descriptor
This unit covers the application of product knowledge for baby/infant care needs such that the pharmacy staff member is able to provide accurate information to customers on products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector
Selling/Product Knowledge

ELEMENT PERFORMANCE CRITERIA

1. Develop knowledge of baby/infant care products/services and self care practices
   1.1 Pharmacy baby/infant care products/treatments and services and pharmacist only products are identified and located according to pharmacy range and legislative requirements.
   1.2 Pharmacy baby/infant care products and self care practices are identified using relevant information sources.
   1.3 Currency of product and patient self care information is maintained with respect to new additions and/or changes to the range.
   1.4 Appropriate product terminology is applied according to pharmacy policy.

2. Identify patient baby/infant care needs
   2.1 Effective questioning techniques are used to determine who the baby/infant care products are for.
   2.2 Baby/infant needs, symptoms, duration and severity are identified using questioning, observation and active listening.
   2.3 Parent or their agent is questioned in relation to the baby/infant to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.
   2.4 Situations requiring referral to pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.
   2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patient and/or referring relevant information to the pharmacist and/or other pharmacy staff.
3. Provide information on baby/infant care products and/or services under pharmacist supervision

3.1 Pharmacy baby/infant care products and services are recommended in accordance with pharmacy policy, procedure, patient symptoms and expressed needs.

3.2 Information on patient self care practices to assist parent/guardian in relation to baby/infant care is provided to parent/guardian in accordance with pharmacy procedures.

3.3 Information on product use including potential side effects is provided to parent/guardian according to relevant information sources and infection control guidelines.

3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient symptoms.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = is concerned with the level of competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = use of concepts for evaluating and reshaping tasks.

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<td>Communicating ideas and information</td>
<td>By gathering information from parent or their agent on baby and infant care product needs, providing self care information to patient or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to baby and infant care products and patient self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on patient needs, assessing situations requiring pharmacist referral and presenting information in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with applying knowledge for baby and infant care products and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing baby and infant care products.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing information on baby and infant care products.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for baby and infant care products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of baby and infant care products and patient self care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
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RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to selling baby/infant care medication and providing information.

Baby/infant care product/service range may include but is not limited to:

• disposable nappies
• disposable wash cloths
• cloth nappies, nappy fasteners, nappy cleaning products
• nappy change lotion
• barrier cream and healing cream
• bath products, soaps, shampoos
• sun screen and moisturisers, protective clothing
• bottles, teats
• bowls, plates and cutlery
• steriliser kits
• formula products - milk, soy, goat formulae and other products
• teething soothers
• cradle cap treatments
• nappy rash treatments
• teething products
• cereals and juices
• baby clubs
• measuring baby weight and height
• nappy changing/breast feeding room facilities
• hiring of equipment eg. breast pumps, steam vapourizers
• non-scheduled products
• pharmacy medication
• pharmacist only medication
• prescription only medication
• controlled drugs.

Product range may come in various forms including:

• liquid, sprays
• ointments, creams, oils, lotions
• powders
• durable products.

Location may include but is not limited to:

• dispensary
• professional services area
• front of shop.
Regulatory requirements: vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:
- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Patient self care practices may include but are not limited to:
- ensuring baby is comfortable
- regular feeding pattern
- regular sleeping pattern
- regular changing of nappy
- appropriate clothing for climate
- appropriate immunisation.

Relevant information sources of product knowledge/information may include but is not limited to:
- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers' information
- pharmacist
- industry and professional publications
- customer feedback
- support organisations
- training and education.

Effective communication techniques may include but are not limited to:
- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.
Patients may include but are not limited to:

- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

Patient needs may include but are not limited to:

- seeking product/information for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products.

Symptoms may include but are not limited to:

- minor reactions to immunisation eg. slight temperature, faint rash, runny nose, local swelling
- constipation, diarrhoea
- teething
- coughs and colds
- nappy rash.
Situations requiring referral to the pharmacist may include but are not limited to:

- skin preparations for measles, chicken pox and other rashes
- pain and fever treatments
- crying and/or irritability
- pain and fever
- vomiting, reflux
- diarrhoea
- injuries such as burns, poisoning
- allergies
- rash, skin infections, eczema
- feeding problems
- conjunctivitis
- worms
- gastric reflux and colic
- severe immunisation reaction
- tonsillitis
- ear ache
- appendicitis
- mumps
- thrush
- impetigo
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantity
- contra-indications including:
  - intolerance to certain ingredients in foods
  - skin sensitivity.

Potential side effects may include but are not limited to:

- food intolerances
- allergic reaction to medication/products.

Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.

Companion products may include but are not limited to:

- soothers, teething rings and gels
- general accessories and toys
- thermometers and dosing accessories for medication
- baby hair brush
- scissors
- bibs and clothing
- cotton balls
- tissues
- plastic baby bath
- baby oil/lotion/powder.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policies, standards and guidelines, protocols and relevant legislation, statutory requirements and codes of practice in regard to sales/customer service procedures including the sale of un-scheduled and scheduled baby/infant care products and medication.

- Consistently asking critical questions of the patient in regard to recommending baby/infant care products/medication. These questions should follow industry protocols, for example: *Is this medication for your baby? Is he/she taking any other medication/using any other product? Does the baby have any pre-existing medical conditions? What symptoms does the baby have and for how long have they had them? Has he/she used this treatment before? If so, was it effective? How old is the baby and what is their weight?*

- Evidence of the ability to identify products required to treat baby/infant symptoms as listed in the range statement.

- Knowledge of the special needs of infants/babies in regard to feeding, skin care, and minor ailments.

- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.

- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures, to provide accurate information on types of baby/infant care products to assist patients in making a choice.

- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.

- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient's condition and according to relevant information sources.

- Demonstration of the ability to source, record and disseminate baby/infant care information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services.

- Knowledge and application of knowledge to provide information to patients related to:
  - pharmacy baby/infant care product and service range.

- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application or use of baby/infant care products
  - working with others and in teams
  - handling customers with special needs, including difficult customers
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to baby/infant care product and service knowledge.

- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.

- Language, literacy and numeracy skills relevant to the role and workplace requirements.

- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.

- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify baby/infant needs
  - identifying products to treat common baby/infant symptoms
  - applying product knowledge to provide accurate information to customer regarding baby/infant needs
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess product knowledge and understanding of relevant pharmacy procedures with regard to applying product knowledge for baby/infant care. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate product knowledge and understanding of pharmacy procedures.
- Completing relevant workplace documentation.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment
- Relevant documentation such as:
  - pharmacy policies and procedures
  - baby/infant care medicinal product information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of baby/infant products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
**WRPPK203A Apply product knowledge for cough and cold needs**

**Unit Descriptor**
This unit covers the application of product knowledge for cough and cold needs such that the pharmacy staff member is able to provide accurate information to customers on products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

**Unit Sector**
Selling/Product Knowledge

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop knowledge of cough and cold products and patient self care practices | 1.1 Pharmacy cough and cold medication and pharmacist only products are identified and located according to pharmacy range and legislative requirements.  
1.2 Pharmacy cough and cold products and patient self care practices are identified using relevant information sources.  
1.3 Currency of product and patient self care information is maintained with respect to new additions and/or changes to the range.  
1.4 Appropriate product terminology is applied according to pharmacy policy. |
| 2. Identify patient cough and cold needs | 2.1 Effective communication techniques are used to determine who is to use the cough and cold medicinal products.  
2.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.  
2.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.  
2.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.  
2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patient and/or referring relevant information to the pharmacist and/or other pharmacy staff. |
| 3. Provide information on cough and cold products and/or services under pharmacist supervision | 3.1 Pharmacy cough and cold medication/products are recommended in accordance with pharmacy policy, procedure, patient symptoms and expressed needs.  
3.2 Information on patient self care practices to assist patient in relation to cough and cold care is provided to patients in accordance with pharmacy procedures.  
3.3 Information on product use including potential side effects is provided to patient according to relevant information sources and infection control guidelines.  
3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient symptoms. |
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on coughs and colds product needs, providing self care information to patient or information to pharmacist.</td>
<td>1</td>
</tr>
</tbody>
</table>
| Collecting analysing and organising information | By collecting information relative to coughs and colds products and patient self care, analysing requirements relative to provision of information and collating in a useable format.  
Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.                                                                                                                  | 1                 |
| Planning and organising activities         | By organising the work requirements and planning the required tasks associated with applying knowledge for coughs and colds products and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.                                                                                   | 1                 |
| Working with others and in teams           | By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing coughs and colds products.                                                                                                                                                                                                 | 1                 |
| Using mathematical ideas and techniques    | Mathematical ideas and techniques are likely to be involved in gathering and providing information on coughs and colds products.                                                                                                                                                                                                                       | 1                 |
| Solving problems                            | By identifying issues associated with patient needs for coughs and colds products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.                                                                                              | 1                 |
| Using technology                           | By utilising technology in developing knowledge of coughs and colds products and patient self care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.                                                                                                              | 1                 |
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth:
- legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to selling cough and cold medication and providing information.

Cough and cold product range may include but is not limited to:
- cough suppressant
- cough expectorant and mucolytic
- sympathomimetic decongestants
- analgesics
- sedating and non-sedating antihistamines
- non-scheduled products
- pharmacy medication
- pharmacist only medication
- prescription only medication.

Product range may come in various forms including:
- liquid
- tablet
- inhalants
- ointments, rubs
- lozenges, capsules.

Location may include but is not limited to:
- dispensary
- professional services area
- front of shop.

Regulatory requirements:
- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.
Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Patient self care practices may include but are not limited to:

- steam inhalation
- eating a balanced, healthy diet
- drinking 6-8 glasses of water a day
- getting plenty of rest
- washing hands regularly
- keeping warm.

Relevant information sources of product knowledge/information may include but is not limited to:

- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers' information
- pharmacist
- industry and professional publications
- customer feedback
- training and education.

Effective communication techniques may include but are not limited to:

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.

Patients may include but are not limited to:

- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background, infant etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.
Patient needs may include but are not limited to:

- seeking product/information for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products
- the need to drive a motor vehicle or operate machinery.

Cough and cold symptoms may include but are not limited to:

- dry and sore throat (pharyngitis)
- sneezing
- runny nose (rhinorrhea)
- blocked nose - nasal congestions (sinusitis)
- dry or congested (moist) cough
- chest pain
- coloured sputum - smelly or containing blood, large quantity of discharge
- fever
- watery eyes
- aches - sore, aching muscles and joints, headache
- allergy symptoms (allergic rhinitis, hayfever).

Situations requiring referral to pharmacist may include but are not limited to:

- children under 12 years
- patients who are breast-feeding or pregnant
- patients taking any other medication including over-the-counter and complementary medicines
- patients with known heart, renal or liver problems
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantity
- contra-indications including-
  - diabetes or high blood pressure
  - anti-depressant medication
  - smoking
  - pregnancy or breastfeeding
  - asthma, glaucoma, prostate or constipation problems
  - liver, heart or thyroid disease
  - high temperature for more than 3 days
  - child or older person.
Potential side effects may include but are not limited to:

- codeine may cause constipation
- cough suppressants may induce drowsiness and impair motor skills or exaggerate the effects of alcohol
- hypertension.

Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.

Companion products may include but are not limited to:

- vitamin and herbal supplements
- tissues, nasal sprays, drops, inhalers
- throat preparations - lozenges, antibacterial gargles
- pain and fever treatments
- topical preparations for nasal use and sinus preparations.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, industry legislation and codes of practice in regard to sales/customer service procedures including the sale of unscheduled and scheduled cough and cold medication.
- Consistently asking critical questions of the patient in regard to recommending cough and cold medication. These questions should follow industry protocols, for example: Is this medication for you? Are you/they taking any other medication? Do you/they have any pre-existing medical conditions? What symptoms do you/they have and for how long have you/they had them? Have you/they had this medication before? If so, was it effective?
- Evidence of the ability to identify products required to treat cough and cold symptoms as listed in the range statement.
- Knowledge of the causes of the common cold and the manner of transmission.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures, to provide accurate information on types of cough and cold products to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient's condition and according to relevant information sources.
- Demonstration of the ability to source, record and disseminate cough and cold information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services.
- Knowledge and application of knowledge to provide information to patients related to:
  - pharmacy cough and cold products.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of cough and cold medicinal products
  - working with others and in teams
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to cough and cold product knowledge.
- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.
Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying products to treat a range of cough and cold symptoms
  - applying product knowledge to provide accurate information to patients
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess product knowledge and understanding of relevant pharmacy procedures with regard to applying product knowledge for coughs and colds. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate product knowledge and understanding of pharmacy procedures.
- Completing relevant workplace documentation.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures, standards and guidelines
  - cough and cold product information, eg. leaflets, brochures, relevant information sources, shelf talkers, self care fact cards
  - industry codes of practice and relevant legislation.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of cough and cold products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK204A  **Apply product knowledge for diet and nutrition needs**

**Unit Descriptor**
This unit covers the application of product knowledge for diet and nutrition needs such that the pharmacy staff member is able to provide accurate information to customers on products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

**Unit Sector**
Selling/Product Knowledge

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop knowledge of diet and nutrition product and patient self care practices | 1.1 Pharmacy diet and nutrition products/treatments and pharmacist only products are identified and located according to pharmacy range and legislative requirements.  
1.2 Pharmacy diet and nutrition products/treatments and patient self care practices are identified using relevant information sources.  
1.3 Currency of product and patient self care information is maintained with respect to new additions and/or changes to the range.  
1.4 Appropriate product terminology is applied according to pharmacy policy. |
| 2. Identify patient diet and nutrition needs | 2.1 Effective communication techniques are used to determine who is to use the diet and nutrition products/treatments.  
2.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.  
2.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.  
2.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.  
2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patient and/or referring on relevant information to the pharmacist and/or other pharmacy staff. |
3. Provide information on diet and nutrition products and/or services under pharmacist supervision

3.1 Pharmacy diet and nutrition products/treatments are recommended in accordance with pharmacy policy, procedure, patient symptoms and expressed needs.

3.2 Information on patient self care practices to assist patient in relation to diet and nutrition care is provided to patients in accordance with pharmacy procedures.

3.3 Information on product use including potential side effects is provided to patient according to relevant information sources.

3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient symptoms.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on diet and nutrition product needs, providing self care information to patient or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to diet and nutrition products and patient self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with applying knowledge for diet and nutrition products and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing diet and nutrition products.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing information on diet and nutrition products.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for diet and nutrition products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology developing knowledge of diet and nutrition products and patient self care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to selling diet and nutrition products and providing information.

Diet and nutrition product range may include but is not limited to:
• vitamins eg. vitamin A/beta carotene, vitamin B complex, folic acid, vitamin C, vitamin D, vitamin E, antioxidants, essential fatty acids
• minerals eg. calcium phosphate/calcium sulphate, chromium, copper, iron phosphate/iron sulphate, magnesium, manganese, phosphorus, potassium chloride/potassium sulphate, silica, zinc
• herbs eg. agrimony, black haw, hops, hypericum, passionflower, skullcap, valerian, cayenne, chasteberry dandelion, digestive bitters, echinacea, euphorbia, fenugreek, feverfew, garlic, gentian, grindelia, horehound, horseradish, hyssop, licorice, meadowsweet, milk thistle, dong quai, black cohosh, oats, damiana, saw palmetto, slippery elm, Siberian ginseng, Korean ginseng, gotukola, gingko biloba
• L-lysine, probiotics, tea tree oil
• nutrition supplements
• non-scheduled products
• pharmacy medication
• pharmacist only medication
• prescription only medication.

Product range may come in various forms including but is not limited to:
• liquid
• powder
• tablet
• capsule
• caplets.

Location may include but is not limited to:
• dispensary
• professional services area
• front of shop.

Regulatory requirements: • vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.
Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Patient self care practices may include but are not limited to:

- diet restricted in fat, alcohol and sugars
- eating from the five essential food groups
- diet high in fibre
- increased physical activity
- drinking 6-8 glasses of water a day.

Relevant information sources of product knowledge/information may include but are not limited to:

- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers' information
- pharmacist
- industry and professional publications
- customer feedback
- support organisations
- training and education.

Effective communication techniques may include but are not limited to:

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.

Patients may include but are not limited to:

- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background, infants etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.
Patient needs may include but are not limited to:

- seeking product/information treatment for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products.

Symptoms of diet/nutrition inadequacy and nutritional deficiency may include but are not limited to:

- fatigue, insomnia, headache, depression, PMS, irritability
- fluid retention, allergies, asthma, poor muscle function, poor circulation, poor memory function, recurring infection
- high cholesterol, high triglyceride levels, high blood pressure
- obesity, significant loss of weight, constipation.

Situations requiring referral to pharmacist may include but are not limited to:

- fatigue, insomnia, headache, depression, PMS, irritability
- fluid retention, allergies, asthma, poor muscle function, poor circulation, poor memory function, recurring infection
- high cholesterol, high triglyceride levels, high blood pressure
- obesity, significant loss of weight, constipation
- diabetics, people suffering chronic illness or conditions, the elderly, athletes,
- people suffering from stress, anxiety, depression, insomnia, poor digestion, high cholesterol, osteoporosis, anaemia, the onset of puberty, menopause, infertility, impotence
- people taking an oral contraceptive pill
- people who smoke, drink excessive amounts of alcohol, are on medication eg. anti-epileptic drugs
- children under 12 years
- patients who are breast-feeding or pregnant
- patients taking any other medication including over-the-counter and complementary medicines
- patients with known heart, renal or liver problems
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantity
- contra-indications/drug interactions.
Potential side effects may include but are not limited to:

• thinning of the blood with some products.

Companion products may include but are not limited to:

• food supplements
• exercise aids.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policies, standards and guidelines, industry legislation and codes of practice in regard to sales/customer service procedures including the sale of unscheduled and scheduled diet and nutrition products.
- Consistently asking critical questions of the patient in regard to recommending diet and nutrition products. These questions should follow industry protocols, for example: *Is this product for you? Are you/they taking any other medication? Do you have any pre-existing medical conditions? What symptoms do you/they have and for how long have you/they had them? Have you used this product before? If so, was it effective?*
- Evidence of the ability to identify products required to treat diet inadequacies and nutrition deficiencies as listed in the range statement.
- Knowledge of the factors contributing to diet inadequacies and nutrition deficiencies.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures, to provide accurate information on types of diet and nutrition products to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient's condition and according to relevant information sources.
- Demonstration of the ability to source, record and disseminate diet and nutrition information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services.
- Knowledge and application of knowledge to provide information to patients related to:
  - pharmacy diet and nutrition products and treatments.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of diet and nutrition products
  - working with others and in teams
  - handling customers with special needs, including difficult customers
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to diet and nutrition product knowledge.
- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying products to treat diet inadequacies and nutrition deficiencies as requested by the customer
  - applying product knowledge to provide accurate information to assist patients in making a choice
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess product knowledge and understanding of relevant pharmacy procedures with regard to applying product knowledge for diet and nutrition. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate product knowledge and understanding of pharmacy procedures.
- Completing relevant workplace documentation.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - diet and nutrition product information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of diet and nutrition products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
Apply product knowledge for eye, ear and oral care needs

Unit Descriptor
This unit covers the application of product knowledge for eye, ear and oral care needs such that the pharmacy staff member is able to provide accurate information to customers on products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector
Selling/Product Knowledge

ELEMENT PERFORMANCE CRITERIA

1. Develop knowledge of eye, ear and oral care product and patient self care practices
   1.1 Pharmacy eye, ear and oral care medication and pharmacist only products are identified and located according to pharmacy range and legislative requirements.
   1.2 Pharmacy eye, ear and oral care products and patient self care practices are identified using relevant information sources.
   1.3 Currency of product and patient self care information is maintained with respect to new additions and/or changes to the range.
   1.4 Appropriate product terminology is applied according to pharmacy policy.

2. Identify patient eye, ear and oral care needs
   2.1 Effective communication techniques are used to determine who is to use the eye, ear and oral care products.
   2.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.
   2.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.
   2.4 Situations requiring referral to pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.
   2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patients and/or referring relevant information to the pharmacist and/or other pharmacy staff.
3. Provide information on eye, ear and oral care products and/or services under pharmacist supervision

3.1 Pharmacy eye, ear and oral care medication/products are recommended in accordance with pharmacy policy, procedure, patient symptoms and expressed needs.

3.2 Information on patient self care practices to assist patient in relation to eye, ear and oral care is provided to patients in accordance with pharmacy procedures.

3.3 Information on product use including potential side effects is provided to patient according to relevant information sources and infection control guidelines.

3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient symptoms.
**KEY COMPETENCIES**

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on ear, eye and oral care product needs, providing self care information to patient or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising</td>
<td>By collecting information relative to ear, eye and oral care products and patient self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with applying knowledge for ear, eye and oral care products and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing ear, eye and oral care products.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing information on ear, eye and oral care products.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for ear, eye and oral care products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of ear, eye and oral care products and patient self care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth:

- legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to selling eye, ear and oral care medication and providing information.

Eye care product range may include but is not limited to:

- sunglasses, reading glasses
- eye drops, eye ointments, artificial tear products, eye washes
- disinfecting solutions, cleaners, rinsing solutions, contact lens lubrication/re-wetting drops
- protein remover tablets.

Ear care product range may include but is not limited to:

- ear plugs
- ear drops
- analgesics and pain relievers
- ear wax softeners
- swimmers ear products.

Oral care product range may include but is not limited to:

- dental and denture preparations and accessories
- oral antiseptics, gels and sprays
- oral analgesics
- toothbrushes for children, adults, elderly, braces, denture brushes, electric or battery operated appliances
- toothpaste, floss
- mouth ulcer treatments - gels, paints
- mouth washes and gargles
- treatments for oral thrush
- oral deodorants - sprays, tablets.

Eye, ear and oral care product range may include but is not limited to:

- non-scheduled products
- pharmacy medication
- pharmacist only medication
- prescription only medication
- controlled drugs.

Product range may come in various forms including:

- liquid and drops
- tablets, capsule
- ointment, cream.
Location may include but is not limited to:

- dispensary
- professional services area
- front of shop.

Regulatory requirements:

- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.
Patient self care practices may include but are not limited to:

- using ear drops to remove water from the ear before and after swimming, and/or water repelling ear plugs
- do not clean or prod ear canal
- treat runny nose with a nasal decongestant to keep infection from moving up the eustachian tube to the middle ear
- let the ear clean itself
- when travelling by plane try to suck and swallow during take off and landing, and use nasal spray one hour before landing
- wear sunglasses to protect eyes when outside in glary or windy conditions
- use tear supplements when working in dry air environment
- wear goggles in chlorinated pools or dirty water
- try not to rub eyes, especially if they are irritated
- don't use eye products belonging to other people
- avoid things you are allergic to
- throw out eye products (drops/ointments) 28 days after opening unless otherwise advised by pharmacist
- remove dental plaque daily and visit dentist regularly
- suck on ice to reduce pain of ulcers
- rinse mouth with suitable mouthwash
- avoid hot food or drinks
- eat healthy food
- reduce sugary snacks
- clean and floss teeth regularly.

Relevant information sources of product knowledge may include but are not limited to:

- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers' information
- pharmacist
- industry and professional publications
- customer feedback
- training and education.

Effective communication techniques may include but are not limited to:

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.
Patients may include but are not limited to:

- customers, clients and their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

Patient needs may include but are not limited to:

- seeking product/information for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products
- the need to drive a motor vehicle or operate machinery.

Eye symptoms may include but are not limited to:

- eye trauma - welding flash, chemical splash, foreign bodies, bruising
- infection - bacterial, viral
- dry eye syndrome, burning
- allergies and irritations - itchy eyes, red and sore eyes
- blurred vision, loss of vision
- discomfort in bright light
- excessive tears
- pain or tenderness, headache
- bloodshot eyes
- discharge
- swollen eyes
- spots in front of the eyes
- eye problems associated with diabetes.

Ear symptoms may include but are not limited to:

- ear discharge
- pain, throbbing
- hearing loss or ringing in ear
- swollen glands
- blocked feeling in ear
- foreign body in ear
- poor balance
- babies - rubbing or pulling at ears, crying.
Oral symptoms may include but are not limited to:

- oral thrush
- dry mouth
- cold sores
- bad breath
- teeth sensitive to heat and cold
- stained teeth
- teething, tooth and gum pain.

Situations requiring referral to the pharmacist may include but are not limited to:

- all eye symptoms
- children under 12 years
- patients who are breast-feeding or pregnant
- patients with known health conditions
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools, extreme pain
- toothache and oral pain
- dental cavities
- gingivitis and inflamed and/or bleeding gums
- mouth ulcers
- blisters around mouth
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantity as many preparations have a high abuse potential
- contra-indications including:
  - glaucoma and pseudoephedrine and sedating anti-histamines
  - some glaucoma products may precipitate an asthma attack
  - anti-inflammatories may cause dry eyes
  - blurred vision
  - excessive use of salicylate
  - drug interactions.

Potential side effects may include but are not limited to:

- reduced sensitivity of mouth to different temperatures.

Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.
Companion products may include but are not limited to:

- cotton wool
- ear plugs
- droppers or dosage equipment
- shower caps
- petroleum jelly
- simple magnifying glasses
- mouthguards
- denture adhesive, pads, denture cleaning powder and tablets
- disclosing tablets and liquids
- pain treatment products such as aspirin, paracetamol.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, industry legislation and codes of practice in regard to sales/customer service procedures including the sale of unscheduled and scheduled eye, ear and oral care medication.
- Consistently asking critical questions of the patient in regard to recommending eye, ear and oral care products/medication. These questions should follow industry protocols, for example: Is this medication/product for you? Are you/they taking any other medication? Do you/they have any pre-existing medical conditions? What symptoms do you/they have and for how long have you/they had them? Have you/they had this medicine before? If so, was it effective?
- Evidence of the ability to identify products required to treat eye, ear and oral symptoms as listed in the range statement.
- Knowledge of the causes of common eye, ear and oral problems.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures, to provide accurate information on types of eye, ear and oral care products to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient’s condition and according to relevant information sources.
- Demonstration of the ability to source, record and disseminate eye, ear and oral information.
Underpinning Knowledge and Skills  
The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services.

- Knowledge and application of knowledge to provide information to patients related to:
  - pharmacy eye, ear and oral care treatments.

- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of eye, ear and oral products
  - working with others and in teams
  - handling customers with special needs, including difficult customers
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to eye, ear and oral product knowledge.

- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.

- Language, literacy and numeracy skills relevant to the role and workplace requirements.

- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.

- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying products to treat eye and oral symptoms as requested by the patient
  - applying product knowledge to provide accurate information to assist patients in making a choice
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess product knowledge and understanding of relevant pharmacy procedures with regard to applying product knowledge for eye, ear and oral conditions. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate product knowledge and understanding of pharmacy procedures.
- Completing relevant workplace documentation.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - eye, ear and oral care product information, eg. leaflets, brochures, self care fact cards, shelf talkers, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of eye, ear and oral care products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK206A Apply product knowledge for gastro-intestinal needs

Unit Descriptor
This unit covers the application of product knowledge for gastro-intestinal needs such that the pharmacy staff member is able to provide accurate information to customers on products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector
Selling/Product Knowledge

ELEMENT

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<td>1.1 Pharmacy gastro-intestinal products and pharmacist only products are identified and located according to pharmacy range and legislative requirements.</td>
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<td>1.2 Pharmacy gastro-intestinal products and patient self care practices are identified using relevant information sources.</td>
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<td>1.3 Currency of product and patient self care information is maintained with respect to new additions and/or changes to the range.</td>
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<td>1.4 Appropriate product terminology is applied according to pharmacy policy.</td>
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<tr>
<td><strong>2. Identify patient gastro-intestinal treatment needs</strong></td>
</tr>
<tr>
<td>2.1 Effective communication techniques are used to determine who is to use the gastro-intestinal products.</td>
</tr>
<tr>
<td>2.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.</td>
</tr>
<tr>
<td>2.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.</td>
</tr>
<tr>
<td>2.4 Situations requiring referral to pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.</td>
</tr>
<tr>
<td>2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patients and/or referring relevant information to the pharmacist and/or other pharmacy staff.</td>
</tr>
<tr>
<td><strong>3. Provide information on gastro-intestinal products and/or services under pharmacist supervision</strong></td>
</tr>
<tr>
<td>3.1 Pharmacy gastro-intestinal medication/products are recommended in accordance with pharmacy policy, procedure, patient symptoms and expressed needs.</td>
</tr>
<tr>
<td>3.2 Information on patient self care practices to assist patient in relation to gastro-intestinal care is provided to patients in accordance with pharmacy procedures.</td>
</tr>
<tr>
<td>3.3 Information on product use including potential side effects is provided to patient according to relevant information sources and infection control guidelines.</td>
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<td>3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient symptoms.</td>
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</table>
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
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<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on gastro-intestinal product needs, providing self care information to patient or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to gastro-intestinal products and patient self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with applying knowledge for gastro-intestinal products and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing gastro-intestinal products.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing information on gastro-intestinal products.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for gastro-intestinal products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of gastro-intestinal products and patient self care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to gastro-intestinal products and providing information.

Gastro-intestinal product range may include but is not limited to: • laxatives • antidiarrhoea medicine • antispasm medication • fibre supplements • rehydration solutions • heartburn/indigestion medication (eg. antacids, alginates, H2 antagonists) • haemorrhoidal products • anthelmintic (worming) products • anti-nauseants • non-scheduled products • pharmacy medication • pharmacist only medication • prescription only medication.

Product range may come in various forms including: • liquid • tablet, capsule, caplets • ointments/creams • suppositories • granules • mixtures • powders • salines • enemas.

Location may include but is not limited to: • dispensary • professional services area • front of shop.

Regulatory requirements: • vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.
### Regulatory and legislative requirements as applicable for each State and Territory

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

### Patient self care practices

- reducing tea and coffee intake
- relaxation techniques (for irritable bowel)
- increasing fibre intake if it is low in diet
- drink 6-8 glasses of water a day
- regular exercise, especially walking after a meal
- hygiene practices eg. washing hands after toilet, handling animals and before touching food.
- avoid rich spicy or fatty food (in case of indigestion also avoid chocolate, citrus fruits, tomato-based foods garlic and onions)
- reduce or avoid alcohol & smoking
- keep at ideal weight
- eat more fruit, vegetables and low fat, high fibre foods.

### Relevant information sources of product knowledge/information

- health care information
- pharmacy or supplier's product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers' information
- pharmacist
- industry and professional publications
- customer feedback
- training and education.

### Effective communication techniques

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical term
- giving the patient your full attention and maintaining eye contact.
Patients may include but are not limited to:

- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background, infants etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

Patient needs may include but are not limited to:

- seeking treatment for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products
- the need to drive a motor vehicle or operate machinery.

Gastro-intestinal symptoms may include but are not limited to:

- colic type pain in the gut, often relieved by passing wind or bowel motion
- alternate diarrhoea or constipation
- strong urge/straining/discomfort to pass a bowel motion/feeling that bowel has not been emptied
- irregularity
- feeling full or bloated
- wind
- mucus in bowel motion
- nausea
- heartburn
- indigestion
- burping
- feeling tired, backache, headache or strong urge to pass urine
- stomach cramps and pains
- vomiting
- dehydration
- haemorrhoids
- duodenal and gastric ulcers.
Situations requiring referral to pharmacist may include but are not limited to:

- children under 12 years
- patients who are breast-feeding or pregnant
- patients taking any other medication including over-the-counter and complementary medicines
- patients with known heart, renal or liver problems
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantity as many preparations have a high abuse potential
- contra-indications including:
  - constipation can be worsened by some medication eg. iron tablets, codeine containing medication, aluminium-containing antacids and some prescription medication
  - diarrhoea can be worsened by laxatives and some antibiotics
  - lining of stomach and food pipe can be irritated by NSAIDs (including aspirin)
  - pregnant and breastfeeding women should not take H2 Antagonists as they can pass across the placenta and also into breast milk
  - antacids containing sugar saccharin and sodium should not be taken by people with diabetes or high blood sugar.

Potential side effects may include but are not limited to:

- antacids containing aluminium can cause constipation
- antacids containing magnesium salts can cause diarrhoea.

Infection control guidelines may include but are not limited to:

- Handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.

Companion products may include but are not limited to:

- peppermint oil or peppermint oil-based products
- herbal teas.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, industry legislation and codes of practice in regard to sales/customer service procedures including the sale of unscheduled and scheduled gastro-intestinal products.
- Consistently asking critical questions of the patient in regard to recommending gastro-intestinal products. These questions should follow industry protocols, for example: *Is this product for you? Are you/they taking/using any other products? Do you/they have any pre-existing medical conditions? What symptoms do you/they have and for how long have you/they had them? Have you/they used this product before? If so, was it effective?*
- Evidence of the ability to identify products required to treat gastro-intestinal symptoms as listed in the range statement.
- Knowledge of the causes of the common gastro-intestinal ailments and the anatomical structure of the gastro-intestinal system.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact, empathy and confidentiality.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures to provide accurate information on types of gastro-intestinal products to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient's condition and according to relevant information sources.
- Demonstration of the ability to source, record and disseminate gastro-intestinal information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services.
- Knowledge and application of knowledge to provide information to patients related to:
  - pharmacy gastro-intestinal products and treatments.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - working with others and in teams
  - handling customers with special needs, including difficult customers.
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to gastro-intestinal product knowledge.
- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying products to relieve gastro-intestinal symptoms as requested by the patient
  - applying product knowledge to provide accurate information to assist patients in making a choice
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.

- Written and/or oral questioning to assess product knowledge and understanding of relevant pharmacy procedures with regard to applying product knowledge for gastro-intestinal conditions. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.

- Role play to demonstrate product knowledge and understanding of pharmacy procedures.

- Completing relevant workplace documentation.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - gastro-intestinal product information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of gastro-intestinal products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK207A Apply product knowledge for home health care needs

Unit Descriptor
This unit covers the application of product knowledge for home health care needs such that the pharmacy staff member is able to provide accurate information to customers on products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector
Selling/Product Knowledge

ELEMENT PERFORMANCE CRITERIA

1. Develop knowledge of home health care products and services and patient self care practices

   1.1 Pharmacy home health care products and services are identified and located according to pharmacy range and legislative requirements.

   1.2 Pharmacy home health care products and services and self care practices are identified using relevant information sources.

   1.3 Currency of product and patient self-care information is maintained with respect to new additions and/or changes to the range.

   1.4 Appropriate product terminology is applied according to pharmacy policy.

2. Identify patient home health care needs

   2.1 Effective communication techniques are used to determine who is to use the home health care products and services.

   2.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.

   2.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.

   2.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.

   2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patients and/or referring relevant information to the pharmacist and/or other pharmacy staff.
3. Provide information on home health care products and services under pharmacist supervision

3.1 Pharmacy home health care products/services are recommended in accordance with pharmacy policy, procedure, patient symptoms and expressed needs.

3.2 Information on patient self care practices to assist patient in relation to home health care is provided to patients in accordance with pharmacy procedures.

3.3 Information on product use including potential side effects is provided to patients according to relevant information sources and infection control guidelines.

3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient symptoms.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on home health care product needs, providing self care information to patient or information to pharmacist.</td>
<td>1</td>
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| Collecting analysing and organising information | By collecting information relative to home health care products and patient self care, analysing requirements relative to provision of information and collating in a useable format.  
Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format. | 1                 |
| Planning and organising activities      | By organising the work requirements and planning the required tasks associated with applying knowledge for home health care products and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame. | 1                 |
| Working with others and in teams        | By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing home health care products. | 1                 |
| Using mathematical ideas and techniques | Mathematical ideas and techniques are likely to be involved in gathering and providing information on home health care products. | 1                 |
| Solving problems                        | By identifying issues associated with patient needs for home health care products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not. | 1                 |
| Using technology                        | By utilising technology in developing knowledge of home health care products and patient self care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information. | 1                 |
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to selling and hiring home health care products and providing information.
Home health care product range may include but is not limited to:

- **daily living aids**
  - eating and drinking, (enlarged grips, moulded plates, plate guards, one handed knives, splayds, stabilising aids such as weighted mugs and rubber mats)
  - dressing and undressing, (long handled shoe horns, combs and dressing sticks, reachers or "pick up sticks", pantihose and sock aids, button hooks and zip pullers
  - household activities, (rubber jar openers or twisters, large handled sink plugs, tap turners, key turners, doorknob turners)
  - leisure and recreation (built up pens and pen grips, magnifying sheets to assist reading time tables road maps etc. hands free book stands, playing card holders, needle threaders)
- **bathroom and toilet aids**
  - toilettng aids (continence products, over toilet frames with seat, toilet surrounds, toilet seat raisers, children's toilet items, commodes - folding, non-folding and adjustable, urinals and bed pans)
  - bathing aids (safety/grab rails, shower seats, bath seats, taps, hand shower hoses)
- **walking and mobility**
  - walking frames (folding and non-folding and reciprocal frames)
  - mobile frames (three wheel design, four wheel design) crutches (axilla or underarm, elbow, gutter or forearm)
  - walking sticks (wide range in shapes sizes handgrips) quad sticks or quadropods
  - wheelchairs (standard weigh rear wheel drive - appx. 20kg, lightweight rear wheel drive - approx. 18kg, economy wheelchair, front wheel drive, amputee, transit/push, one arm drive, reclining, heavy duty, children's bush/beach, sports style, 3 and 4 wheeled scooters 2*24v. batteries)
- **pressure care products**
  - cushions and mattresses, for example, foam and air based cushions and mattresses, rings and keyhole relief items
  - blood pressure, blood pressure monitor or sphygmomanometer (manual or hand pump operation, fully automatic with memory or print out and compact for finger pulse only)
  - blood glucose blood glucose monitoring machines, insulin injection devices
  - asthma aids pressurised meter dose inhalers (puffers), spacer devices, breath-activated metered dose inhalers, jet nebulisers, ultrasonic nebulisers, nebuliser bowls, peak flow meter s
- **maternal infant range**
Product range:

- breast pumps, baby car seats/capsules
- footwear products.

Product range:

- may come in various brands and designs for each product category according to specific needs eg. axilla/underarm crutches, elbow crutches, and forearm/gutter crutches.

Location may include but is not limited to:

- dispensary
- professional services area
- front of shop.

Regulatory requirements:

- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Patient self care practices may include but are not limited to:

- correct adjustment of products where applicable
- cleaning and sterilising of products where applicable
- wearing well-fitting, comfortable shoes.

Relevant information sources of product knowledge/information may include but are not limited to:

- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers’ information
- pharmacist
- industry and professional publications
- customer feedback
- training and education.
Effective communication techniques may include but are not limited to:

• using open and/or closed questions
• speaking clearly and concisely
• using appropriate language i.e. avoiding highly technical terms
• giving the patient your full attention and maintaining eye contact.

Patients may include but are not limited to:

• customers, clients or their agents
• customers with routine or special requests
• customers with special needs e.g. elderly, non-English speaking background etc
• regular and new customers
• people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

Patient needs may include but are not limited to:

• seeking product/information for him/herself or another person
• specified brand/manufacturer
• function/usage
• cost or lifestyle
• physical characteristics which may include a range of disabilities and/or a need or desire to use natural products.

Symptoms for home health care products may include but are not limited to:

• incontinence
• arthritis
• osteoporosis
• permanent or temporary disability due to illness, age, accident or surgery
• congenital disability
• foot discomfort.

Situations requiring referral to the pharmacist may include but are not limited to:

• children under 12 years
• patients who are breastfeeding or pregnant
• patients with known medical conditions
• patients presenting with any sign of symptom that indicates serious disease e.g. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
• situations where the pharmacy staff member may require further advice or is uncertain.

Infection control guidelines may include but are not limited to:

• handwashing
• wearing gloves and appropriate protective clothing
• sterilising, disinfecting and/or cleaning equipment.
Companion products may include but are not limited to:

- anti inflammatory medications
- pain relieving medications
- strapping, bandaging, sports tape
- braces
- cold/hot pack
- inner soles
- heel cushions
- corn, bunion pads.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, industry legislation and codes of practice in regard to sales/customer service procedures including the sale and hire of home health care products.
- Consistently asking critical questions of the patient in regard to recommending home health care needs. These questions should follow industry protocols, for example: Is this home health care product/service for you? Has the product been recommended by a health professional, i.e. doctor, occupational therapist, physiotherapist? Are you/they using any other home health care products/services? Do you/they have any pre-existing medical conditions? What symptoms do you/they have and for how long have you had them? Have you/they used this product before? If so, was it effective?
- Evidence of the ability to recognise home health care related ailments/conditions as listed in the range statement.
- Knowledge of the situations/circumstances requiring home health care products/services.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures, to provide accurate information on types of home health care products and services to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or and alternative product based on patient’s condition and according to relevant information sources.
- Demonstration of the ability to source, record and disseminate home health care information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services.
- Knowledge and application of knowledge to provide information to patients related to:
  - home health care products.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of home health care products
  - working with others and in teams
  - handing customers with special needs, including difficult customers
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to home health care product knowledge.
- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying products to support home health care as requested by the patient
  - applying product knowledge to provide accurate information to assist patients in making a choice
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess product knowledge and understanding of relevant pharmacy procedures with regard to applying product knowledge for home health care. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate product knowledge and understanding of pharmacy procedures.
- Completing relevant workplace documentation.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - home health care product information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of home health care products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK208A Apply product knowledge for injury and wound care needs

Unit Descriptor
This unit covers the application of product knowledge for injury and wound care needs such that the pharmacy staff member is able to provide accurate information to customers on products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector
Selling/Product Knowledge

ELEMENT PERFORMANCE CRITERIA

1. Develop knowledge of injury and wound management product and patient self care practices
   1.1 Pharmacy injury and wound management products and pharmacist only products are identified and located according to pharmacy range and legislative requirements.
   1.2 Pharmacy injury and wound management products are identified using relevant information sources.
   1.3 Currency of product and patient self-care information is maintained with respect to new additions and/or changes to the range.
   1.4 Appropriate product terminology is applied according to pharmacy policy.

2. Identify patient injury and wound symptoms
   2.1 Effective communication techniques are used to determine who is to use the injury and wound management products.
   2.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.
   2.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.
   2.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.
   2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patient and/or referring relevant information to the pharmacist and/or other pharmacy staff.
3. Provide information on injury and wound management products and/or services under pharmacist supervision

3.1 Pharmacy injury and wound management products are recommended in accordance with pharmacy policy, procedure, patient symptoms and expressed needs.

3.2 Information on patient self care practices to assist patient in relation to injury and wound management is provided to patients in accordance with pharmacy procedures.

3.3 Information on product use including potential side effects is provided to patient according to relevant information sources and infection control guidelines.

3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient symptoms.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<td>Communicating ideas and information</td>
<td>By gathering information from patients on injury and wound management product needs, providing self care information to patient or information to pharmacist.</td>
<td>1</td>
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| Collecting analysing and organising information | By collecting information relative to injury and wound management products and patient self care, analysing requirements relative to provision of information and collating in a useable format.  
Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format. | 1                 |
| Planning and organising activities    | By organising the work requirements and planning the required tasks associated with applying knowledge for injury and wound management products and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame. | 1                 |
| Working with others and in teams      | By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing injury and wound management products.                              | 1                 |
| Using mathematical ideas and techniques | Mathematical ideas and techniques are likely to be involved in gathering and providing information on injury and wound management products.                                                                    | 1                 |
| Solving problems                      | By identifying issues associated with patient needs for injury and wound management products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not. | 1                 |
| Using technology                     | By utilising technology in developing knowledge of injury and wound management products and patient self care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information. | 1                 |
The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard selling injury and wound management products and providing information.

Injury and wound management product range may include but is not limited to:

- wound dressings including spray-on dressings, gels, granules and pastes
- dry dressing pads including ribbon, gauze, cavity dressings and stents
- adhesive bordered dressing pads (island dressings)
- adhesive coated and auto-adhesive dressings
- medicated bandages
- surgical sundries including scissors, tweezers, forceps, scalpels, scalpel blades, hypodermic syringes and needles, probes, finger stalls, tube gauze, eyebath, eye wash bottle, eye patches, ear putty, splints, hot water bags, caustic pencils, styptic pencils
- skin care for the elderly products may include skin cleansers, skin moisturising products, skin sealants, adhesive removers
- strapping, bandaging, sports tape
- creams, anti-inflammatories
- braces
- cold/hot pack
- protective devices, eg. mouthguard
- slings, crutches
- non-scheduled products
- pharmacy medication
- pharmacist only medication
- prescription only medication
- controlled drugs.

Product range may come in various forms including:

- liquid, spray, gels
- adhesive and non-adhesive pads and patches
- creams & ointments
- granules
- pastes
- gauze, fabric
- durable product.

Location may include but is not limited to:

- dispensary
- professional services area
- front of shop.
Regulatory requirements: • vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to: • Consumer Law, Environmental Law, Occupational Safety, Health and Welfare Law specific to Local Government, State and Federal Legislation • The Pharmacy/Pharmacists Act and related regulations • Drugs, Poisons and Controlled Substances/Poisons Act and related regulations • Therapeutic Goods Act • Health Act and related regulations • Privacy legislation • Pharmacy Board Guidelines and/or directives • Pharmaceutical Society of Australia's Professional Practice Standards • Codes of conduct/ethics.

Patient self care practices may include but are not limited to: • keeping wound covered and moist with appropriate dressing • using antiseptic sparingly or not at all • using saline to wash wound if necessary • rest, ice, compression, elevation, referral, stretching before sport.

Relevant information sources of product knowledge/information may include but are not limited to: • health care information • pharmacy or supplier product leaflets/manuals • brochures eg. patient information leaflets • manufacturers’ information • pharmacist • industry and professional publications • customer feedback • training and education.

Effective communication techniques may include but are not limited to: • using open and/or closed questions • speaking clearly and concisely • using appropriate language i.e. avoiding highly technical terms • giving the patient your full attention and maintaining eye contact.

Patients may include but are not limited to: • customers, clients or their agents • customers with routine or special requests • customers with special needs eg. elderly, non-English speaking background, infant etc • regular and new customers • people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.
Patient needs may include but are not limited to:

- seeking product/information for him/herself or another person
- specified brand/manufacturer
- function/usage (e.g. waterproof materials)
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products.

Injury and wounds may include but are not limited to:

- Contusion
- bruising/soft tissue injury
- bites & stings
- burns/scalds
- minor abrasions grazes
- lacerations/suture lines
- blisters
- ulcers
- surgical wounds
- wounds can either be **acute** (heal quickly over a predictable time period) or **chronic** (do not heal quickly or over a predictable time period).

Situations requiring referral to pharmacist may include but are not limited to:

- signs of infection
- chronic wounds eg. ulcers
- extent of injury if in doubt
- cuts or lacerations to toes and fingers to check for tendon damage
- bites and stings
- burns to ear, throat, nose, eyes or genitals
- children under 12 years
- patients who are breastfeeding or pregnant
- patients taking any other medication including over-the-counter and complementary medicines
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantity

Contraindications including:

- use of alcohol
- overuse of joint/s
- weakness in joint
- formation of a blood clot
- use of substances banned in sport
- drug interactions.
Potential side effects may include but are not limited to:

- damage to organs from overuse/improper use of anti-inflammatories
- skin irritation.

Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.

Companion products may include but are not limited to:

- vitamins A, C & E to aid healing
- iron, zinc and magnesium to aid healing
- walking aids
- durable aids
- pressure cushions
- ice packs.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, industry legislation, and codes of practice in regard to sales/customer service procedures including the sale of unscheduled and scheduled injury and wound management products.
- Consistently asking critical questions of the patient in regard to recommending injury and wound management products. These questions should follow industry protocols, for example: *Is this product for you? Are you/they using any other products? Do you/they have any pre-existing medical conditions? How, where and when was the wound or injury caused? Have you/they used this product before? If so, was it effective?*
- Evidence of the ability to identify products required to treat injuries and wounds as listed in the range statement.
- Knowledge of the causes of various injuries and wounds, the anatomical structure of the skin and musculo-skeletal system.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures, to provide accurate information on types of injury and wound management products to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient’s condition and according to relevant information sources.
- Demonstration of the ability to source, record and disseminate injury and wound care information.
**Underpinning Knowledge and Skills**

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services
- Knowledge and application of knowledge to advise patients related to:
  - pharmacy injury and wound management products.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of injury and wound management products
  - working with others and in teams
  - planning and organising activities
  - following set routines and procedures
  - handling customers with special needs, including difficult customers
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to injury and wound management product knowledge.
- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying products to treat injuries and wounds as requested by the patient
  - applying product knowledge to provide accurate information to assist patients in making a choice
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess product knowledge and understanding of relevant pharmacy procedures with regard to applying product knowledge for injury and wound management. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate product knowledge and understanding of pharmacy procedures.
- Completing relevant workplace documentation.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - injury and wound management product information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of injury and wound care products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK209A Apply product knowledge for personal grooming needs

Unit Descriptor
This unit covers the application of product knowledge for personal grooming needs such that the pharmacy staff member is able to provide accurate information to customers on products, services and customer self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector
Selling/Product Knowledge

ELEMENT PERFORMANCE CRITERIA

1. Develop knowledge of personal grooming products, services and customer self care practices

   1.1 Pharmacy personal grooming products and services are identified and located according to pharmacy range and legislative requirements.

   1.2 Pharmacy personal grooming products, services and customer self care practices are identified using relevant information sources.

   1.3 Currency of personal grooming product, services and patient self care practices information is maintained with respect to new additions and/or changes to the range.

   1.4 Appropriate product terminology is applied according to pharmacy policy.

2. Identify customer personal grooming needs

   2.1 Effective communication techniques are used to determine who is to use the personal grooming products.

   2.2 Customer needs and desired outcomes are identified using questioning, observation and active listening.

   2.3 Customers or their agent is questioned to determine current use of other products and other medical conditions.

   2.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.

   2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patient and/or referring relevant information to the pharmacist and/or other pharmacy staff.

3. Provide information on personal grooming products and/or services under pharmacist supervision

   3.1 Pharmacy personal grooming products and/or services are recommended in accordance with pharmacy policy, procedures, customer's symptoms and expressed needs.

   3.2 Information on patient self care practices to assist customer in relation to personal grooming is provided in accordance with pharmacy procedures.

   3.3 Information on product use including potential side effects is provided to customer according to relevant information sources.

   3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to customer needs.
**KEY COMPETENCIES**

Key Competencies

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from customers on personal grooming product needs, providing self care information to customer or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to personal grooming products and customer self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on customer needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with applying knowledge for personal grooming products and customer self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing personal grooming products.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing information on personal grooming products.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with customer needs for personal grooming products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of personal grooming products and customer self care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to selling personal grooming products and providing information.

Personal grooming product range may include but is not limited to:

• nail care products including nail base coats, varnish, top coat, thinner, speed drying products, nail biting deterrents, scissors, nail clippers, artificial nails, emery boards, buffer/files, cuticle oil, polish remover, hand/cuticle cream, fabric wraps, nail hardeners, nail jewellery, foot spas
• hair removal products including blade razor, depilatory creams, cold or hot wax, wax strips, silky mitts or emery gloves, epilation kits and related products, anti-bacterial lotion, hair retardants, electrolysis kits
• fragrances including florals, orientals, chypres, fourgeres, ozonic; sprays, oils, parfum, eau de toilette; men's fragrances eg. eau de cologne, aftershave lotion or emulsion
• men's toiletries and grooming aids including shaving creams, gels and sticks, after shave lotions, balms and gels, hair colourants, tints, shampoo and conditioner, hair control gels, oils, sprays and creams, razors and blades, electric shavers, shaving related skin care products
• hair care and accessories including hair colouring products - temporary, semi permanent or permanent products, colour lighteners, artificial colour removers, fillers; permanent wave product range may include products for different hair types and curl results; anti-dandruff products, conditioning treatments, shampoo, perm rods, styling aids, mousses, gels, hairsprays, hair ornaments, rollers, brushes, combs, blow dryers, shower caps
• cosmetic products including face and body make-up, pre make-up products and stabilizers, concealers, foundation (liquid, solid), camouflage products, powders, eye-shadows, eyeliners, blushes, mascara, lipsticks, lip gloss, pencils, brushes, sponges, applicators, pallets, lash curlers, artificial lashes, tints and bleaches for eyelashes and eyebrows.
Product range may come in various forms including:
- liquid, spray, aerosols
- ointments, gels, creams, lotions
- wax
- powder
- sticks
- durable products.

Location may include but is not limited to:
- dispensary
- professional services area
- front of shop.

Regulatory requirements:

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:
- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Customer self care practices/information may include but are not limited to:
- stopping smoking
- after waxing, no sun or solarium, perfumed body lotions, deodorants or sprays
- not sharing cosmetics (especially mascara or other eye cosmetics) with others
- personal grooming product application information.

Relevant information sources of product knowledge may include but are not limited to:
- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers’ information
- pharmacist
- industry and professional publications
- customer feedback
- training and education.
### Effective communication techniques may include but are not limited to:
- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.

### Customers may include but are not limited to:
- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

### Customer needs may include but are not limited to:
- seeking treatment/products/information for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products.

### Personal grooming symptoms/needs may include but are not limited to:
- Nails- heavy ridging, splitting, flaking, dry and brittle, white bands or yellow discolouration, fungal infections, nail biting
- hair removal- unwanted or excess hair, dark, heavy growth, ingrown hairs, sensitive skin
- men's toiletries- dry, oily or sensitive skin, ingrown hair, shaving rash.
- Hair- dry, flat, dull, discoloured, dull, oily, damaged, split ends, dry, flaky scalp, dandruff, hair loss due to stress, illness, thyroid problems, AIDS, chemotherapy, overuse of hair treatments, ringworm of the scalp
- birth marks or skin discolouration
- desire to enhance features
- desire to protect skin
- various skins types eg. dry, oily, combination.
Situations requiring referral to pharmacist may include but are not limited to:
- situations where the pharmacy staff member may require further advice or is uncertain
- contra-indications including:
  - skin conditions (eczema, dermatitis, psoriasis)
  - allergies
  - sunburn and peeling
  - warts
  - varicose veins
  - stings and insect bites
  - recent bruising or scarring (tender or fresh)
  - conjunctivitis or contagious skin diseases
  - hair and scalp condition
  - sensitivities.

Potential side effects may include but are not limited to:
- allergic reactions or sensitivities.

Companion personal grooming products may include but are not limited to:
- exfoliation creams, masks, loofah products
- tweezers
- skin care products for face and body
- cleansers, toning lotions, moisturisers
- rubber gloves
- home care skin treatments
- eye make-up remover
- magnifying mirrors
- containers/trays
- make-up boxes
- pencil sharpeners
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policies, standards and guidelines, protocols and relevant legislation, statutory requirements and codes of practice in regard to sales/customer service procedures including the sale of un-scheduled and scheduled personal grooming products.
- Consistently asking critical questions of the patient in regard to recommending personal grooming products. These questions should follow industry protocols, for example: Is this product for you? Are you/they using any other products? Do you/they have any pre-existing medical conditions? What personal grooming outcome do you/they desire? Have you/they used this product before? If so, was it effective?
- Evidence of the ability to recognise products required to meet personal grooming needs as listed in the range statement.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures, to provide accurate information on types of personal grooming products to assist customers in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient’s condition and according to relevant information sources.
- Demonstration of the ability to source, record and disseminate personal grooming information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services.

- Knowledge and application of knowledge to provide information to patients related to:
  - pharmacy personal grooming products.

- Knowledge of principles, techniques and skills in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of personal grooming products
  - working with others and in teams
  - planning and organising activities
  - following set routines and procedures
  - handling customers with special needs, including difficult customers
  - being empathetic and understanding
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to personal grooming product knowledge.

- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.

- Language, literacy and numeracy skills relevant to the role and workplace requirements.

- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.

- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify customer needs
  - identifying products to meet personal grooming needs as requested by the customer
  - applying product knowledge to provide accurate information to assist patients in making a choice
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.

- Written and/or oral questioning to assess product knowledge and understanding of relevant pharmacy procedures with regard to applying product knowledge for personal grooming. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.

- Role play to demonstrate product knowledge and understanding of pharmacy procedures.

- Completing relevant workplace documentation.
Assessment Resource

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - personal grooming product information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of patients with different requirements (real or simulated).
- Access to a range of personal grooming products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
**WRPPK210A Apply product knowledge for allergy conditions**

**Unit Descriptor**
This unit covers the application of product knowledge for allergy conditions such that the pharmacy staff member is able to provide accurate information to customers on products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

**Unit Sector**
Selling/Product Knowledge

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop knowledge of allergy products and patient self care practices | 1.1 Pharmacist only and pharmacy allergy products are identified and located according to pharmacy range and legislative requirements.  
1.2 Pharmacy allergy products and patient self care practices are identified using relevant information sources.  
1.3 Currency of product and patient self care information is maintained with respect to new additions and/or changes to the range.  
1.4 Appropriate product terminology is applied according to pharmacy policy. |
| 2. Identify patient allergy needs | 2.1 Effective communication techniques are used to determine who is to use the allergy products.  
2.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.  
2.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.  
2.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.  
2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patients and/or referring relevant information to the pharmacist and/or other pharmacy staff. |
| 3. Provide information on allergy products and/or services under pharmacist supervision | 3.1 Pharmacy allergy products are recommended in accordance with pharmacy policy, procedure, patient symptoms and expressed needs.  
3.2 Information on patient self care practices to assist patient in relation to allergy care is provided in accordance with pharmacy procedures.  
3.3 Information on product use including potential side effects is provided to patient according to relevant information sources.  
3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient symptoms. |
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on allergy treatment product needs, providing self care information to patient or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to allergy treatment products and patient self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with applying knowledge for allergy treatment products and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing allergy treatment products.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing information on allergy treatment products.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for allergy treatment products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of allergy treatment products and patient self care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to selling allergy products and providing information.

Allergy product range may include but is not limited to:
• non-sedating antihistamines
• sedating antihistamines
• decongestant nasal drops and sprays
• histamine preventatives
• complementary medication
• non-scheduled products
• pharmacy medication
• pharmacist only medication
• prescription only medication.

Product range may come in various forms including:
• liquid, lotions
• tablets
• inhalants and sprays.

Location may include but is not limited to:
• dispensary
• professional services area
• front of shop.

Regulatory requirements: • vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:
• Consumer Law, Environmental Law, Occupational Safety, Health and Welfare Law specific to Local Government, State and Federal Legislation
• The Pharmacy/Pharmacists Act and related regulations
• Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
• Therapeutic Goods Act
• Health Act and related regulations
• Privacy legislation
• Pharmacy Board Guidelines and/or directives
• Pharmaceutical Society of Australia's Professional Practice Standards
• Codes of conduct/ethics.
Patient self care practices may include but are not limited to:

- keep house and car windows closed during pollen season
- use air conditioner and/or filtering systems in both home and car during pollen season
- wear sunglasses and face masks when mowing lawns or walking in long grass
- remove plants that trigger hay fever from garden
- remove mould from walls curtains
- keep air conditioners and filters clean
- keep pets outdoors
- remove carpets or place plastic covers over carpeted areas/replace carpet areas with a hard surface
- enclose bedding products in special zippered plastic covers or use low allergy bedding products
- wash bed linen in hot water and leave blankets in sun for at least 4 hours to kill dust mites
- remove sheepskins, hides, feather pillows and quilts
- make whole house or some parts smoke free
- dust with damp cloth avoid sweeping
- remove dust collectors such as books, dried flowers, curtains upholstered furniture from bed room
- reduce use of room deodorisers, mothballs and insect sprays or use low irritant formulas
- avoid wood burning fires and kerosene heaters in home
- exercise to help clear the nose - swim in an indoor pool or work out in an air-conditioned gym if pollens etc, trigger hayfever.

Relevant information sources of product knowledge/information may include but are not limited to:

- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers’ information
- pharmacist
- industry and professional publications
- customer feedback
- specialist organisations
- training and education.

Effective communication techniques may include but are not limited to:

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.
Patients may include but are not limited to:

- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background, infant etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

Patient needs may include but are not limited to:

- seeking products/information for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products
- the need to drive a motor vehicle or operate machinery.

Allergy symptoms may include but are not limited to:

- hayfever and sinus
- sneezing
- runny nose (rhinorrhoea)
- blocked nose and sinuses - nasal congestions (sinusitis)
- pain pressure and aching across the sinuses, around the cheeks, eyes and forehead, especially when bending forward
- itchy nose
- tickling burning throat
- puffy, itchy, watery and red eyes (allergic conjunctivitis)
- itchy or lumpy skin
- shortness of breath wheezing (asthma)
- food allergies
- swelling of skin around lips/nose
- red swollen rash around mouth and other areas
- swelling of larynx with life threatening difficulty in breathing
- severe vomiting
- high temperature
- earache
- swollen glands in the neck
- yellow or creamy discharge from nose or eyes
- yellow or green mucus in the nose
- shortness of breath wheezing
- reactions to hives, insect bites or stings.
Situations requiring referral to pharmacist may include but are not limited to:

- children under 12 years
- patients who are breast-feeding or pregnant
- patients with known heart, liver or prostate/bladder problems
- patients with glaucoma, peptic ulcers or epilepsy
- patients taking other medication
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain
  - patients with thyroid disease
  - patients with scabby or dry lining of nose
  - requests for excessive quantities.
  - contra-indications including:
    - heart disease
    - liver disease
    - prostate/bladder problems
    - glaucoma
    - peptic ulcers
    - epilepsy
    - pregnancy or breastfeeding
    - high temperature for more than 24 hours
    - child or older person
- drug-interactions including:
  - sedating antihistamines should be used with care in patients who are taking medications which may cause drowsiness or CNS depression such as benzodiazepines, phenothiazines and some antidepressants (eg. Tricyclics)
  - anticholinergic effects of the sedating antihistamines (ie dry mouth, blurred vision, constipation and urinary retention) may be increase if given concurrently with other anticholinergic drugs such as hyoscine or drugs with anticholinergic properties such as tricyclic antidepressants and some antiparkinson medications
  - interactions including sedating antihistamines and alcohol.

Potential side effects may include but are not limited to:

- drowsiness
- rebound congestion if nasal decongestant sprays are used longer than 5 days.
Companion products may include but are not limited to:

- antihistamine/decongestants
- eye-drops
- saline nasal spray
- corticosteroid nasal spray (to be used as preventative) for sinus
- paracetamol or ibuprofen
- complementary medication, eg. horseradish and garlic.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

• Consistently applying pharmacy policy, standards and guidelines, industry legislation and codes of practice in regard to sales/customer service procedures including the sale of unscheduled and scheduled allergy products.
• Consistently asking critical questions of the patient in regard to recommending allergy products. These questions should follow industry protocols, for example: Is this medicine for you? Are you/they taking any other medication? Do you/they have any pre-existing medical conditions? What symptoms do you/they have and for how long have you/they had them? Have you/they used this medication before? If so, was it effective?
• Evidence of the ability to identify products required to treat allergic conditions as listed in the range statement.
• Knowledge of the causes of the common allergies and patient self care practices.
• Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
• Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures to provide accurate information on types of allergy products, to assist patients in making a choice.
• Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
• Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient's condition and according to relevant information sources.
• Demonstration of the ability to source, record and disseminate allergy information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of patients
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services.
- Knowledge and application of knowledge to advise patients related to:
  - pharmacy allergy product range
  - patient self care practices.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of allergy medicinal products
  - working with others and in teams
  - handling customers with special needs, including difficult customers
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to allergy product knowledge.
- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, e.g. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying products to treat allergies as requested by the patient
  - applying product knowledge to provide accurate information to assist patients in making a choice
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess product knowledge and understanding of the causes of common allergies and patient self care practices. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate product knowledge and understanding of pharmacy procedures with regard to recommending allergy treatment products.
- Completing relevant workplace documentation.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment
- Relevant documentation such as:
  - pharmacy policies and procedures
  - allergy product information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of allergy products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK211A Apply product knowledge for skin and fungal conditions

Unit Descriptor
This unit covers the application of product knowledge for skin and fungal conditions such that the pharmacy staff member is able to provide accurate information to customers on products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector
Selling/Product Knowledge

ELEMENT PERFORMANCE CRITERIA

1. Develop knowledge of skin care and anti-fungal product and patient self care practices
   1.1 Pharmacy skin care and anti-fungal products and pharmacist only products are identified and located according to pharmacy range and legislative requirements.
   1.2 Pharmacy skin care and anti-fungal products and patient self care practices are identified using relevant information sources.
   1.3 Currency of product and patient self care information is maintained with respect to new additions and/or changes to the range.
   1.4 Appropriate product terminology is applied according to pharmacy policy.

2. Identify patient skin care and/or anti-fungal needs
   2.1 Effective communication techniques are used to determine who is to use the skin care and anti-fungal products.
   2.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.
   2.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.
   2.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.
   2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patient and/or referring relevant information to the pharmacist and/or other pharmacy staff.
3. Provide information on skin care and anti-fungal products and/or services under pharmacist supervision

3.1 Pharmacy skin and fungal medication/products are recommended in accordance with pharmacy policy, procedure, patient symptoms and expressed needs.

3.2 Information on patient self care practices to assist patient in relation to skin care is provided to patients in accordance with pharmacy procedures.

3.3 Information on product use including potential side effects is provided to patient according to relevant information sources and infection control guidelines.

3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patients symptoms.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on skin and fungal condition product needs, providing self care information to patient or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to skin and fungal condition products and patient self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with applying knowledge for skin and fungal condition products and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing skin and fungal condition products.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing information on skin and fungal condition products.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for skin and fungal condition products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of skin and fungal condition products and patient self care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to selling skin care and anti-fungal products and providing information.

Skin care and anti-fungal product range may include but is not limited to:
• anti-fungal treatments, clotrimazole, econazole, miconazole, ketoconazole, bifonazole, nystatin, terbinafine, tolnaftate
• soap alternatives
• anti-bacterials, anti-pruritics
• sun screens and preventative sun damage products
• hats, sun glasses, protective clothing
• after sun moisturisers
• skin care products for face and body
• moisturisers
• foot care products
• home care skin treatments
• head lice treatments, combs
• non-scheduled products
• pharmacy medication
• pharmacy only medication
• prescription only medication
• controlled drugs.

Product range may come in various forms including:
• liquid, sprays
• tablet
• powder
• ointments, gels, lotions
• cream
• oil.

Location may include but is not limited to:
• dispensary
• professional services area
• front of shop.

Regulatory requirements: • vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.
### Regulatory and legislative requirements as applicable for each State and Territory

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

### Patient self care practices

- use sunscreens and protective clothing to avoid sun damage
- avoid soap, dry skin thoroughly
- use fresh towel
- maintain healthy diet and regular exercise
- wear 100% cotton or wool next to the skin.

### Relevant information sources of product knowledge

- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers' information
- pharmacist
- industry and professional publications
- customer feedback
- support organisations
- training and education.

### Effective communication techniques

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.

### Patients

- patients, clients and their agents
- all age groups
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background, infant etc.
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.
Patient needs may include but are not limited to:

- seeking product/information for him/herself or another person
- specified brand/manufacturer
- function/usage
- brand/manufacturer function/usage
- cost or lifestyle
- physical characteristics which may include allergic reaction, physical disability and/or a need or desire to use natural products
- the need to drive a motor vehicle or operate machinery.

Skin conditions and symptoms may include but are not limited to:

- sunburn
- bruises
- head lice
- psoriasis
- acne
- cold sores
- heat rash and prickly rash
- itching, inflamed skin, irritation
- crusting and scaling of the skin, papules and pustules surrounding the hairs on the body
- lesions, patches of opposite coloured skin
- vaginal discharge.

Fungal conditions and common sites may include but are not limited to:

- vaginal thrush, oral thrush, jock itch, fungal meningitis, ringworm
- feet, under breasts, hands, body, head, nail folds, nail bed.
Situations requiring referral to the pharmacist may include but are not limited to:

- children under 12 years
- patients who are breast-feeding or pregnant
- patients taking any other medication including over-the-counter and complementary medicines
- patients with known heart, renal or liver problems
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools, extreme pain
- burns, cuts
- trauma to skins
- significant scarring
- herpes
- scabies
- eczema and dermatitis
- red itchy skin
- unusual freckle, mole or spot
- ringworm, measles, chicken pox
- other visible non-normal skin.
- patients with diabetes and circulation problems
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantity
- contra-indications including-
  - product reactions
  - increased sensitivity to sun
- contra-actions including-
  - pregnancy/breast feeding
- contagious and non contagious skin diseases/disorders
- trauma to skin
- sunburn
- swollen or weeping skin
- drug interactions
- potential side effects.

Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.

Companion products may include but are not limited to:

- vitamins and/or herbal supplements.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, industry legislation, and codes of practice in regard to sales/customer service procedures including the sale of unscheduled and scheduled skin care and anti-fungal products.
- Consistently asking critical questions of the patient in regard to recommending skin/anti fungal treatments. These questions should follow industry protocols, for example: Is this product for you? Are you/they using any other product/taking any medicine? Do you/they have any pre-existing medical conditions? What symptoms do you/they have and for how long have you/they had them? Have you/they used this product before? If so, was it effective?
- Evidence of the ability to identify products required to treat skin and fungal conditions as listed in the range statement.
- Knowledge of the causes of skin and fungal conditions and the anatomical structure of the skin.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures, to provide accurate information on types of skin care and anti-fungal products to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient’s condition and according to relevant information sources.
- Demonstration of the ability to source, record and disseminate skin care and fungal information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services.

- Knowledge and application of knowledge to provide information to patients related to:
  - pharmacy skin care and anti-fungal products.

- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating the application/use of skin/anti-fungal products
  - working with others and in teams
  - handling customers with special needs, including difficult customers
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to skin care and anti-fungal product knowledge.

- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.

- Language, literacy and numeracy skills relevant to the role and workplace requirements.

- Awareness of the circumstances/situations under which referral to the pharmacist is indicated.

- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying products to treat skin and fungal conditions as requested by the patient
  - applying product knowledge to provide accurate information to assist patients in making a choice
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess product knowledge and understanding of the anatomical structure of the skin and the common causes of skin and fungal conditions. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate product knowledge and understanding of pharmacy procedures with regard to recommending a skin and fungal condition treatment products.
- Completing relevant workplace documentation.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - skin and anti-fungal product information, eg. leaflets, brochures, relevant information sources, patient information leaflets
  - industry codes of practice and relevant legislation.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of skin and anti-fungal treatment products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK212A Apply product knowledge on veterinary and pet care needs

Unit Descriptor
This unit covers the application of product knowledge for veterinary and pet care needs such that the pharmacy staff member is able to provide accurate information to customers on products, services and self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector Selling/Product Knowledge

ELEMENT PERFORMANCE CRITERIA

1. Develop knowledge of veterinary and pet care product and pet care practices
   1.1 Pharmacy veterinary and pet care products and pharmacist only products are identified and located according to pharmacy range and legislative requirements.
   1.2 Pharmacy veterinary and pet care products and pet care practices are identified using relevant information sources.
   1.3 Currency of product and pet care information is maintained with respect to new additions and/or changes to the range.
   1.4 Appropriate product terminology is applied according to pharmacy policy.

2. Identify veterinary and pet care needs
   2.1 Effective communication techniques are used to determine the type of pet that the veterinary and/or pet care products are for.
   2.2 Animal symptoms, duration and severity are identified from the pet owner/agent using questioning, observation and active listening.
   2.3 Pet owner or their agent is questioned about the pet to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.
   2.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.
   2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with pet owner/agent and/or referring relevant information to the pharmacist and/or other pharmacy staff.
3. Provide information on veterinary and pet care products and/or services under pharmacist supervision

3.1 Pharmacy veterinary products are recommended in accordance with pharmacy policy, procedure, pet symptoms and expressed needs of customer.

3.2 Information on pet and pet owner care practices to assist pet owner in relation to veterinary and pet care is provided in accordance with pharmacy procedures.

3.3 Information on product use including potential side effects is provided to customer according to relevant information sources and infection control guidelines.

3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to pet symptoms.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from pet owners on veterinary and pet care product needs, and providing pet care information to pet owners/agents or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to veterinary and pet care products and pet care practices, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on pet needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with applying knowledge for veterinary and pet care products and pet care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing veterinary and pet care products.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing information on veterinary and pet care products.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with pet needs for veterinary and pet care products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of veterinary and pet care products and pet/pet owner care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to selling veterinary medication and products and providing information.

Veterinary and pet care product range may include but is not limited to:
• nutritional products such as calcium supplements
• worm control products and treatments for intestinal worms (round worm, hookworm, whip worm, flea tapeworm, hydatid tapeworm)
• flea control products and treatments
• non-scheduled products
• pharmacy medication
• pharmacist only medication
• prescription only medication.

Product range may come in various forms including may include but is not limited to:
• tablets, powders
• sprays, lotions
• liquids.

Location may include but is not limited to:
• dispensary
• professional services area
• front of shop.

Regulatory requirements: • vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.
Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Pet and pet owner care practices may include but are not limited to:

- Preventative vaccinations for serious diseases (to be performed by veterinary surgeon)
- Avoid plants which are known to cause skin irritations eg. jasmine, wandering jew, morning glory, ivy and paspalum
- Regular bathing (2-3 week intervals to remove bacteria which can cause seborrhoea (scales))
- Provide a basic diet for the pet of good quality prepared pet foods, either canned or dry
- Wash hands after handling or playing with cats and dogs
- Avoid going barefoot outdoors
- Wear gloves while gardening
- Check animal's coat regularly for moist discharging dermatitis and consult vet if found
- Avoid feeding pets raw meat and offal and prevent pets from consuming birds, rodents rabbits and hares
- Treat young and adult animals with recommended worming products at regular prescribed intervals to prevent reinfection
- Remove faeces daily from yard and cat litter trays. Wear gloves and wash hands afterwards
- Clean kennels and sleeping areas thoroughly and regularly
- Implement a total flea control program for both pets and the pet's direct environment.

Relevant information sources of product knowledge/information may include but are not limited to:

- Health care information
- Pharmacy or supplier's product leaflets/manuals
- Brochures eg. patient information leaflets
- Manufacturers' information
- Pharmacist
- Industry and professional publications
- Customer feedback
- Veterinary clinic
- RSPCA
- Training and education.
Effective communication techniques may include but are not limited to:

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.

Patients may include but are not limited to:

- domestic pets (e.g. cats, dogs, birds)
- exotic pets (e.g. snakes, fish)
- working stock (e.g. cattle, sheep).

Customers/pet owners may include but are not limited to:

- pet owners, clients or their agents
- pet owners with routine or special requests
- pet owners with special needs eg. elderly, non-English speaking background, infant etc
- regular and new customers
- pet owners from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be upset and/or emotional about their pet.

Customer needs may include but are not limited to:

- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products.

Symptoms of illness in pets may include but are not limited to:

- loss of appetite
- weight loss
- vomiting
- diarrhoea
- blood in faeces
- dehydration
- depression
- discharge from eyes and nose
- skin disorders (fleas, allergic dermatitis, hormonal disorder or fungal infection)
- pot belly (may be a sigh of intestinal worm)
- fluid in abdomen (may be a sign of heartworm)
- persistent cough
- poor exercise tolerance
- persistent scratching.
Situations requiring referral to pharmacist may include but are not limited to:

- pets which are either very young or old
- pets which are lactating or pregnant
- pets with other conditions or health problems
- pets with any sign or symptom that indicates serious illness eg. weight loss, vomiting, blood in faeces, diarrhoea
- pets currently being treated with other medication/products
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantity
- contra-indications and/or drug interactions
  - only veterinarians can perform preventative vaccinations or offer treatment for the following diseases-
    - distemper,
    - hepatitis,
    - parvo virus,
    - kennel cough (Viral rhinobronchitis),
    - infectious enteritis
    - cat flu
    - heart worm
    - lung worm
    - flea allergy dermatitis.

Potential side effects may include but are not limited to:

- some active ingredients in worming preparations can cause vomiting.

Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.

Companion products may include but are not limited to:

- flea collars, shampoos, sprays, powder, drops (deposited on coat)
- oral flea control medication (tablets and paste)
- nutritional tablets
- worming tablets and paste.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, industry legislation and codes of practice in regard to sales/customer service procedures including the sale of veterinary and pet care medication and products.
- Consistently asking critical questions of the pet owner/agent in regard to recommending veterinary and pet care medication and products. These questions should follow industry protocols, for example: What is the type and age of the animal that this product is for? Is the pet on any other medication or being treated with any other product? Does the pet have any other health conditions? Is the pet lactating or pregnant? Has the pet been vaccinated according to the recommended veterinary schedule? What symptoms has the pet had and for long have they had them? Have you used this product and/or medicine before with this pet? If so, was it effective?
- Evidence of the ability to identify products required to treat veterinary symptoms as listed in the range statement.
- Knowledge of the causes of common veterinary ailments/conditions, and if applicable their manner of transmission.
- Evidence of the ability to consistently use effective communication techniques to consult and provide information to pet owners while maintaining an awareness of the need for discretion, tact and confidentiality.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures, to provide accurate information on types of veterinary medication/products to assist pet owners/agents in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on pet's condition and according to relevant information sources.
- Demonstration of the ability to source, record and disseminate veterinary and pet care information.
The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services.

- Knowledge and application of knowledge to provide information to patients related to:
  - pharmacy veterinary and pet care products.

- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of veterinary and pet care products
  - working with others and in teams
  - planning and organising activities
  - handling customers with special needs, including difficult customers
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to veterinary and pet care product knowledge.

- Operational knowledge and understanding of pet owners/agents and their needs including:
  - buyer motivation
  - pet owner/agent behaviour, buying signals and cues
  - pet owner/agent types
  - cultural differences/demographics/lifestyle/income
  - types of pet owner/agent needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.

- Language, literacy and numeracy skills relevant to the role and workplace requirements.

- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.

- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.
WRPK213A Apply product knowledge for vitamin and mineral requirements

**Unit Descriptor**
This unit covers the application of product knowledge for vitamin and mineral requirements such that the pharmacy staff member is able to provide accurate information to customers on products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

**Unit Sector**
Selling/Product Knowledge

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Develop knowledge of vitamin and mineral product and patient self care practices</td>
</tr>
<tr>
<td></td>
<td>1.1 Pharmacy vitamin and mineral products and pharmacist only products are identified and located according to pharmacy range and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>1.2 Groups at risk of developing vitamin and mineral deficiencies are identified.</td>
</tr>
<tr>
<td></td>
<td>1.3 Pharmacy vitamin and mineral products and patient self care practices are identified using relevant information sources.</td>
</tr>
<tr>
<td></td>
<td>1.4 Currency of product and patient self care information is maintained with respect to new additions and/or changes to the range.</td>
</tr>
<tr>
<td></td>
<td>1.5 Appropriate product terminology is applied according to pharmacy policy.</td>
</tr>
<tr>
<td>2.</td>
<td>Identify patient vitamin and mineral needs</td>
</tr>
<tr>
<td></td>
<td>2.1 Effective communication techniques are used to determine who is to use the vitamin and mineral products.</td>
</tr>
<tr>
<td></td>
<td>2.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.</td>
</tr>
<tr>
<td></td>
<td>2.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.</td>
</tr>
<tr>
<td></td>
<td>2.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patient and/or referring relevant information to the pharmacist and/or other pharmacy staff.</td>
</tr>
</tbody>
</table>
3. Provide information on vitamin and mineral products and/or services under pharmacist supervision

3.1 Pharmacy vitamin and mineral products are recommended in accordance with pharmacy policy, procedure, patient symptoms and expressed needs.

3.2 Information on patient self care practices to assist patient in relation to vitamin and mineral requirements is provided to patients in accordance with pharmacy procedures.

3.3 Information on product use including potential side effects is provided to patient according to relevant information sources.

3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient symptoms.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on vitamin and mineral product needs, and providing self care information to patient or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to vitamin and mineral products and patient self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with applying knowledge for vitamin and mineral products and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing vitamin and mineral products.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing information on vitamin and mineral products.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for vitamin and mineral products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of vitamin and mineral products and patient self care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to selling vitamin and mineral products and providing information.

Vitamin and mineral product range may include but is not limited to:
• Vitamins - water soluble vitamins, fat-soluble vitamins eg. vitamin A/Beta carotene, vitamin B complex, vitamin C, D, E, folic acid, antioxidants, essential fatty acids,
• minerals - essential minerals eg. calcium phosphate, calcium sulphate, chromium, copper, iron phosphate, magnesium, manganese, phosphorus, potassium chloride, silica, zinc.

Product range may come in various forms including:
• tablet
• liquid
• capsules
• creams
• soluble (eg. effervescent tablets).

Location may include but is not limited to:
• dispensary
• professional services area
• front of shop.

Regulatory requirements: • vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:
• Consumer Law, Environmental Law, Occupational Safety, Health and Welfare Law specific to Local Government, State and Federal Legislation
• The Pharmacy/Pharmacists Act and related regulations
• Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
• Therapeutic Goods Act
• Health Act and related regulations
• Privacy legislation
• Pharmacy Board Guidelines and/or directives
• Pharmaceutical Society of Australia's Professional Practice Standards
• Codes of conduct/ethics.
Groups at risk may include but are not limited to those:

- with high alcohol consumption
- who smoke
- with poor digestion
- on anti-biotics
- on fad diets
- using laxatives
- with food allergies
- recovering from accidents or illness
- suffering from stress or PMS
- using oral contraception
- in high physical demand occupations
- who habitually drink over-hot liquids
- who consume an excess of irritants such as caffeine
- who lack sunlight
- teenagers
- pregnant women
- the elderly
- light eaters
- athletes.

Patient self care practices may include but are not limited to:

- eat daily from five food groups, reduce fat intake,
- drink 6-8 glasses of water daily
- get plenty of rest, reduce stress, exercise regularly, meditate
- cease smoking, reduce alcohol intake, reduce intake of irritants
- avoid fad dieting, avoid take-away or overcooked food.

Relevant information sources of product knowledge/information may include but are not limited to:

- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers’ information
- pharmacist
- industry and professional publications
- customer feedback
- training and education.

Effective communication techniques may include but are not limited to:

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.
Patients may include but are not limited to:

- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background, infants etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

Patient needs may include but are not limited to:

- seeking treatment for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products
- the need to drive a motor vehicle or operate machinery.

Symptoms of vitamin and/or mineral deficiency may include but are not limited to:

- convalescence, fatigue, lack of energy, anxiety, muscle cramps,
- acne, skin irritation, dry skin, stretch marks, dandruff, cold sores
- insomnia, migraine, nausea, poor eating habits, indigestion
- osteoporosis.
Situations requiring referral to pharmacist may include but are not limited to:

- children under 12 years
- patients who are breast-feeding or pregnant
- patients taking any other medication including over-the-counter and complementary medicines
- patients with known heart, renal or liver problems
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantity
- contra-indications including:
  - pregnancy/breastfeeding
  - breast cancer
  - heart disease/ arrhythmias
  - anti-coagulant treatment
  - surgery
  - autoimmune diseases,
  - diabetes
  - hypertension
  - liver disease
  - beta blockers
  - anti-depressants
  - children.

Potential side effects may include but are not limited to:

- diarrhoea, constipation, indigestion, nausea, stool softening, vomiting, flatulence
- unusual bleeding, bruising,
- photosensitivity, hypersensitivity
- allergic reactions
- headache, blurred vision.

Companion products may include but are not limited to:

- herb and vitamin creams and body products.
The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, protocols and industry legislation and codes of practice in regard to sales/customer service procedures including the sale of vitamins and mineral products.
- Consistently asking critical questions of the patient in regard to recommending vitamin and mineral products. These questions should follow industry protocols, for example: *Is this product for you? Are you/they taking any other medicine or vitamin/mineral products? Do you/they have any pre-existing medical conditions? What symptoms do you/they have and for how long have you/they had them? Have you/they used this product before? If so, was it effective?*
- Evidence of the ability to identify products required to treat vitamin and mineral deficiency as listed in the range statement.
- Knowledge of the causes of vitamin and mineral deficiency and the groups most at risk.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures, to provide accurate information on types of vitamin and mineral products to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient's condition and according to relevant information sources.
- Demonstration of the ability to source, record and disseminate vitamins and minerals information.
The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services.
- Knowledge and application of knowledge to provide information to patients related to:
  - pharmacy vitamin and mineral products.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of vitamin and mineral products
  - working with others and in teams
  - handling customers with special needs, including difficult customers
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to vitamin and mineral product knowledge.
- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient supplementary vitamin/mineral treatment care needs
  - identifying vitamin/mineral supplements as requested by the customer
  - applying product knowledge to provide accurate information to assist customers in making a choice
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess knowledge and understanding of vitamin and mineral supplements and actions as described in relevant information sources. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing relevant workplace documentation.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - vitamin and mineral product information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of customers with different requirements (real or simulated)
- Access to a range of vitamin and mineral products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK214A Apply product knowledge for women's and men's health needs

Unit Descriptor
This unit covers the application of product knowledge for women's and men's health needs such that the pharmacy staff member is able to provide accurate information to customers on products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector Selling/Product Knowledge

ELEMENT PERFORMANCE CRITERIA

1. Develop knowledge of women's and men's health products and patient self care practices

1.1 Pharmacy and pharmacist only women's and men's health products are identified and located according to pharmacy range and legislative requirements.

1.2 Pharmacy women's and men's health products and patient self care practices are identified using relevant information sources.

1.3 Currency of product and patient self care information is maintained with respect to new additions and/or changes to the range.

1.4 Appropriate product terminology is applied according to pharmacy policy.

2. Identify women's and men's health needs

2.1 Effective communication techniques are used to determine who is to use the women's and men's health products.

2.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.

2.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.

2.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.

2.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patients and/or referring relevant information to the pharmacist and/or other pharmacy staff.
3. Provide information on women's and men's health products and/or services under pharmacist supervision

3.1 Pharmacy women's and men's health products are recommended in accordance with pharmacy policy, procedure, patient symptoms and expressed needs.

3.2 Information on patient self care practices to assist patient in relation to women's and men's health care is provided to patient in accordance with pharmacy procedures.

3.3 Information on product use including potential side effects is provided to patient according to relevant information sources and infection control guidelines.

3.4 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient symptoms.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on women’s and men’s health product needs, providing self care information to patient or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to women’s and men's health products and patient self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with applying knowledge for women’s and men’s health products and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing women’s and men’s health products.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing information on women’s and men’s health products.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for women's and men's health products, providing information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of women’s and men's health products and patient self care practices. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
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</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to selling women's and men's health products and providing information.

Product range may include but are not limited to: • tampons, pads, panty liners • HRT, oral contraceptives, condoms, lubricants, spermicides, diaphragms, ovulation test kits, home pregnancy test kits • nipple creams, anti-fungal medication, thrush treatments • absorbent pads, pants and sheets • footwear and related foot care products • scalp solutions, cortisone treatments • durable products • non-scheduled products • pharmacist only medication • pharmacy medication • pharmacist only medication.

Product range may come in various forms including but are not limited to: • liquid, sprays, tablet • suspensions, gels, lozenges • creams, powders, lotions, ointments.

Location may include but is not limited to: • front of shop • professional services area • dispensary.

Regulatory requirements: • vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.
Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Patient self care practices may include but are not limited to:

- breast self-examination, regular pap smears, being aware of changes in the body
- healthy diet, regular exercise, exercising pelvic floor muscles
- smoking cessation, reducing alcohol intake and caffeine intake
- being informed, having regular medical check-ups
- increasing calcium intake and reducing salt intake
- practising safe sex
- wearing a hat on a balding head
- wearing well-fitting, comfortable shoes.

Relevant information sources of product knowledge/information may include but are not limited to:

- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers’ information
- pharmacist
- industry and professional publications
- customer feedback
- support organisations
- training and education.

Effective communication techniques may include but are not limited to:

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.
Common women's and men's health problems may include but are not limited to:

- pregnancy
- reproductive problems, menstrual and menopause conditions, hormone replacement
- feminine hygiene, thrush
- sexually transmissible diseases
- back care
- incontinence
- osteoporosis
- contraception
- cardio vascular disease
- impotence, prostate
- hair loss
- weight loss
- foot care.

Patients may include but are not limited to:

- customers, clients or their agents, varying in age, gender
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background, infants etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

Patient needs may include but are not limited to:

- seeking treatment for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products
- the need to drive a motor vehicle or operate machinery.

Women's symptoms may include but are not limited to:

- onset/cessation of menstruation, swelling in breasts, abdominal pain
- irregular vaginal bleeding or discharge
- itching or soreness around vagina
- burning when passing urine or other urinary difficulties such as incontinence
- abdominal cramping, diarrhoea, nausea and vomiting, stomach bloating, headache, occasional shakiness, dizziness
- pallor, poor skin health, fatigue, decreased stamina, poor resistance to infection, shortness of breath on exertion, lack of healthy pink/red colour inside lower eyelid.
Men's symptoms may include but are not limited to:
- urinary difficulties, incontinence
- hair loss
- feeling unwell
- low/high blood pressure
- loss of confidence, low self-esteem, anxiety, insomnia.

Contraception choices may include but are not limited to:
- oral, products for male or female.

Sexually Transmissible Diseases may include but are not limited to:
- chlamydia, genital herpes, genital warts, gonorrhea, hepatitis B, HIV/AIDS, pelvic inflammatory disease (PID), syphilis, trichomoniasis.

Self-diagnostic aids may include but are not limited to:
- home testing pregnancy or ovulation kits.

Menstruation and menopause indicators may include but are not limited to:
- onset of menstruation in adolescents, abdominal pain, sore breasts, irritability, mood swings, anxiety
- cessation of menstruation in middle-aged women, hot flushes/flashes, night sweats, dryness or itching in the vagina, rapid beating of the heart, crawling or itching sensations under the skin, headache, joint, neck or back ache, emotional changes, difficulty sleeping.

Types of incontinence may include but are not limited to:
- urge incontinence
- stress incontinence or overflow incontinence
- reflex, transient and functional incontinence.

Osteoporosis, weight loss, back care and cardiovascular treatments may include but are not limited to:
- ingested products
- durable products, aids to independent living
- referral.

Causes of hair loss may include but are not limited to:
- serious illness, thyroid problems
- poor nutrition including a lack of protein, iron and zinc
- family pattern related to hormone levels in the blood.
Situations requiring referral to pharmacist may include but are not limited to:

- patients who are breast-feeding or pregnant
- patients taking any other medication including over-the-counter and complementary medicines
- patients with known heart, renal or liver problems
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantity
- contra-indications
- drug interactions
- side effects.

Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.

Companion products may include but are not limited to:

- aerosols and talcs
- analgesic tablets
- vitamin and mineral supplements
- hot water bottles
- pain and fever treatments
- wigs, tinted hairsprays, hats
- inner soles
- heel cushions
- corn, bunion pads.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines and industry legislation and codes of practice in regard to sales/customer service procedures including the sale of unscheduled and scheduled women's and men's health medication/products.
- Consistently asking critical questions of the patient in regard to recommending women's and men's health medication/products. These questions should follow industry protocols, for example: Is this product/medicine for you? Are you/they taking any other medicine? Do you/they have any pre-existing medical conditions? What symptoms do you/they have and for how long have you/they had them? Have you/they had this product before? If so, was it effective?
- Evidence of the ability to identify products required to treat women's and men's needs/symptoms as listed in the range statement.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures, to provide accurate information on types of women's and men's health products to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to the pharmacist all queries requiring therapeutic advice.
- Demonstration of the ability to source, record and disseminate women's and men's health information.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on the patient's condition and according to relevant information sources.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services
- Knowledge and application of knowledge to provide information to patients related to:
  - pharmacy women's and men's health product range
  - contributing factors and treatments for conditions requiring women's and men's health products
  - patient self care practices.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of women's and men's health products
  - working with others and in teams
  - planning and organising activities
  - following set routines and procedures
  - handling customers with special needs, including difficult customers
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to women's and men's health product knowledge.
- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, e.g. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.
- Language, literacy and numeracy skills relevant to the role and workplace requirements.
- Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
- Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.
Context of Assessment
For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit
All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods
The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying women's and men's health products as requested by the customer
  - applying product knowledge to provide accurate information to assist customers in making a choice
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess knowledge and understanding of vitamin and mineral supplements and actions as described in relevant information sources. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate appropriate questioning, tact and situations requiring referral to a more senior pharmacy staff member or the pharmacist.
- Completing relevant workplace documentation.
Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - women's and men's health product information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of women's and men's health products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
## WRPPK215A

**Apply product knowledge for photographic needs**

**Unit Descriptor**
This unit covers the application of product knowledge for photographic products and services such that the pharmacy staff member is able to provide accurate information to customers on products and services. This competency may apply to a range of work roles in the pharmacy.

**Unit Sector**
Selling/Product Knowledge

### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop knowledge of photographic products and services | 1.1 Pharmacy photographic products and services are identified and located according to pharmacy range and legislative requirements.  
1.2 Photographic products and services are identified using relevant information sources.  
1.3 Currency of product and services information is maintained with respect to new additions and/or changes to the range.  
1.4 Appropriate product terminology is applied according to pharmacy policy. |
| 2. Identify customer photographic products and services needs | 2.1 Effective communication techniques are used to determine the intended use of the photographic products/services.  
2.2 Customer products/services needs are identified using questioning, observation and active listening.  
2.3 Situations requiring referral to other pharmacy staff are identified and acted upon in accordance with pharmacy procedures and legislative requirements.  
2.4 Confidentiality, tact and privacy are maintained at all times whilst interacting with customer and/or referring relevant information to the pharmacist and/or other pharmacy staff. |
| 3. Provide photographic products | 3.1 Photographic products are recommended in accordance with pharmacy policy, procedure and expressed needs.  
3.2 Where appropriate, photographic products are demonstrated to customer according to relevant information sources, regulatory requirements and/or pharmacy policy. |
4. Provide photographic services

4.1 Photographic services and processing are recommended in accordance with pharmacy policy, procedure and expressed needs.

4.2 Information and equipment required for photographic service is obtained prior to performing service.

4.3 Equipment is maintained in an appropriate environment and checked for correct functioning.

4.4 Photographic equipment is used in accordance with relevant information sources and safety requirements.

4.5 Customer is advised of expected timeframe for photographic processing service.

4.6 Customer is actively encouraged to ask questions and provide feedback on the suitability of the service.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes could be applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By applying photographic products/services knowledge, informing customers on product benefits, in overcoming objections and in maximising sales opportunities.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By researching product knowledge relative to the pharmacy’s photographic products/services and gathering information from customers, collating it in a useable format and matching benefits to stated requirements.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with selling photographic services in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with colleagues to support and enhance sales of products and services in the pharmacy.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in applying knowledge of film speed, exposure/shutter speed, dimensions of enlargements, gathering information, selling benefits and closing sales.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with information gathering, selling benefits, overcoming objections, maximising and closing sales which are not within defined guidelines, resolving those which are routine and involving colleagues where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing exposed film, producing enlargements and enhancements. Data or information may be required to be accessed or recorded using technology in relation to closing sales.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present but are not limited to.

State/Territory/Commonwealth:
- legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to providing photographic products and services.

Pharmacy photographic products and services may include but are not limited to:
- film, batteries
- albums, frames
- sending film to outside processing agency
- use of pharmacy mini lab for processing
- use of image reproduction machine for enlargements, enhancements, reprints
- taking photos e.g. passport, licence.

Location may include but is not limited to:
- professional services area
- front of shop.

Relevant information sources of product knowledge may include but are not limited to:
- pharmacy or supplier product leaflets/manuals
- manufacturers' information
- industry and professional publications
- customer feedback
- training and education.

Effective communication techniques may include but are not limited to:
- using open/and or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the customer your full attention and maintaining eye contact.

Customers may include:
- clients or their agents, varying in age, gender or sexual orientation
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.
Customer needs may include but are not limited to:

- demonstration of function/usage
- specified brand/manufacturer
- cost
- time frame.

Situations requiring referral to other pharmacy staff may include but are not limited to:

- situations where the pharmacy staff member may require further advice or is uncertain.

Equipment required for processing service may include but is not limited to:

- mini lab equipment
- image reproduction/enlargement machine
- camera for passport/licence photos.

An appropriate environment may include but is not limited to:

- private area free of distraction
- area cordoned off from public access
- well ventilated area.

Product demonstration may involve:

- inserting/removing film from camera.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, protocols and industry legislation and codes of practice in regard to sales/customer service procedures including photographic products and services.
- Evidence of the ability to use an image reproduction machine to produce image enlargements, enhancements and/or reprints.
- Consistently applying problem solving strategies to assist customers with processing faults.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturer's instructions for products.
- Consistently advising on product performance and features and benefits of products according to relevant information sources, pharmacy policy and procedures including basic principles of light/photography and film exposure, type and speed.
- Evidence of the ability to consistently use effective questioning and active listening techniques to provide information to customers while maintaining an awareness of the need for discretion, tact and confidentiality.
- Demonstration of the ability to source, record and disseminate photographic information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services.

- Knowledge and application of knowledge to provide information to customers related to:
  - manufacturers technical information, including application of light/film speed principles
  - advanced photo systems (APS)
  - store film processing services
  - store image enlargement, enhancement reprint services.

- Knowledge, understanding and application of relevant:
  - legislation and statutory requirements, including consumer law
  - environment protection law
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
    - safe handling, mixing and disposal of chemicals
    - worker's compensation.

- Operational skills and techniques in:
  - communicating ideas and information
  - solving problems, including assisting customers with operator/processing faults
  - using and applying technology relating to operating/demonstrating pharmacy range of photographic products and services
  - planning and organising activities
  - handling customers with special needs, including difficult customers
  - collecting, analysing and organising information from a variety of sources.

- Language, literacy and numeracy skills relevant to the role and workplace requirements.

- Awareness of the circumstances/situations under which referral to the pharmacist is indicated.

- Operational skills to consistently use time effectively and provide quality customer service in the store environment.
Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.

Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - consistently using prescribed questioning, active listening and observation skills to determine customer requirements
  - referring customers to other pharmacy staff for advice if required
  - applying product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
  - operating equipment used in processing film, and enlarging and enhancing prints
  - following pharmacy procedures.
- Written and/or oral questioning to assess knowledge and understanding of relevant pharmacy procedures with regard to selling products and services. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Completing relevant workplace documentation.
Assessment Resources

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment
- Relevant documentation such as:
  - pharmacy policies and procedures
  - product information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice, standards and guidelines
  - relevant state and federal legislation as appropriate.
- Access to a range of customers with different requirements (real or simulated).
- Access to a range of pharmacy products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK316A Provide health care advice, products and services on asthma needs

Unit Descriptor
This unit covers the application of product knowledge for asthma needs such that the pharmacy staff member is able to provide accurate health care advice, based on sources of product information, to customers on asthma needs, products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector
Selling/Product Knowledge

ELEMENT PERFORMANCE CRITERIA

1. Develop knowledge of asthma
   1.1 The asthma condition is identified using relevant information sources.
   1.2 Signs and symptoms of the asthma condition are identified.
   1.3 Contributing factors and groups at risk of the asthmatic condition are identified.
   1.4 Appropriate product terminology is applied according to pharmacy policy.

2. Develop knowledge of products and patient self care practices for asthma
   2.1 Pharmacy range of asthma medications/treatments is located and identified.
   2.2 Legislative requirements applying to the provision and use of asthma medications and treatments are identified and applied.
   2.3 Pharmacy asthma products and patient self care practices are identified using relevant information sources.
   2.4 Currency of asthma product and patient self care information is maintained with respect to new additions and/or changes to the range.

3. Identify patient need for asthma information, products and services
   3.1 Effective communication techniques are used to determine who the asthma products/services are for.
   3.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.
   3.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.
   3.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.
   3.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patients and/or referring relevant information to the pharmacist and/or other pharmacy staff.
4. Provide asthma information and/or products and services under pharmacist supervision

4.1 Lifestyle information and self care practices aimed at asthma management are provided to patients in accordance with pharmacy procedures.

4.2 Asthma services information is identified and provided to the patient in accordance with pharmacy procedures.

4.3 Pharmacy asthma medication/products and services are recommended in accordance with pharmacy policy, procedures, patient symptoms and expressed needs under pharmacist supervision.

4.4 Information on product use and potential side effects is provided to patient according to relevant information sources.

4.5 Equipment and procedures for self monitoring of asthma are explained and demonstrated where appropriate in accordance with pharmacy procedures and legislative requirements under pharmacist supervision.

4.6 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient symptoms.

4.7 Pharmacy asthma diagnostic testing equipment is identified and located according to pharmacy range, legislative requirements and other relevant information sources.

4.8 Asthma diagnostic testing equipment is demonstrated to the patient where appropriate, in accordance with pharmacy procedures, legislative requirements and infection control guidelines under pharmacist supervision.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on asthma related products and services needs, providing specialist health care information to patients or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to asthma related products and services and patient self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with providing specialist health care information on asthma related products and services and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing specialist health care information on asthma related products and services.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing specialist health care information on asthma related products and services.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for asthma related products and services, providing specialist health care information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Key Competency</td>
<td>Example of Application</td>
<td>Performance Level</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of asthma related products and services and patient self care practices and the demonstration monitoring services. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>

**RANGE STATEMENT**

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

**State/Territory/Commonwealth:**
- legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to recommending and selling asthma treatments and providing information.

**Relevant information sources of product knowledge/information may include but are not limited to:**
- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers' information
- pharmacist
- industry and professional publications
- customer feedback
- support organisations
- training and education.

**Signs and symptoms of asthma may include but are not limited to:**
- difficulty breathing - shortness of breath
- chest tightness
- wheezing, breathlessness
- cough - especially at night
- increased sputum production.
Contributing factors may include but are not limited to:

- allergens - house-dust mite, pollens, grasses and moulds
- contact with animals eg. cat/pet fur
- viral chest infections eg. flu
- exercise
- cold air or sudden temperature change
- irritants eg. dust, smoke, fumes, strong odours
- certain medication
- emotional stress, excitement
- occupational factors eg. dusts, chemicals and gases
- some foods and occasionally food additives.

Location may include but is not limited to:

- dispensary
- professional services area
- front of shop.

Advice, which must be non-therapeutic and within the limitations of the pharmacy assistant role, may include:

- referral to the pharmacist
- provision of information about government and community support services
- care and storage of asthma related equipment.

Regulatory requirements:

- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia’s Professional Practice Standards
- Codes of conduct/ethics.
Lifestyle information and patient self care practices for asthma management may include but are not limited to:

- developing an asthma action/management plan with your doctor and pharmacist and/or asthma educator
- recognising and acting on signs or symptoms
- avoid known triggers
- keeping fit and maintaining a regular exercise program
- not smoking
- always carrying a reliever medication
- checking with your doctor and pharmacist before stopping or starting any medicine
- learning relaxed breathing techniques.

Asthma medicine/product range may include but is not limited to:

- relievers - (bronchodilators) short acting B2-agonists, ipratropium bromide, theophylline
- preventers - inhaled corticosteroids, cromoglycate, prednisone, predisalone
- symptom controllers
- spacer devices, nebulisers, pressurised aerosols (puffers), masks for adults and children
- breath-activated metered dose inhalers or other delivery devices
- peak flow meters.

Pharmacy asthma service range may include but is not limited to:

- hire equipment such as nebulisers
- peak expiratory flow measurement.

Product range may include but is not limited to:

- non-scheduled products
- pharmacy medication
- pharmacist only medication
- prescription only medication.

Effective communication techniques may include but are not limited to:

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.

Patients may include but are not limited to:

- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background, infants etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.
Patient needs may include but are not limited to:
- seeking products/information for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products
- the need to drive a motor vehicle or operate machinery.

Situations requiring referral to the pharmacist may include but are not limited to contra-indications such as:
- NSAIDS and aspirin should not be given to people with asthma
- antihistamines are contraindicated in children with asthma
- children under 12 years
- patients who are breast-feeding or pregnant
- patients taking any other medication including over-the-counter and complementary medicines
- patients with known heart, renal or liver problems
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain.

Procedures for monitoring asthma may include but are not limited to:
- using a peak flow meter
- maintaining an asthma management plan and seeing a doctor regularly.

Referral and asthma services information may include but are not limited to:
- doctors, pharmacist
- support organisations
- relevant websites.

Potential side effects may include but are not limited to:
- asthma relievers possibly causing shakiness and palpitations
- some preventers possibly causing headache and stomach upsets
- inhaled steroids possibly causing thrush in the mouth, hoarse voice and sore throat
- oral steroids possibly causing mood changes and increased appetite.

Infection control guidelines may include but are not limited to:
- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.
Companion products may include but are not limited to:

- nebuliser masks and disinfectant
- allergen proof encasings for pillows
- anti allergy sprays
- dust mite and odour masks.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

Consistently applying pharmacy policy, standards and guidelines, protocols and industry legislation and codes of practice in regard to customer service procedures and providing information, including the recommendation and sale of un-scheduled and scheduled asthma products and medication.

Consistently asking critical questions of the patient in regard to recommending asthma pharmacy products/medication. These questions should follow industry protocols, for example: *Is this medicine for you? Are you/they taking any other medication/using any other product? Do you/the patient have any other health conditions? What symptoms do you/does the patient have and for how long have you/they had them? Have you/they used this treatment before? If so, was it effective? If the patient is an infant - How old is the baby/child and what is their weight?* 

Evidence of the ability to describe asthma, its symptoms and triggers, at risk groups and recommended products as listed in the range statement.

Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.

Demonstrated knowledge of the patient's needs in regard to asthma management.

Demonstrated knowledge of the asthma services offered by the pharmacy and how these will benefit the patient.

Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures to provide accurate information on types of asthma products to assist patients in making a choice.

Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to pharmacist all queries requiring therapeutic advice.

Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient's
condition and according to relevant information sources.
Demonstration of the ability to source, record and disseminate asthma information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of patients
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services
  - post sales support.

- Knowledge and application of knowledge to advise patients related to:
  - pharmacy asthma product and service information.

- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the use of peak flow meters or other equipment
  - working with others and in teams
  - handling patients with special needs, including difficult patients
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to asthma product knowledge.

- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.

- Operational skills and techniques in selling including:
  - meeting and greeting customers
  - promoting and building customer rapport
  - promoting product features/benefits
  - overcoming customer objections and barriers to buying
  - maximising sales opportunities
  - dealing with difficult customers
  - opening and closing techniques
  - sales presentations
  - add ons and complementary sales
  -
negotiating sales, prices and payment options
• sales performance, evaluation and appreciation
• maintaining and utilising a customer data base.
• Language, literacy and numeracy skills relevant to the role and workplace requirements.
• Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
• Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment
For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit
All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.
Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying types of asthma treatment products as requested by the customer
  - applying product knowledge to provide accurate information to assist customers in making a choice
  - demonstrating the use of asthma care equipment to patients
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.

Written and/or oral questioning to assess the ability to recognise asthma, its symptoms and triggers, along with the range of asthma services available via the pharmacy. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.

Role play to demonstrate tactful appropriate questioning, and the identification of situations requiring referral to the pharmacist.

Completing relevant workplace documentation.

Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - asthma product and service information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of patients with different requirements (real or simulated).
- Access to a range of asthma products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK317A Provide health care advice, products and services on high blood pressure needs

**Unit Descriptor**
This unit covers the application of product knowledge for high blood pressure needs such that the pharmacy staff member is able to provide accurate health care advice, based on sources of product information, to customers on high blood pressure needs, products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

**Unit Sector**
Selling/Product Knowledge

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop knowledge of high blood pressure | 1.1 The high blood pressure condition is identified using relevant information sources.  
1.2 Contributing factors and groups at risk of developing high blood pressure are identified.  
1.3 Signs and symptoms of the high blood pressure condition are identified.  
1.4 Effects of and conditions related to high blood pressure are identified.  
1.5 Appropriate product terminology is applied according to pharmacy policy. |
| 2. Develop knowledge of products and patient self care treatments for high blood pressure | 2.1 Pharmacy range of blood pressure monitoring equipment is located and identified.  
2.2 Legislative requirements applicable to the provision and use of blood pressure monitoring equipment are identified and applied.  
2.3 High blood pressure patient self care practices and treatments are identified and located using relevant information sources.  
2.4 Currency of product and patient self care information is maintained with respect to new additions and/or changes to the range. |
| 3. Identify patient need for high blood pressure information, products and services | 3.1 Effective communication techniques are used to determine who the high blood pressure products/services are for.  
3.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.  
3.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.  
3.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.  
3.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patient and/or referring relevant information to the pharmacist and/or other pharmacy staff. |
4. Provide high blood pressure information and/or products and services under supervision of pharmacist

4.1 Lifestyle information and patient self care practices aimed at high blood pressure management are provided to patients in accordance with pharmacy procedures.

4.2 High blood pressure services information is identified and provided to patient in accordance with pharmacy procedures.

4.3 High blood pressure pharmacy products and services are recommended in accordance with pharmacy policy, procedures, patient symptoms and expressed needs, under pharmacist supervision.

4.4 Information on product use is provided to patient according to relevant information sources.

4.5 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient needs.

4.6 Information on self monitoring/testing of high blood pressure is provided to patient in accordance with pharmacy procedures and legislative requirements.

4.7 Blood pressure testing kits are demonstrated to patient where appropriate, in accordance with pharmacy procedures, legislative requirements, and infection control guidelines under pharmacist supervision.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence is needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on blood pressure needs, providing specialist health care information to patients or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to high blood pressure and patient self care, analysing requirements relative to provision of information and collating in a useable format. Collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the tasks associated with providing specialist health care information on high blood pressure and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing specialist health care information on high blood pressure.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing specialist health care information on high blood pressure.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for blood pressure, providing specialist health care information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of blood pressure and patient self care practices and providing specialist health care information. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to selling high blood pressure treatments and providing information.

Relevant information sources of product knowledge/information may include but are not limited to:

- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers’ information
- pharmacist
- industry and professional publications
- customer feedback
- support organisations
- training and education.

Contributing factors and groups at risk may include but are not limited to:

- people who have family members with high blood pressure
- overweight, lack of exercise
- people with diets high in fat and salt
- lifestyle - poor diet, too much alcohol, smoke
- stress.

High blood pressure signs and symptoms may include but are not limited to:

- diastolic blood pressure consistently over 90mmHg or systolic blood pressure consistently over 140mmHg
- swollen ankles, fingers
- breathlessness
- blurred vision
- repeated nose bleeds
- repeated morning headaches.

High blood pressure effects and related conditions may include but are not limited to:

- heart failure/attack
- stroke
- eye damage
- kidney damage.

Location may include but is not limited to:

- dispensary
- professional services area
- front of shop.
Advice, which must be non-therapeutic and within the limitations of the pharmacy assistant role, may include:

- referral to the pharmacist
- provision of information about government or community support services
- care and storage of blood pressure equipment

Regulatory requirements:

- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Lifestyle information and patient self care practices for high blood pressure may include but are not limited to:

- having your blood pressure measured every year if you are over 40 and more often if you have high blood pressure
- eating regular, healthy meals and maintain your ideal weight
- avoid food high in fat and salt
- not smoking
- limiting alcohol to 1-2 drinks a day
- avoiding medication that raise blood pressure including non-prescription medication such as some cold and flu medication.

Product range may include but is not limited to:

- sphygmomanometer
- electronic high blood pressure measuring devices
- blood pressure medication
- pharmacist only medication
- prescription only medication.
Effective communication techniques may include but are not limited to:
- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language i.e. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.

Patients may include but are not limited to:
- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background, infants etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

Patient needs may include but are not limited to:
- seeking products/information for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- the need to drive a motor vehicle or operate machinery.

Situations requiring referral to pharmacist may include but are not limited to:
- children under 12 years
- patients who are breast-feeding or pregnant
- patients taking any other medication including over-the-counter and complementary medicines
- patients with known heart, renal or liver problems
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain
- contra-indications such as cough and cold medications.

Information for self monitoring of high blood pressure may include but is not limited to:
- demonstrating equipment following relevant information sources.

High blood pressure services information may include but is not limited to:
- support organisations
- relevant websites.
Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.

Companion products may include but are not limited to:

- vitamin and mineral supplements.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, and industry legislation and codes of practice in regard to customer service procedures and providing information, including the recommendation and sale of un-scheduled and scheduled high blood pressure products and medication.

- Consistently asking critical questions of the patient in regard to recommending high blood pressure pharmacy products/services. These questions should follow industry protocols, for example: Is this product/service for you? Are you/they taking any other medicine/using any other product? Do you/they have any other health conditions? What symptoms do you/they have and for how long have you/they had them? Have you/they used this product before? If so, was it effective?

- Evidence of the ability to describe high blood pressure signs, symptoms, contributing factors and related conditions as listed in the range statement.

- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.

- Demonstrated knowledge of lifestyle information and patient self care practices for the management of high blood pressure.

- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures to provide accurate information on types of high blood pressure products and services to assist patients in making a choice.

- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to pharmacist all queries requiring therapeutic advice.

- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient’s condition and according to relevant information sources.

- Demonstration of the ability to source, record and disseminate high blood pressure information.
The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of patients
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services
  - post sales support.
- Knowledge and application of knowledge to advise patients related to:
  - pharmacy high blood pressure product and service range
  - cough and cold medications.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the use of blood pressure machines/kits
  - working with others and in teams
  - handling patients with special needs, including difficult patients
  - planning and organising activities
  - following set routines and procedures
  - being empathetic and understanding
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to blood pressure medicine product knowledge.
- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.
- Operational skills and techniques in selling including:
  - meeting and greeting customers
  - promoting and building customer rapport
  - promoting product features/benefits
  - overcoming customer objections and barriers to buying
  - maximising sales opportunities
  - dealing with difficult customers
  -
opening and closing techniques
• sales presentations
• add ons and complementary sales
• negotiating sales, prices and payment options
• sales performance, evaluation and appreciation
• maintaining and utilising a customer data base.
• Language, literacy and numeracy skills relevant to the role and workplace requirements.
• Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
• Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment
For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit
All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.
Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying blood pressure self care products as requested by the customer
  - applying product knowledge to provide accurate information to assist customers in making a choice
  - demonstrating the use of blood pressure self testing kits to patients
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess knowledge and understanding of high blood pressure signs, symptoms, contributing factors and related conditions, along with lifestyle information and patient self care practices. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate tactful appropriate questioning, and identification of situations requiring referral to the pharmacist.
- Completing relevant workplace documentation.

Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - blood pressure product and service information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of patient with different requirements (real or simulated).
- Access to a range of blood pressure monitoring products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK318A Provide health care advice, products and services on complementary medicine needs

Unit Descriptor
This unit covers the application of product knowledge for complementary medicine needs such that the pharmacy staff member is able to provide accurate health care advice, based on sources of product information, to customers on health needs which may benefit from complementary medicines, products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector Selling/Product Knowledge

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop knowledge of complementary medication/products and their application</td>
<td>1.1 Types of complementary medication/products are identified according to various manufacturers ranges.</td>
</tr>
<tr>
<td></td>
<td>1.2 Health conditions which may benefit from use of complementary medication/products are identified.</td>
</tr>
<tr>
<td></td>
<td>1.3 Methods of using complementary medication are identified according to relevant information sources.</td>
</tr>
<tr>
<td></td>
<td>1.4 Appropriate product terminology is applied according to pharmacy policy.</td>
</tr>
<tr>
<td>2. Develop knowledge of complementary medication/products and patient self care practices</td>
<td>2.1 Pharmacy range of complementary medication/products are located and identified.</td>
</tr>
<tr>
<td></td>
<td>2.2 Legislative requirements applying to the provision of and use of complementary medication/products are identified and applied.</td>
</tr>
<tr>
<td></td>
<td>2.3 Pharmacy complementary medication/products and patient self care practices are identified using relevant information sources.</td>
</tr>
<tr>
<td></td>
<td>2.4 Currency of complementary medication/product and patient self care information is maintained with respect to new additions and/or changes to the range.</td>
</tr>
<tr>
<td>3. Identify patient need for complementary medication information, products and services</td>
<td>3.1 Effective questioning techniques are used to determine who the complementary medication/products/services are for.</td>
</tr>
<tr>
<td></td>
<td>3.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.</td>
</tr>
<tr>
<td></td>
<td>3.3 Patient or their agent is questioned to determine current use of other medication and/or herbal and vitamin supplements and other medical conditions.</td>
</tr>
<tr>
<td></td>
<td>3.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>3.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patients and/or referring relevant information to the pharmacist and/or other pharmacy staff.</td>
</tr>
</tbody>
</table>
4. Provide complementary medication information and/or products and services under pharmacist supervision

4.1 Lifestyle information and self care practices aimed at health management with complementary medications are provided to patients in accordance with pharmacy procedures.

4.2 Complementary medicine services information is identified and provided to the patient.

4.3 Pharmacy complementary medication products and services are recommended in accordance with pharmacy policy, procedures, patient symptoms and expressed needs under pharmacist supervision.

4.4 Information on product use and potential side effects is provided to patient according to relevant information sources.

4.5 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient needs.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence is needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
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<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on needs for complementary medication, providing specialist health care information to patients or information to pharmacist.</td>
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<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to complementary medication and patient self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with providing specialist health care information on complementary medication and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing specialist health care information on complementary medication.</td>
<td>1</td>
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<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing specialist health care information on complementary medication.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for complementary medication, providing specialist health care information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of complimentary medication and patient self care practices and providing specialist health care information. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to recommending and selling complementary medication/products and providing information.

Complementary medication/products may include but are not limited to:

- vitamins-
  • water soluble vitamins, fat-soluble vitamins eg. vitamin A/Beta carotene, vitamin B complex, vitamin C, D, E, folic acid, antioxidants, essential fatty acids
- minerals-
  • essential minerals eg. calcium phosphate, calcium sulphate, chromium, copper, iron phosphate, magnesium, manganese, phosphorus, potassium chloride, silica, zinc
- herbs-
  • agrimony, black haw, hops, hypericum, passionflower, scullcap, valerian, cayenne, chasteberry, dandelion, digestive bitters, echinacea, euphorbia, fenugreek, feverfew, garlic, grindelia, horehound horseradish, hyssop, licorice, meadowsweet, milk thistle, dong quai, black cohosh, oats, damiana, saw palmetto, slippery elm, siberian ginseng, gotu kola, gingko biloba
- essential oils-
  • aniseed, basil, bergamot, chamomile, cedarwood, clary sage, clove, cypress, eucalyptus, frankincense, geranium, juniper, lavender, lemon, lemongrass, marjoram, melissa, myrrh, neroli, orange, patchouli, peppermint, pine, rosemary, rose, sage, sandalwood, tea tree, thyme, vetiver, ylang ylang
- miscellaneous supplements-
  • honey, L-lysine, probiotics, fish liver oils (cod and halibut), evening primrose oil.
Health conditions which can benefit from use of complementary medication may include but are not limited to:

- fatigue and anxiety
- insomnia
- headache
- digestive ulcer and general digestion
- cardiovascular health
- alcohol and associated liver problems
- fungal infections
- osteoporosis
- pre-menstrual syndrome
- anaemia/iron deficiency
- menopause
- prostate gland health
- male infertility and impotence
- winter ailments (prevention of)
- head colds/upper respiratory infections
- chest colds/lower respiratory infections
- influenza
- tonsillitis
- cold sores (herpes simplex)
- hair, skin and nail conditions.

Methods of using complementary medication include but are not limited to:

- ingesting, eg. vitamin tablet
- topical preparation eg. vitamin E cream
- inhalation (oil burners, vaporisers).

Relevant information sources of product knowledge/information may include but are not limited to:

- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers' information
- pharmacist
- industry and professional publications
- customer feedback
- support organisations
- training and education.

Location may include but is not limited to:

- dispensary
- professional services area
- front of shop.

Advice, which must be non-therapeutic and within the limitations of the pharmacy assistant role, may include:

- referral to the pharmacist
- provision of information about government or community support services.
### Regulatory requirements:

- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

### Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia’s Professional Practice Standards
- Codes of conduct/ethics.

### Lifestyle information and patient self care practices for complementary medication may include but are not limited to:

- developing a complementary medication action/management plan with your doctor and pharmacist
- keeping fit and maintaining a regular exercise program
- reducing caffeine
- reducing alcohol intake
- smoking cessation
- checking with your doctor and pharmacist before stopping or starting any complementary medicine/product
- trying stress management programs eg. relaxation techniques, hobbies, yoga, meditation
- increasing intake of oily fish, garlic, onion and virgin/cold pressed oils
- decreasing intake of fats, meats, fast foods, refined carbohydrates and salty foods.

### Complementary medication/product range may include but is not limited to:

- vitamins
- minerals
- herbs
- probiotics
- essential oils.

### Pharmacy complementary medication services range may include but is not limited to:

- nutritional and lifestyle information.
Product range may include but is not limited to:
- non-scheduled products
- pharmacy medication
- pharmacist only medication
- prescription only medication.

Service range may include but is not limited to:
- information leaflets.

Effective communication techniques may include but are not limited to:
- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language ie. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.

Patients may include but are not limited to:
- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background, infants etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

Patient needs may include but are not limited to:
- seeking products/information for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products
- the need to drive a motor vehicle or operate machinery.

Situations requiring referral to the pharmacist may include but are not limited to:
- children under 12 years
- patients who are breast-feeding or pregnant
- patients with known heart, renal or liver problems
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantities
- contra-indications.
Referral and complementary medication services information may include but is not limited to:

- support organisations
- relevant websites.

Potential side effects may include but are not limited to:

- some iron supplements can cause constipation.

Companion products may include but are not limited to:

- oil burners
- carrier and massage oils.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, protocols and industry legislation and codes of practice in regard to customer service procedures and providing information, including the recommendation and sale of un-scheduled and scheduled complementary products and medication.
- Consistently asking critical questions of the patient in regard to recommending pharmacy complementary products/medication. These questions should follow industry protocols, for example: Is this medicine for you? Are you/they taking any other medication/using any other product? Do you/they have any other health conditions? What symptoms do you/they have and for how long have you/they had them? Have you/they had this treatment before? If so, was it effective?
- Evidence of the ability to describe health conditions that may benefit from complementary medicines.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Demonstrated knowledge of the patient's needs in regard to complementary medication.
- Demonstrated knowledge of the complementary medication/products services offered by the pharmacy and how these will benefit the patient.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures to provide accurate information on types of complementary medication/products to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient's condition and according to relevant information sources.
- Demonstration of the ability to source, record and disseminate complementary medicine information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of patients
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services
  - post sales support.

- Knowledge and application of knowledge to advise patients related to:
  - pharmacy complementary health product information.

- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of complementary medication/products
  - working with others and in teams
  - handling patients with special needs, including difficult patients
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to complementary medication product knowledge.

- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.

- Operational skills and techniques in selling including:
  - meeting and greeting customers
  - promoting and building customer rapport
  - promoting product features/benefits
  - overcoming customer objections and barriers to buying
  - maximising sales opportunities
  - dealing with difficult customers
  - opening and closing techniques
  - sales presentations
  - add ons and complementary sales
• negotiating sales, prices and payment options
• sales performance, evaluation and appreciation
• maintaining and utilising a customer data base.
• Language, literacy and numeracy skills relevant to the role and workplace requirements.
• Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
• Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.
Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying complementary medicine products as requested by patients
  - applying product knowledge to provide accurate information to assist patients in making a choice
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess knowledge and understanding of relevant information sources with regard to the range and actions of complementary medicine products. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate tactful appropriate questioning, and identification of situations requiring referral to the pharmacist.
- Completing relevant workplace documentation.

Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - product and service information, eg. leaflets, brochures, manufacturer's instructions
  - industry codes of practice and relevant legislation.
- Access to a range of patients with different requirements (real or simulated).
- Access to a range of complementary medication/products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK319A Provide health care advice, products and services on diabetes needs

Unit Descriptor
This unit covers the application of product knowledge for diabetes needs such that the pharmacy staff member is able to provide accurate health care advice, based on sources of product information, to customers on diabetes needs, products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector Selling/Product Knowledge

ELEMENT PERFORMANCE CRITERIA

1. Develop specialised knowledge of diabetes
   1.1 Types and characteristics of diabetes are identified using relevant information sources.
   1.2 Signs and symptoms of the diabetes condition are identified.
   1.3 Contributing factors and groups at risk of developing diabetes are identified.
   1.4 Effects of and conditions related to diabetes are identified.
   1.5 Causes and symptoms of hypoglycaemia are identified.
   1.6 Contra-indications of diabetes are identified.
   1.7 Appropriate product terminology is applied according to pharmacy policy.

2. Develop knowledge of products and self care treatments for diabetes
   2.1 Pharmacy range of products for Type 1 diabetes are located and identified.
   2.2 Legislative requirements applying to the provision and use of Type 1 diabetes products are identified and applied.
   2.3 Range of Type 2 diabetes treatments and patient self care practices are identified using relevant information sources.
   2.4 Currency of product and patient self care information is maintained with respect to new additions and/or changes to the range.

3. Identify patient need for diabetes information, products and services
   3.1 Effective communication techniques are used to determine who the diabetes products/services are for.
   3.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.
   3.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.
   3.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.
   3.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patient and/or referring relevant information to the pharmacist and/or other pharmacy staff.
4. Provide diabetes information and/or products and services under supervision of pharmacist

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<td>4.1</td>
<td>Lifestyle information and patient self care practices aimed at diabetes management is provided to patients in accordance with pharmacy procedures.</td>
</tr>
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<td>4.2</td>
<td>Diabetes services information is identified and provided to patient in accordance with pharmacy procedures.</td>
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<td>4.3</td>
<td>Diabetes pharmacy products and services are recommended in accordance with pharmacy policy, procedures, patient symptoms and expressed needs, under pharmacist supervision.</td>
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<td>4.4</td>
<td>Information on product use and potential side effects is provided to patient according to relevant information sources.</td>
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<td>4.5</td>
<td>Information on self monitoring/testing of diabetes is provided to patient in accordance with pharmacy procedures and legislative requirements.</td>
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<tr>
<td>4.6</td>
<td>Blood glucose testing kits are demonstrated to patient where appropriate, in accordance with pharmacy procedures, legislative requirements and infection control guidelines under pharmacist supervision.</td>
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<td>4.7</td>
<td>Opportunities to suggest companion products are acted upon according to patient needs.</td>
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KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

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<td>Collecting analysing and organising information</td>
<td>By collecting information relative to diabetes treatment and patient self care, analysing requirements relative to provision of information and collating in a useable format. Collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with providing specialist health care information on diabetes treatment and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
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<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing specialist health care information on diabetes treatment.</td>
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<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing specialist health care information on diabetes treatment.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for diabetes treatment, providing specialist health care information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of diabetes treatment and patient self care practices and providing specialist health care information. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
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RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth:
- legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to selling diabetes treatments and providing information.

Relevant information sources of product knowledge/information may include but are not limited to:
- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers' information
- pharmacist
- industry and professional publications
- customer feedback
- support organisations
- training and education.

Types of diabetes may include but are not limited to:
- Type 1 diabetes or insulin-dependent diabetes
- Type 2 diabetes or non-insulin dependent diabetes.

Characteristics of type 1 diabetes may include but are not limited to:
- very little or no insulin is produced in the pancreas
- it mainly affects children and young people, but can occur at any age
- 10% of the diabetic population have type 1 diabetes
- close relatives have increased risk of developing type 1 diabetes.

Characteristics of type 2 diabetes may include but are not limited to:
- the pancreas is either not producing enough to counteract insulin resistance which is present in these patients
- mainly occurs in those who are over 40 and overweight
- 90% of the diabetic population have type 2 diabetes
- higher risk if blood relatives have a history of diabetes
- higher risk for women who have had large babies
- patients may have only some of these symptoms or none at all, as the onset is insidious.
| Signs and symptoms may include but are not limited to: | • cold, clammy, sweaty skin  
• shallow breathing  
• headaches, dizzy or weak  
• complaints of blurred vision  
• increased thirst  
• passing increased amounts of urine  
• weight loss or weight gain  
• itchiness  
• slow healing of wounds  
• tingling or numbness in the feet. |
| --- | --- |
| Contributing factors and groups at risk may include but are not limited to: | • pregnant women or those who have had large babies  
• people who have diabetic family members  
• overweight, elderly people  
• people over 40 years of age  
• people with high blood pressure or high cholesterol  
• lifestyle - poor diet, little exercise  
• stress. |
| Effects and related conditions may include but are not limited to: | • heart disease  
• stroke  
• peripheral blood vessel damage  
• eye disease  
• kidney damage  
• nerve damage. |
| Causes of hypoglycaemia may include but are not limited to: | • a missed, delayed or smaller than usual meal  
• taking part in unplanned exercise without having a snack beforehand  
• excessive alcohol consumption  
• too large a dose of insulin or diabetes tablets. |
| Symptoms of hypoglycaemia may include but are not limited to: | • sweating, shaking  
• palpitations (pounding heart)  
• tingling sensation around mouth  
• hunger  
• anxiety, forgetfulness, confusion, vagueness  
• blurred vision  
• unconsciousness. |
| Medication/treatments for Type 1 diabetes may include but are not limited to: | • injections of insulin - regular, intermediate acting, long acting, biphasic  
• healthy eating and exercise plan. |
Location may include but is not limited to:
- dispensary
- professional services area
- front of shop.

Advice, which must be non-therapeutic and within the limitations of the pharmacy assistant role, may include:
- referral to the pharmacist
- care and storage of diabetes equipment
- infection control and other self care practices.

Regulatory requirements:
- vary between States and Territories which may affect the extent to which pharmacy staff members are able to perform some of the functions.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:
- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Treatments for Type 2 diabetes may include but are not limited to:
- healthy eating plan
- weight reduction plan
- exercise plan
- tablets such as oral hypoglycaemic agents
- sulphonylureas - to help the pancreas produce more insulin
- biguanides - to help the body's own insulin work more effectively.
Lifestyle information and patient self care practices for diabetes may include but are not limited to:

- learning all you can about diabetes and how to manage it
- monitoring blood glucose levels regularly
- following your diet and medicine plan
- eating regular, healthy meals and control your weight
- avoiding food high in fat or sugar
- taking care of your feet - see a podiatrist regularly
- having an eye examination every 2 years
- smoking cessation
- keeping your blood cholesterol levels below 5.5mmol/L
- carrying jelly beans with you, just in case
- learning to relax.

Product range may include but are not limited to:

- blood glucose monitoring machines, reagent strips
- glucose urine testing kits
- insulin, syringes, pens, lancets
- diabetic medication
- non-scheduled products
- pharmacy medication
- pharmacist only medication
- prescription only medication.

Effective communication techniques may include but are not limited to:

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language ie. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.

Patients may include but are not limited to:

- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background, infants etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

Patient needs may include but are not limited to:

- seeking products/information for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- the need to drive or operate machinery.
Situations requiring referral to pharmacist may include but are not limited to:

- children under 12 years
- patients who are breast-feeding or pregnant
- patients taking any other medication including over-the-counter and complementary medicines
- patients with known heart, renal or liver problems
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantities
- contra-indications including products containing sugar, alcohol, pseudoephedrine, phenylephrine.

Diabetes services information may include but is not limited to:

- support organisations
- relevant websites.

Information for self monitoring of diabetes may include, but is not limited to, demonstrating:

- blood glucose testing kits - calibration and use of units
- urine glucose testing kits.

Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.

Companion products may include but are not limited to:

- specialist confectionery.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, and industry legislation and codes of practice in regard to customer service procedures and providing information, including the recommendation and sale of unscheduled and scheduled diabetes products and medication.
- Consistently asking critical questions of the patient in regard to recommending diabetes pharmacy products/medication. These questions should follow industry protocols, for example: Is this product for you? Are you/they taking any other medicine/using any other product? Do you/they have any other health conditions? What symptoms do you/they have and for how long have you/they had them? Have you/they had this treatment before? If so, was it effective? If the patient is an infant - How old is the baby/child and what is their weight?
- Evidence of the ability to describe the types of diabetes, their characteristics and symptoms of diabetes and hypoglycaemic conditions as listed in the Range statement.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Demonstrated knowledge of lifestyle information and patient self care practices for the management of diabetes.
- Demonstrated knowledge of the patient's needs in regard to diabetes and hypoglycaemic care.
- Evidence of the ability to source, record and disseminate information.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures to provide accurate information on types of diabetes products to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient's condition and according to relevant information.
sources.

- Demonstration of the ability to source, record and disseminate diabetes information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of patients
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services
  - complaint resolution
  - post sales support.
- Knowledge and application of knowledge to advise patients related to:
  - pharmacy diabetes product and service information.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the use of glucose testing machines/kits
  - working with others and in teams
  - handling patients with special needs, including difficult patients
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to diabetes medicine product knowledge.
- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic.
- Operational skills and techniques in selling including:
  - meeting and greeting customers
  - promoting and building customer rapport
  - promoting product features/benefits
  - overcoming customer objections and barriers to buying
  - maximising sales opportunities
  - dealing with difficult customers
  - opening and closing techniques
  - sales presentations
  - add ons and complementary sales

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negotiating sales, prices and payment options
• sales performance, evaluation and appreciation
• maintaining and utilising a customer data base.
• Language, literacy and numeracy skills relevant to the role and workplace requirements.
• Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
• Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment
For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit
All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.
Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying diabetes self care products as requested by the customer
  - applying product knowledge to provide accurate information to assist customers in making a choice
  - demonstrating the use of blood glucose testing self testing kits to patients
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess knowledge and understanding of lifestyle information and self care practices for the management of diabetes. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate tactful appropriate questioning, and identification of situations requiring referral to the pharmacist.
- Completing relevant workplace documentation.

Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- real or simulated pharmacy environment.
- Relevant A documentation such as:
  - pharmacy policies and procedures
  - diabetes product and service information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of patients with different requirements (real or simulated).
- Access to a range of diabetes products/treatments.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK320A Provide health care advice, products and services on pregnancy and maternal health needs

Unit Descriptor
This unit covers the application of product knowledge for pregnancy and maternal health needs such that the pharmacy staff member is able to provide accurate health care advice, based on sources of product information, to customers on pregnancy and maternal health needs, products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector
Selling/Product Knowledge

ELEMENT PERFORMANCE CRITERIA

1. Develop knowledge of pregnancy and maternal health
   1.1 Pregnancy and its physical and physiological effects are identified using relevant information sources.
   1.2 Pregnancy related symptoms and conditions are identified.
   1.3 Conditions of new mothers are identified.
   1.4 Appropriate product terminology is applied according to pharmacy policy.

2. Develop knowledge of products and patient self care practices for pregnancy and maternal health
   2.1 Pharmacy range of pregnancy and maternal health products are located and identified.
   2.2 Legislative requirements and infection control guidelines applying to the provision and use of pregnancy and maternal health products are identified and applied.
   2.3 Pharmacy pregnancy and maternal health products and patient self care practices are identified using relevant information sources.
   2.4 Currency of pregnancy and maternal health product and patient self care information is maintained with respect to new additions and/or changes to the range.

3. Identify patient need for pregnancy and maternal health information, products and services
   3.1 Effective communication techniques are used to determine who the pregnancy and maternal health products/services are for.
   3.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.
   3.3 Patient or agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.
   3.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.
   3.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patients and/or passing on relevant information to the pharmacist and/or other pharmacy staff.
4. Provide pregnancy and maternal health information and/or services under pharmacist supervision

4.1 Lifestyle information and self care practices aimed at pregnancy and maternal health is provided to patients in accordance with pharmacy procedures.

4.2 Pregnancy and maternal health services information is identified and provided to the patient.

4.3 Pregnancy and maternal health pharmacy products and services are recommended in accordance with pharmacy policy, procedures, infection control guidelines, patient symptoms and expressed needs under pharmacist supervision.

4.4 Information on product use and potential side effects is provided to patient according to relevant information sources.

4.5 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient needs.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated - where 0 = not required, 1 = the competence needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on pregnancy and maternal health needs, and providing health care information to patients or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to pregnancy and maternal health and patient self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with providing specialist health care information on pregnancy and maternal health and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing health care information on pregnancy and maternal health.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing health care information on pregnancy and maternal health.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for pregnancy and maternal health, providing health care information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of pregnancy and maternal health and patient self care practices and providing health care information. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth:
- legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to pregnancy and maternal health products and providing information.

Relevant information sources of product knowledge/information may include but are not limited to:
- health care information
- pharmacy or supplier product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers’ information
- pharmacist
- industry and professional publications
- customer feedback
- support organisations
- training and education.

Pregnancy related symptoms/conditions may include but are not limited to:
- morning sickness
- fatigue
- changes in hair condition eg. drier or oilier
- weakened nails
- varicose veins
- indigestion/heartburn
- constipation
- haemorrhoids
- swelling of hands and feet
- backache
- headache
- breast and nipple changes
- pre-eclampsia
- gestational diabetes.

Conditions of new mothers may include but are not limited to:
- fatigue
- post natal depression
- hair loss
- sore nipples and mastitis
- constipation
- haemorrhoids
Pregnancy and maternal health product range may include but is not limited to:
• morning sickness treatments.
• pregnancy testing kits
• stretch mark and related skin care products,
• nipple shields
• breast expressing kits
• nipple care products
• nursing pads
• nursing accessories eg. pillows
• maternity pads
• dietary supplements
• non-scheduled products
• pharmacy medication
• pharmacist only medication
• prescription only medication.

Location in pharmacy may include but is not limited to:
• dispensary
• professional services area
• front of shop.

Advice, which must be non-therapeutic and within the limitations of the pharmacy assistant role, may include:
• referral to the pharmacist
• provision of information about government or community support services

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:
• Consumer Law, Environmental Law, Occupational Safety, Health and Welfare Law specific to Local Government, State and Federal Legislation
• The Pharmacy/Pharmacists Act and related regulations
• Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
• Therapeutic Goods Act
• Health Act and related regulations
• Privacy legislation
• Pharmacy Board Guidelines and/or directives
• Pharmaceutical Society of Australia's Professional Practice Standards
• Codes of conduct/ethics

Lifestyle information and patient self care practices for pregnancy and maternal health may include but are not limited to:
• not smoking or drinking alcohol
• drink 6-8 glasses of water daily
• practising relaxation techniques
• including adequate dietary fibre in diet
• replacing large meals with more frequent small meals to counteract indigestion
• performing pelvic floor exercises.
Effective communication techniques may include but are not limited to:

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language ie. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.

Patients may include but are not limited to:

- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

Patient needs may include but are not limited to:

- seeking pregnancy and/or maternal health products for themselves or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products.

Situations requiring referral to the pharmacist may include but are not limited to:

- contra-indications and/or drug-interactions
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantities.

Pregnancy and maternal health service range may include but is not limited to:

- baby clubs
- baby changing/breast feeding room facilities
- hiring of equipment eg. breast pumps, vaporisers
- nutritional and lifestyle information.

Referral and pregnancy and maternal health services information may include but is not limited to:

- support organisations
- relevant websites
- maternal health centres.
Potential side effects may include but are not limited to:

- some iron supplements can lead to constipation.

Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.

Companion products may include but are not limited to:

- antacids
- constipation treatments
- thrush preparations
- haemorrhoid preparations
- support hosiery
- vitamin and mineral supplements.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, protocols and industry legislation and codes of practice in regard to customer service procedures and providing information, including the recommendation and sale of un-scheduled and scheduled pregnancy and maternal health products and medication.

- Consistently asking critical questions of the patient in regard to recommending pregnancy and maternal health products. These questions should follow industry protocols, for example: Is this pregnancy/maternal health product/service for you? Are you/she using any other pregnancy/maternal health products/services? Do you/she have any other health conditions? What symptoms do you/she have and for how long have you/she had them? Have you/she had this product before? If so, was it effective?

- Evidence of the ability to describe pregnancy and maternal conditions and symptoms and recommended pregnancy and maternal health products as listed in the range statement.

- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact, empathy and confidentiality.

- Demonstrated knowledge of the patient's needs in regard to pregnancy and maternal health.

- Demonstrated knowledge of the pregnancy and maternal health products and services offered by the pharmacy and how these will benefit the patient.

- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures to provide accurate information on types of pregnancy and maternal health products to assist patients in making a choice.

- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to pharmacist all queries requiring therapeutic advice.

- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient's
condition, according to relevant information sources. Demonstration of the ability to source, record and disseminate pregnancy and maternal health information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services
  - post sales support.

- Knowledge and application of knowledge to advise patients related to:
  - pharmacy pregnancy and maternal health product information.

- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of pregnancy and maternal health products
  - working with others and in teams
  - handling customers with special needs, including difficult customers
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to pregnancy and maternal health product knowledge.

- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.

- Operational skills and techniques in selling including:
  - meeting and greeting customers
  - promoting and building customer rapport
  - promoting product features/benefits
  - overcoming customer objections and barriers to buying
  - maximising sales opportunities
  - dealing with difficult customers
  - opening and closing techniques
  - sales presentations

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add ons and complementary sales
• negotiating sales, prices and payment options
• sales performance, evaluation and appreciation
• maintaining and utilising a customer data base.
• Language, literacy and numeracy skills relevant to the role and workplace requirements.
• Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
• Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.
Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying pregnancy and maternal health treatments/products as requested by the customer
  - applying product knowledge to provide accurate information to assist customers in making a choice
  - informing patients of pregnancy and/or maternal health services offered by the pharmacy
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess knowledge and understanding of types of pregnancy and maternal health products, along with services offered by the pharmacy. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate tactful appropriate questioning, and identification of situations requiring referral to the pharmacist.
- Completing relevant workplace documentation.

Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - product and service information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of patients with different requirements (real or simulated).
- Access to a range of pregnancy and maternal health products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK321A **Provide health care advice, products and services on smoking cessation needs**

**Unit Descriptor**
This unit covers the application of product knowledge for smoking cessation needs such that the pharmacy staff member is able to provide accurate health care advice, based on sources of product information, to customers on smoking cessation needs, products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

**Unit Sector**
Selling/Product Knowledge

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop knowledge of the smoking condition | 1.1 The smoking condition and its physiological effects are identified using relevant information sources.  
1.2 Signs and symptoms of the health effects of smoking are identified.  
1.3 Factors which stimulate the smoking response are identified.  
1.4 Effects likely to be encountered by patients during smoking cessation are identified.  
1.5 Appropriate product terminology is applied according to pharmacy policy. |
| 2. Develop knowledge of products and patient self care practices for smoking cessation | 2.1 Pharmacy smoking cessation products are located and identified.  
2.2 Legislative requirements applying to the provision and use of smoking cessation products are identified and applied.  
2.3 Pharmacy smoking cessation products and patient self care practices are identified using relevant information sources.  
2.4 Currency of smoking cessation product and patient self care information is maintained with respect to new additions and/or changes to the range. |
| 3. Identify patient need for smoking cessation information, products and services | 3.1 Effective communication techniques are used to determine who the smoking cessation products/services are for.  
3.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.  
3.3 Patient or their agent is questioned to determine current use of other medications and/or herbal and vitamin supplements and other medical conditions.  
3.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.  
3.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patients and/or referring relevant information to the pharmacist and/or other pharmacy staff. |
4. Provide smoking cessation information and/or services under pharmacist supervision

4.1 Lifestyle information and self care practices aimed at smoking cessation management is provided to patients in accordance with pharmacy procedures.

4.2 Smoking cessation services information is identified and provided to the patient.

4.3 Smoking cessation pharmacy medication/products and services are recommended in accordance with pharmacy policy, procedures, patient symptoms and expressed needs under pharmacist supervision.

4.4 Information on product use and potential side effects is provided to patient according to relevant information sources.

4.5 Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient needs.
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competency is needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on smoking cessation needs, providing specialist health care information to patients or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to smoking cessation and patient self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with providing specialist health care information on smoking cessation and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and the pharmacist in particular to support and enhance pharmacy services in providing specialist health care information on smoking cessation.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing specialist health care information on smoking cessation.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for smoking cessation, providing specialist health care information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of smoking cessation and patient self care practices and providing specialist health care information. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to smoking cessation products and providing information.

Relevant information sources of product knowledge/information may include but are not limited to:
• health care information
• pharmacy or supplier product leaflets/manuals
• brochures eg. patient information leaflets
• manufacturers’ information
• pharmacist
• industry and professional publications
• customer feedback
• support organisations
• training and education.

Patient smoking-related symptoms/conditions may include but are not limited to:
• increased heart rate and blood pressure
• reduced blood flow to feet and hands
• increase risk of heart attack
• increased risk of stroke
• increase risk of cancer
• bronchitis and emphysema stomach and duodenal ulcers
• diminished sense of taste and smell
• lowered fertility rates.

Factors which stimulate the smoking response may include but are not limited to:
• feeling of nervousness/anxiety
• stress
• alcohol consumption
• other smokers
• habit/routine.

Smoking cessation product range may include but is not limited to:
• nicotine replacement therapy - patches
• nicotine replacement therapy - gum
• nicotine replacement therapy - inhalers
• oral sprays, lozenges, tablets and herbal products
• audio/video tapes
• non-scheduled products
• pharmacy medication
• pharmacist only medication
• prescription only medication.
Location in pharmacy may include but is not limited to:

- dispensary
- professional services area
- front of shop.

Advice, which must be non-therapeutic and within the limitations of the pharmacy assistant role, may include:

- referral to the pharmacist
- provision of information about government or community support services.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia’s Professional Practice Standards
- Codes of conduct/ethics.

Lifestyle information and patient self care practices for smoking cessation management may include but are not limited to:

- developing an smoking cessation action/management plan with your doctor and pharmacist and/or smoking cessation educator
- avoid known triggers
- relaxation techniques
- counselling with qualified professional
- smoking cessation program/course.

Effective communication techniques may include but are not limited to:

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language ie. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.
| Patients may include but are not limited to: | • customers, clients or their agents  
| | • customers with routine or special requests  
| | • customers with special needs eg. elderly, non-English speaking background etc  
| | • regular and new customers  
| | • people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.  
| Patient needs may include but are not limited to: | • seeking smoking cessation products him/herself or another person  
| | • specified brand/manufacturer  
| | • function/usage  
| | • cost or lifestyle  
| | • physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products.  
| Situations requiring referral to the pharmacist may include but are not limited to: | • patients taking any other medication including over-the-counter and complementary medicines  
| | • patients with known heart, renal or liver problems  
| | • patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain  
| | • situations where the pharmacy staff member may require further advice or is uncertain  
| contraindications which may include but are not limited to: | • diabetes  
| | • hypertension  
| | • peptic ulcer  
| | • peripheral vascular disease  
| | • heart disease  
| | • stomach ulcers  
| | • pregnancy and breastfeeding  
| | • stroke.  
| Smoking cessation service range may include but is not limited to: | • hire of audio/video tapes  
| | • lifestyle information.  
| Referral and smoking cessation services information may include but are not limited to: | • support organisations  
| | • relevant websites.  


Potential side effects may include but are not limited to:

• nicotine replacement therapy - patch - rash on site of patch, sleep disturbances, vivid dreams, sweating, nervousness
• nicotine replacement therapy - gum - hiccups (especially with 4mg dosage), sore mouth and/or jaw, mouth ulcers, indigestion, nausea.

Companion products may include but are not limited to:

• stress ball
• vitamin and mineral supplements.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, protocols and industry legislation and codes of practice in regard to customer service procedures and providing information, including the recommendation and sale of un-scheduled and scheduled smoking cessation products and medication.
- Consistently asking critical questions of the patient in regard to recommending smoking cessation products. These questions should follow industry protocols, for example: Is this smoking cessation product/service for you? Are you/they using any other smoking cessation products/services? Do you/they have any other health conditions? Are you/they taking any other medications? Have you/they had this product before? If so, was it effective?
- Evidence of the ability to describe the smoking condition and its symptoms and recommended smoking cessation products as listed in the range statement.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact, empathy and confidentiality.
- Demonstrated knowledge of the patient's needs in regard to smoking cessation management
- Demonstrated knowledge of the smoking cessation products/services offered by the pharmacy and how these will benefit the patient.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures to provide accurate information on types of smoking cessation products to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient's condition, according to relevant information sources.
- Demonstration of the ability to source, record and disseminate smoking cessation information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of customers
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services
  - post sales support.
- Knowledge and application of knowledge to advise patients related to:
  - pharmacy smoking cessation product information.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the application of smoking cessation products
  - working with others and in teams
  - handling patients with special needs, including difficult patients
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to smoking cessation product knowledge.
- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.
- Operational skills and techniques in selling including:
  - meeting and greeting customers
  - promoting and building customer rapport
  - promoting product features/benefits
  - overcoming customer objections and barriers to buying
  - maximising sales opportunities
  - dealing with difficult customers
  - opening and closing techniques
  - sales presentations
  - add ons and complementary sales
negotiating sales, prices and payment options
• sales performance, evaluation and appreciation
• maintaining and utilising a customer data base.
• Language, literacy and numeracy skills relevant to the role and workplace requirements.
• Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
• Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.
Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying smoking cessation treatment products as requested by the customer
  - applying product knowledge to provide accurate information to assist customers in making a choice
  - informing patients of smoking cessation services offered by the pharmacy
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist.
- Written and/or oral questioning to assess knowledge and understanding of types of smoking cessation products, along with services offered by the pharmacy. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
- Role play to demonstrate tactful appropriate questioning, and identification of situations requiring referral to the pharmacist.
- Completing relevant workplace documentation.

Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - product and service information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of patients with different requirements (real or simulated).
- Access to a range of smoking cessation products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRPPK322A Provide health care advice, products and services on wound care needs

Unit Descriptor
This unit covers the application of product knowledge for wound care needs such that the pharmacy staff member is able to provide accurate health care advice, based on sources of product information, to customers on wound care needs, products, services and patient self care practices and/or identify factors that require referral to the pharmacist. This competency may apply to a range of work roles in the pharmacy noting, however, that therapeutic advice can only be given by a pharmacist.

Unit Sector Selling/Product Knowledge

ELEMENT PERFORMANCE CRITERIA

1. Develop knowledge of wounds
   1.1 Types and causes of wounds are identified using relevant information sources.
   1.2 Three stages of wound healing are identified.
   1.3 Groups at greater risk of developing chronic wounds are identified.
   1.4 Benefits of moist wound healing are identified.
   1.5 Methods of wound cleansing are identified.
   1.6 Appropriate product terminology is applied according to pharmacy policy.

2. Develop knowledge of products and patient self care treatments for wounds
   2.1 Pharmacy range of wound care products/treatments are located and identified.
   2.2 Legislative requirements and infection control guidelines applying to the provision and use of wound care products/treatments are identified and applied.
   2.3 Pharmacy wound care products and patient self care practices are identified using relevant information sources.
   2.4 Currency of wound care product and patient self care information is maintained with respect to new additions and/or changes to the range.

3. Identify patient need for wound care information, products and services
   3.1 Effective questioning techniques are used to determine who the wound care products/treatments are for.
   3.2 Patient needs, symptoms, duration and severity are identified using questioning, observation and active listening.
   3.3 Patient or their agent is questioned to determine current use of other products/treatments and other medical conditions.
   3.4 Situations requiring referral to the pharmacist are identified and acted upon in accordance with pharmacy procedures and legislative requirements.
   3.5 Confidentiality, tact and privacy are maintained at all times whilst interacting with patients and/or referring relevant information to the pharmacist and/or other pharmacy staff.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Provide wound care information and/or products and services under pharmacist supervision</td>
</tr>
<tr>
<td>4.1</td>
<td>Lifestyle information and self care practices aimed at wound management and prevention is provided to patients in accordance with pharmacy procedures.</td>
</tr>
<tr>
<td>4.2</td>
<td>Wound care services information is identified and provided to the patient.</td>
</tr>
<tr>
<td>4.3</td>
<td>Pharmacy wound care products/treatments and services are recommended in accordance with pharmacy policy, procedures, infection control guidelines, patient symptoms and expressed needs under pharmacist supervision.</td>
</tr>
<tr>
<td>4.4</td>
<td>Information on product use and potential side effects is provided to patient according to relevant information sources.</td>
</tr>
<tr>
<td>4.5</td>
<td>Opportunities to suggest companion products relevant to desired health care outcomes are identified and acted upon according to patient needs.</td>
</tr>
</tbody>
</table>
KEY COMPETENCIES

There are a number of processes that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies. Key competencies are generic competencies that focus on the capacity to apply knowledge and skills in an integrated way in work situations, but are not specific to any particular industry. Key competencies foster the development of skills, knowledge and understanding necessary to perform work operations. The questions below highlight how these processes are applied in this competency standard. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = competency is needed to undertake tasks effectively, 2 = the ability to manage tasks, and 3 = the ability to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By gathering information from patients on wound care needs and providing specialist health care information to patients or information to pharmacist.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>By collecting information relative to wound care and patient self care, analysing requirements relative to provision of information and collating in a useable format. Also collecting information on patient needs, assessing situations requiring a pharmacist referral and presenting information in a useable format.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>By organising the work requirements and planning the required tasks associated with providing specialist health care information on wound care and patient self care practices, in conjunction with other assigned activities, such that the task is undertaken in a realistic time frame.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>By interacting with pharmacy staff in general and pharmacist in particular to support and enhance pharmacy services in providing specialist health care information on wound care.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques are likely to be involved in gathering and providing specialist health care information on wound care.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By identifying issues associated with patient needs for wound care, providing specialist health care information for situations that are routine and involving pharmacy staff in general and the pharmacist in particular, where they are not.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>By utilising technology in developing knowledge of wound care and patient self care practices and providing specialist health care information. Data or information may be required to be accessed or recorded using technology in relation to the provision of information.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

State/Territory/Commonwealth: • legislation, regulations, industry codes of practice, standards and guidelines, pharmacy policies, procedures and protocols in regard to recommending and selling wound care treatments/products and providing information.

Types of wounds may include but are not limited to:

- acute wounds - heal in a predictable time and the body reacts to the injury by an inflammatory response which indicates the healing process has been activated
- chronic wounds - do not heal quickly or in a predictable time and blood supply has been cut off or reduced with absence of the inflammatory and subsequent healing response.

Causes of wounds may include but are not limited to:

- acute wounds are caused by cuts, lacerations, abrasions, grazes
- contusion, bruising and soft tissue injury are caused by blunt blow, punch, knock or fall
- penetrating wounds (puncture) are caused by sharp objects
- surgical wounds
- bites and stings
- burns and scalds
- chronic wounds eg. from poor circulation, medical conditions.

Relevant information sources of product knowledge/information may include but are not limited to:

- health care information
- pharmacy or supplier's product leaflets/manuals
- brochures eg. patient information leaflets
- manufacturers' information
- pharmacist
- industry and professional publications
- customer feedback
- support organisations
- training and education.
Three stages of wound healing include:

1. Inflammatory Phase or Defensive Phase (Day 0 - 3)
2. Proliferative Phase or Reconstruction Phase (Day 2 - 24)
3. Maturation Phase or Remodelling Phase (Day 20 - 1 year).

Groups at greater risk of developing chronic wounds may include but are not limited to:

- people who are elderly
- people with diabetes.

Benefits of moist wound healing include but are not limited to:

- faster cell division as wound is warmer
- bacteria proof dressing materials
- improved levels of white blood cells, oxygen and nutrients
- faster, safer and less painful healing.

Methods of wound cleansing include but are not limited to:

- limit use of antiseptics to only when absolutely necessary
- saline to be used for ongoing cleansing (isotonic saline).

Wound care product range may include but is not limited to:

- wound dressings including spray-on dressings, gels, granules, pastes and beads
- dry dressing pads including ribbon, gauze, cavity dressings and stents
- adhesive bordered dressing pads (island dressings)
- adhesive coated and auto-adhesive dressings
- medicated bandages
- strapping, bandaging, sports tape
- creams, anti-inflammatory
- cold/hot pack
- non-scheduled products
- pharmacy medication
- pharmacist only medication
- prescription only medication
- controlled drugs
- skin care for the elderly products
- may include skin cleansers, skin moisturising products, skin sealants, adhesive removers
Wound care surgical sundries product range may include but is not limited to:

- scissors
- tweezers
- forceps
- scalpels and scalpel blades
- hypodermic syringes and needles
- probes
- finger stalls
- tube gauze
- eyebath and eyewash bottle
- eye patches
- ear putty
- splints
- hot water bags
- caustic and styptic pencils.

Location may include but is not limited to:

- dispensary
- professional services area
- front of shop.

Advice, which must be non-therapeutic and within the limitations of the pharmacy assistant role, may include:

- referral to the pharmacist
- provision of information about government or community support services
- care and storage of pharmacy wound care products
- infection control and other self care practices.

Regulatory and legislative requirements as applicable for each State and Territory may include but are not limited to:

- The Pharmacy/Pharmacists Act and related regulations
- Drugs, Poisons and Controlled Substances/Poisons Act and related regulations
- Therapeutic Goods Act
- Health Act and related regulations
- Privacy legislation
- Pharmacy Board Guidelines and/or directives
- Pharmaceutical Society of Australia's Professional Practice Standards
- Codes of conduct/ethics.

Lifestyle information and patient self care practices for wound management may include but are not limited to:

- procedures for cleaning of wound
- procedures for changing wound dressings
- procedures for preventing infection
- keeping wound covered and moist with appropriate dressing
- using antiseptic sparingly or not at all
- using saline to wash wound if necessary.
Effective communication techniques may include but are not limited to:

- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language ie. avoiding highly technical terms
- giving the patient your full attention and maintaining eye contact.

Patients may include but are not limited to:

- customers, clients or their agents
- customers with routine or special requests
- customers with special needs eg. elderly, non-English speaking background, infants etc
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities and may be unwell, drug affected or upset.

Patient needs may include but are not limited to:

- seeking products/information for him/herself or another person
- specified brand/manufacturer
- function/usage
- cost or lifestyle
- physical characteristics which may include allergic reactions, physical disability and/or a need or desire to use natural products
- the need to drive a motor vehicle or operate machinery.
Situations requiring referral to the pharmacist may include but are not limited to:

- children under 12 years
- patients who are breast-feeding or pregnant
- patients taking any other medication including over-the-counter and complementary medicines
- patients with known heart, renal or liver problems
- patients presenting with any sign or symptom that indicates serious disease eg. weight loss, difficulty in swallowing, vomiting, blood in stools and/or vomit, extreme pain
- situations where the pharmacy staff member may require further advice or is uncertain
- requests for excessive quantity
- signs of infection
- chronic wounds eg. ulcers
- extent of injury if in doubt
- cuts or lacerations to toes and fingers to check for tendon damage
- bites and stings
- burns to ear, throat, nose, eyes or genitals
- contraindications including-
  - use of alcohol
  - overuse of joint/s
  - weakness in joint
  - formation of a blood clot
  - use of substances banned in sport
- drug interactions.

Pharmacy wound care service range may include but is not limited to:

- lifestyle and wound care information.

Referral and wound management services information may include but are not limited to:

- support organisations
- relevant websites.

Potential side effects may include but are not limited to:

- allergic reactions to some wound dressings
- damage to organs from overuse/improper use of anti-inflammatories
- skin irritation.

Infection control guidelines may include but are not limited to:

- handwashing
- wearing gloves and appropriate protective clothing
- sterilising, disinfecting and/or cleaning equipment.
Companion products may include but are not limited to:

- vitamins A, C & E to aid healing
- iron, zinc and magnesium to aid healing
- walking aids
- durable aids
- pressure cushions
- ice packs
- braces
- protective devices eg. mouthguard
- slings, crutches.
EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit. This includes demonstration of the Key Competencies at the performance level identified at the end of this unit:

- Consistently applying pharmacy policy, standards and guidelines, protocols and industry legislation and codes of practice in regard to customer service procedures and provide information, including the recommendation and sale of unscheduled and scheduled wound care products and medication.
- Consistently asking critical questions of the patient in regard to recommending pharmacy wound care products/medication. These questions should follow industry protocols, for example: *Is this product for you? Are you/they taking any other medicine/using any other product? Do you/they have any other health conditions? What symptoms do you/they patient have and for how long have you/they had them? Have you/they had this treatment before? If so, was it effective?*
- Evidence of the ability to describe different types of wounds, their characteristics, the healing process, appropriate methods of cleaning wounds and recommended products as listed in the range statement.
- Evidence of the ability to consistently use effective communication techniques to provide information to patients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Demonstrated knowledge of the patient's needs in regard to wound care.
- Demonstrated knowledge of the wound care services offered by the pharmacy and how these will benefit the patient.
- Consistently applying product knowledge and appropriate terminology according to relevant information sources, pharmacy policy and procedures to provide accurate information on types of wound care products to assist patients in making a choice.
- Consistently applying legislative requirements in line with pharmacy policies and procedures in referring to pharmacist all queries requiring therapeutic advice.
- Recognition of the situations requiring referral to the pharmacist and/or an alternative product based on patient's condition and according to relevant information sources.
- Demonstration of the ability to source, record and disseminate wound care information.
Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:

- Knowledge and application of pharmacy policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements in regard to:
  - sales/hire/customer service
  - methods of dealing with special needs/requests of patients
  - product returns
  - product storage
  - product display
  - product location
  - selling products and services
  - post sales support.
- Knowledge and application of knowledge to advise patients related to:
  - pharmacy wound care product information.
- Operational skills and techniques in:
  - communicating ideas and information
  - maintaining confidentiality and privacy
  - demonstrating empathy and tact
  - demonstrating/simulating (where applicable) the use of dressings or other products
  - working with others and in teams
  - handling patients with special needs, including difficult patients
  - planning and organising activities
  - following set routines and procedures
  - solving problems
  - collecting, analysing and organising information from a variety of sources
  - preparing and organising information in regard to wound care product knowledge.
- Operational knowledge and understanding of customers and their needs including:
  - buyer motivation
  - customer behaviour, buying signals and cues
  - customer types
  - cultural differences/demographics/lifestyle/income
  - types of customer needs, eg. functional, psychological, therapeutic, non-therapeutic
  - complaint resolution.
- Operational skills and techniques in selling including:
  - meeting and greeting customers
  - promoting and building customer rapport
  - promoting product features/benefits
  - overcoming customer objections and barriers to buying
  - maximising sales opportunities
  - dealing with difficult customers
  - opening and closing techniques
  - sales presentations
  - add ons and complementary sales
negotiating sales, prices and payment options
  • sales performance, evaluation and appreciation
  • maintaining and utilising a customer data base.
  • Language, literacy and numeracy skills relevant to the role and workplace requirements.
  • Awareness of the circumstances/situations under which referral to the pharmacist and/or other pharmacy staff is indicated.
  • Operational skills to consistently use time effectively and provide quality customer service in the pharmacy environment.

Context of Assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the pharmacist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include customer interruptions and involvement in other related activities normally expected in the pharmacy.

Assessment should be undertaken in an environment that meets pharmacy industry codes of practice and relevant industry regulations and legislation.

Interdependent Assessment of Unit

All units which relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.

For advice on interdependent assessment of units within and across pharmacy qualifications, refer to the Assessment Guidelines.
Assessment Methods

The following assessment methods are suggested:

- Observation of the pharmacy staff member performing a range of workplace tasks over sufficient time to demonstrate her/his handling of a range of contingencies. Tasks may include:
  - asking critical pre-determined questions to identify patient needs
  - identifying wound care products as requested by the customer
  - applying product knowledge to provide accurate information to assist customers in making a choice
  - informing patients of wound care services offered by the pharmacy
  - passing on relevant information to the pharmacist and/or other pharmacy staff
  - recognising and referring requests requiring additional assistance to other pharmacy staff or the pharmacist
  - Written and/or oral questioning to assess knowledge and understanding of relevant information sources with regard to types of wound care products and their application; along with wound care services offered by the pharmacy. Questions will be asked in a manner appropriate to the language and literacy level of the pharmacy staff member.
  - Role play to demonstrate tactful appropriate questioning, and identification of situations requiring referral to the pharmacist.
  - Completing relevant workplace documentation.

Assessment Resources

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to pharmacy policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be applicable to the work environment.

Resources may include:

- A real or simulated pharmacy environment.
- Relevant documentation such as:
  - pharmacy policies and procedures
  - wound care product and service information, eg. leaflets, brochures, relevant information sources
  - industry codes of practice and relevant legislation.
- Access to a range of patients with different requirements (real or simulated).
- Access to a range of wound care products.
- A qualified workplace assessor and/or a technical expert working in partnership with the assessor.
WRSS1B Sell products and services

Unit Descriptor
This unit involves the skills, knowledge and attitudes required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Unit Sector
Selling

**ELEMENT PERFORMANCE CRITERIA**

1. Apply product knowledge
   1.1 Knowledge of the use and application of relevant products and services demonstrated according to store policy and legislative requirements.
   1.2 Product knowledge developed by accessing relevant sources in information.

2. Approach customer
   2.1 Timing of customer approach determined and applied.
   2.2 Effective sales approach identified and applied.
   2.3 Positive impression conveyed to arouse customer interest.
   2.4 Knowledge of customer buying behaviour demonstrated.

3. Gather information
   3.1 Timing of customer approach determined and applied.
   3.2 Effective sales approach identified and applied.
   3.3 Positive impression conveyed to arouse customer interest.
   3.4 Knowledge of customer buying behaviour demonstrated.

4. Sell benefits
   4.1 Customer needs matched to appropriate products and services.
   4.2 Knowledge of products’ features and benefits communicated clearly to customers.
   4.3 Product use and safety requirements described to customers.
   4.4 Customers referred to appropriate product specialist as required.
   4.5 Routine customer questions about merchandise are answered accurately and honestly or referred to more experienced senior sales staff.

5. Overcome objections
   5.1 Customer objections identified and accepted.
   5.2 Objections categorised into price, time and merchandise characteristics.
   5.3 Solutions offered according to store policy.
   5.4 Problem solving applied to overcome customer objections.

6. Close sale
   6.1 Customer buying signals monitored, identified and responded to appropriately.
   6.2 Customer encouraged to make purchase decisions.
   6.3 Appropriate method of closing sale selected and applied.

7. Maximise sales opportunities
   7.1 Customer buying signals monitored, identified and responded to appropriately.
   7.2 Customer encouraged to make purchase decisions.
   7.3 Appropriate method of closing sale selected and applied.
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Relaying product features and benefits to customers requires the communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Establishing customer requirements requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Identifying opportunities to make additional sales requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be applied when referring to other staff members or seeking product information.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques may be required when reviewing personal sales outcomes.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills may be applied when overcoming customer objections.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology may not be required in this unit.</td>
<td>-</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policy and procedures in regard to:
  - selling products and services
- Customers may include:
  - people with routine or special needs
  - regular or new customers
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- Product knowledge may include:
  - warranties
  - features and benefits
  - use by dates
  - handling/storage requirements
  - stock availability
  - safety features
  - price
- Selling may involve:
  - face to face
  - over the telephone
  - over the Internet
- Routine customer questions may relate to:
  - price and price reductions
  - quality
  - features and benefits
- Legislative requirements may include:
  - Trade Practices Act
  - tobacco laws
  - liquor laws
  - sale of second hand goods
  - occupational health and safety
  - industry codes of practice
  - Lottery Acts
- Relevant sources of information may include:
  - Internet
  - relevant staff members
  - store or supplier product manuals
  - product profiles
  - videos
  - demonstrations
  - labels
  - store tours
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Applies product knowledge and uses appropriate sales approach to sell the benefits of products, overcome objections and close sales.
- Uses questioning, listening and observation skills to determine customer requirements.
- Consistently applies store policies and procedures in regard to selling products and services.
- Maximises sales opportunities according to store policies and procedures.
- Consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services.
- Evaluates personal sales performance to maximise future sales.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - selling products and services
  - allocated duties and responsibilities
- Store merchandise and service range
- Specific product knowledge for area/section
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Customer types and needs including:
  - customer buying motives
  - customer behaviour and cues
  - individual and cultural differences
  - demographics/lifestyle/income
  - types of customer needs, e.g. functional, psychological

Skills in:

- Selling techniques including:
  - opening techniques
  - buying signals
  - strategies to focus customer on specific merchandise
  - addons and complimentary sales
  - overcoming customer objections
  - closing techniques
- Verbal and non-verbal communication skills
- Handling difficult customers
- Negotiation skills
- Sales performance appreciation
- Questioning/listening/observation
- Literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording information
- Numeracy skills in regard to:
  - handling of tender
  - weighing and measuring goods
Assessment Process

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - selling products and services
  - allocated duties and responsibilities
- Store merchandise and service range
- Specific product knowledge for area/section
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Customer types and needs including:
  - customer buying motives
  - customer behaviour and cues
  - individual and cultural differences
  - demographics/lifestyle/income
  - types of customer needs, eg functional, psychological

Skills in:

- Selling techniques including:
  - opening techniques
  - buying signals
  - strategies to focus customer on specific merchandise
  - add ons and complimentary sales
  - overcoming customer objections
  - closing techniques
- Verbal and non verbal communication skills
- Handling difficult customers
- Negotiation skills
- Sales performance appreciation
- Questioning/listening/observation
- Literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording information
- Numeracy skills in regard to:
  - handling of tender
  - weighing and measuring goods
### Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS1B can be assessed with other units which make up a specific job function.

### Evidence Gathering Methods

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS1B can be assessed with other units which make up a specific job function.

### Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- A range of merchandise and products appropriate to the retail workplace
- Product labels and sources of product information
## WRRS3B Coordinate sales performance

### Unit Descriptor
This unit encompasses the competencies required to implement sales policies and procedures in regard to sales transactions. It also involves monitoring and providing feedback on the achievement of sales targets.

### Unit Sector
Selling

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Implement sales policies and procedures | 1.1 Store policies and procedures and relevant legislation in regard to selling implemented and monitored.  
1.2 Store policies and procedures implemented and monitored in regard to sales transactions.  
1.3 Team monitored to ensure information is entered into point of sale equipment accurately.  
1.4 Team monitored to ensure goods are moved through point of sale area efficiently and safely.  
1.5 Team monitored to ensure that products and services are matched to customer needs. |
| 2. Monitor achievement of sales targets | 2.1 Individual and department sales targets monitored and recorded according to store policy.  
2.2 Store sales results monitored and recorded in line with sales targets and according to store policy.  
2.3 Feedback provided to management and staff on sales performance in relation to sales targets and planning. |
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Providing feedback to management requires the communication of ideas and information.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Monitoring team and sales targets requires information to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Monitoring and recording sales results requires activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Monitoring and providing feedback to staff members requires team work.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques will be applied when recording sales targets and results.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Ensuring that products and services match customer needs requires problem solving skills to be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Recording sales targets and results will require use of technology.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
  - selling products and services
  - sales transactions
  - reporting
- Relevant legislation may include:
  - Trade Practices Act
  - tobacco laws
  - liquor laws
  - pricing procedures including Goods and Services Tax (GST) requirements
  - sale of second hand goods
  - sale of X and R rated products
  - Lottery Acts
  - industry codes of practice
  - occupational health and safety
- Handling techniques may vary according to:
  - stock characteristics
  - industry codes of practice
- Sales transactions may include:
  - cash
  - EFTPOS
  - cheque
  - credit card/store card
  - lay-by
- Feedback to management and staff may include:
  - presentations
  - reports
  - informal meetings
  - email
  - financial reports
  - business documents
  - records of store sales
- Customers may include:
  - regular and new customers
  - people with special requests, special needs and routine requirements
  - people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Selling may include:
  - face to face
  - telephone
  - Internet
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services.
- Implements and monitors store policies and procedures in relation to sales transactions, including non cash sales and variations to standard sales transactions.
- Monitors and provides feedback to management and staff on sales performance in relation to sales targets and planning.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - external and internal customer contact
  - selling products and services
  - allocated duties and responsibilities
- Store merchandise and services
- Customer profile
- Location of store departments
- Store/department sales targets
- Factors that enhance sales performance
- Importance of sales to store performance
- Stock control procedures
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety requirements
- Pricing procedures including Goods and Services Tax (GST) requirements
- Principles and techniques of interpersonal communication

Skills in:

- Interpersonal communication skills including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non verbal communication
  - team leadership
- Literacy skills in regard to:
  - business documents
  - financial reports
- Numeracy skills in regard to functional retail calculations including:
  - margins
  - mark downs/mark ups
  - gross profit
  - basic budgeting against sales and costs
Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS3B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - individual/department sales targets and results
  - reporting proformas
  - legislation and statutory requirements
- Access to a sales team
- Point of sale equipment and materials
**WRRS4B**  
**Unit Descriptor**

This unit builds on units WRRS1B Sell products and services and WRRS2B Advise on products and services. It involves the use of advanced sales techniques in building relationships with customers and interacting with customers, applying expert product knowledge as it relates to the customer, dealing with difficult customers, establishing and maintaining a customer database, and conducting sales presentations.

**Unit Sector**

Selling

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**ELEMENT**  
**PERFORMANCE CRITERIA**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish rapport with customers</td>
<td></td>
</tr>
<tr>
<td>1.1 Rapport/relationship with customer established and a genuine interest in customer needs/requirements expressed to enhance customer commitment, trust and credibility of store and to build return customer base.</td>
<td></td>
</tr>
<tr>
<td>1.2 Professional ethics maintained with the customer to promote store image and credibility.</td>
<td></td>
</tr>
<tr>
<td>1.3 Customer needs and preferences accurately clarified to maximise sales opportunities.</td>
<td></td>
</tr>
<tr>
<td>1.4 Sales opportunities maximised by use of add on and complementary sales techniques.</td>
<td></td>
</tr>
<tr>
<td>1.5 Customer given space and time to evaluate purchase decision, while time is used to maximum advantage for customer and store.</td>
<td></td>
</tr>
<tr>
<td>1.6 Effective methods of closing sales demonstrated.</td>
<td></td>
</tr>
<tr>
<td>2. Apply expert knowledge</td>
<td></td>
</tr>
<tr>
<td>2.1 Customer provided with accurate information regarding product and service appraisals, correct statements and warranties according to legal requirements.</td>
<td></td>
</tr>
<tr>
<td>2.2 Detailed knowledge of supplier and/or manufacturer information provided according to customer needs and within guidelines of commercial confidentiality.</td>
<td></td>
</tr>
<tr>
<td>2.3 Product/stock range evaluated, features and benefits of products/services accurately demonstrated where appropriate and recommendations made to the customer to maximise sales potential.</td>
<td></td>
</tr>
<tr>
<td>2.4 Customer interest in product/service maximised through price negotiation where applicable and payment/credit options offered according to store policy.</td>
<td></td>
</tr>
<tr>
<td>2.5 Prices and/or discounts accurately calculated according to pricing determinants and store policy.</td>
<td></td>
</tr>
</tbody>
</table>
3. Provide post sales support
   3.1 Evidence of ongoing support accurately provided as sale is concluded.
   3.2 Back up service accurately explained and customer reassured according to legal requirements and store policy.
   3.3 Customer provided with store/salesperson's contact details to provide line of contact and customer followed up according to store policy.
   3.4 Customer and/or transaction details accurately entered to customer database.

4. Plan sales presentations
   4.1 Presentation planned to complement product characteristics.
   4.2 Client group selected according to product characteristics and store merchandising policy.
   4.3 Promotional materials accessed where required and distributed to client group.
   4.4 Range of products/services selected and prepared for presentation to reflect store image, demographics and merchandising plan.

5. Implement sales presentation
   5.1 Presentation planned to complement product characteristics.
   5.2 Client group selected according to product characteristics and store merchandising policy.
   5.3 Promotional materials accessed where required and distributed to client group.
   5.4 Range of products/services selected and prepared for presentation to reflect store image, demographics and merchandising plan.

6. Maintain and utilise a customer database
   6.1 Customer confidentiality maintained as required by store policy and legal requirements.
   6.2 Customer records accurately developed, regularly maintained and securely stored according to store policies and procedures.
   6.3 Regular customers accurately identified and followed up according to store marketing policy.
   6.4 Customer records accurately utilised to advise customers on products and services of possible interest.
   6.5 Customer clubs and reward schemes implemented where required according to store promotional activities.

7. Deal with difficult customers
   7.1 Customer complaints/problems acknowledged and customer supported reassuringly to produce positive outcome.
   7.2 Customer encouraged to verbalise issue and active listening used to minimise customer frustration.
   7.3 Customer's confidence in the sales assistant and product/service developed to promote long term commitment and trust to store.
   7.4 Mutually acceptable resolution of complaint established.
KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Ideas and information will need to be communicated to customers and to support staff.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Information on products and services will need to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Planning presentations will require activities to be planned and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be applied when briefing staff members on product/service information.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques will be applied when negotiating price and credit options.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills will be applied when dealing with customer complaints and establishing acceptable resolution.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied through calculating prices and/or discounts and maintaining customer database.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - selling products and services
  - maintaining and utilising client records
  - promotional, marketing, discounting and reward programs
  - dealing with difficult customers
- Legal requirements may include:
  - Trade Practices Act
  - environmental protection legislation
  - occupational health and safety requirements
  - transport, storage and handling of goods
  - pricing procedures including Goods and Services Tax (GST) requirements
  - privacy laws
  - liquor laws
  - tobacco laws
  - sale of second hand goods
  - health and welfare law specific to local government, state and federal legislation
- Customer personal details may include:
  - customers name and contact details
  - transactions records
  - personal preferences
  - anniversaries/special dates
  - details of items bought or returned
- Customer needs and preferences or requirements may include:
  - product type
  - brand
  - size
  - product characteristics
  - customer physical needs
  - price
- Customer database may be:
  - manual
  - computer based
- Customer loyalty schemes may include:
  - customer clubs
  - customer reward schemes
  - credit or discount facilities
  - special offers
- Sales techniques will include:
  - add on, complementary products/services
  - selling up or down
  - suggestive selling
  - variety of methods of closing sales
Customers may include:
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

Sales presentations may be:
- in house
- on client site
- visual
- verbal

Difficult customers may include:
- aggressive
- assertive
- passive
- fussy
- demanding
- rude
- exasperated
- arrogant

Interpersonal skills associated with verbal and non-verbal communication may include:
- identification of customer cues
- dealing with a single customer
- families or groups

Back up service may include:
- delivery specifications
- warranties/guarantees

Customer needs may be clarified through:
- observation
- appropriate questioning
- active listening
- empathy
- reassurance and confirmation

Maintaining professional ethics with the customer may include:
- honesty
- positive statements
- confirmed appraisals of products and services

Product characteristics may include:
- features and benefits
- price range
- supplier or manufacturer information
- target group

Promotional materials may include:
- brochures
- pamphlets
- posters
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, in regard to selling products and services, dealing with customers, planning and implementing sales presentations and providing after sales support.
- Consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services.
- Consistently develops customer commitment to store and builds return customer base by establishing rapport/relationship with customer, maintaining professional ethics, and accurately discerning customer buying motives and customer needs/requirements.
- Consistently maximises sales opportunities by using effective selling techniques, applying detailed product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales.
- Consistently and accurately applies detailed knowledge of manufacturers'/suppliers' supply, back up service and warranty information to enhance customer support.
- Consistently uses effective questioning, listening and observation skills to accurately determine customer requirements.
- Consistently and effectively plans, prepares and conducts sales presentations and briefs support staff where required, to create a buying environment and maximise sales performance.
- Consistently evaluates personal and or team sales performance to maximise future sales.
- Consistently and accurately establishes, records and maintains customer records/details, maintains customer confidentiality, ensures secure storage and uses customer records to maximise customer interest and create a buying atmosphere.
- Consistently resolves customer complaints by acknowledging problems and supporting customer to produce positive outcomes and obtain mutually acceptable complaint resolution.
Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
  - establishing, maintaining and utilising customer records
  - updating and maintaining customer mailing lists
  - methods of maintaining customer confidentiality and secure storage of customer details
  - price negotiation and payment/credit options
  - resolving customer complaints
- Store/area merchandise and service range
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Occupational health and safety requirements such as:
  - manual handling
  - plant and equipment
  - hazardous substances and dangerous goods
  - workers compensation
- Customer types and needs including:
  - customer buying motives/customer behaviour and cues
  - individual and cultural differences, demographics/lifestyle/income
  - types of customer needs, eg functional, psychological
- Pricing procedures including Goods and Services Tax (GST) requirements

Skills in:

- Selling techniques
  - opening and closing techniques
  - buying signals
  - strategies to focus customer on specific merchandise
  - addons and complimentary sales
  - overcoming customer objections
- Presentation skills
- Conflict resolution
- Interpersonal communication
- Accessing relevant product information
- Literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording client and sales information
Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS4B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant sources of product information
- Relevant documentation, such as:
  - store policy and procedures manuals
  - industry codes of practice and relevant legislation
  - occupational health and safety legislation/regulations/codes of practice
- Access to a range of customers with different requirements
- Access to an appropriate range of products and/or equipment
- Access to a customer data base system