



---

---

# National Competency Standard for Pharmacist (Part 02)

## Standard Code: SOC04S15V1

*[Endorsed by the MALDIVES QUALIFICATIONS AUTHORITY (MQA)]*



## Key for coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector ( <b>CON</b> ) Fisheries and Agriculture Sector ( <b>FNA</b> ) Transport sector ( <b>TRN</b> ) Tourism Sector ( <b>TOU</b> ) Social Sector ( <b>SOC</b> ) Foundation ( <b>FOU</b> )
Competency Standard	<b>S</b>
Occupation with in a industry Sector	<b>Two digits 01-99</b>
Unit	<b>U</b>
Common Competency	<b>1</b>
Core Competency	<b>2</b>
Optional/ Elective Competency	<b>3</b>
Assessment Resources Materials	<b>A</b>
Learning Resources Materials	<b>L</b>
Curricula	<b>C</b>
Qualification	<b>Q1, Q2 etc</b>
MNQF level of Qualification	<b>L1, L2 etc</b>
Version Number	<b>V1, V2 etc</b>
Year of endorsement of standard, qualification	<b>By two digits Example- 07</b>

Endorsement Application for Qualification 01		
NATIONAL CERTIFICATE IV IN PHARMACY ASSISTANT		
Qualification code: SOC04SQ2L415		Total Number of Credits : 122
Purpose of the qualification This qualification provides the skills and knowledge for an individual to be competent to work in a pharmacy.		
Regulations for the qualification	National Certificate IV in Pharmacy Assistant will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+37+38+39+40+41+42+43+44+45+46+47+48+49+50+51+52+53+54+55+56+57+58+59+60+61+62	
Schedule of Units		
Unit	Unit Title	Code
1.	Apply safe working practices	SOC04S1U01V1
2.	Communicate at workplace	SOC04S1U02V1
3.	Minimize theft	SOC04S1U03V1
4.	Merchandise and stock control procedures in Pharmacy	SOC04S1U04V1
5.	Cold chain management	SOC04S1U05V1
6.	Demonstrate professionalism as a Pharmacy support staff or a Pharmacist	SOC04S1U06V1
7.	Schedules in Maldives (Forensic Pharmacy)	SOC04S1U07V1
8.	History of Pharmacy	SOC04S1U08V1
9.	Pharmacy Logo-Green Cross	SOC04S1U09V1
10.	Introduction to terms used in pharmacy	SOC04S1U10V1
37.	Provide written and oral advice as a Pharmacy Assistant	SOC04S2U37V1
38.	Recommend and Provide Advice For OTC and Non Medicated Pharmacy Products	SOC04S2U38V1
39.	Make conversions and perform calculations for compounding and dispensing	SOC04S2U39V1
40.	Demonstrate Knowledge of Pharmaceutical Dose Forms and Accessories	SOC04S2U40V1
41.	Abbreviations Used In Prescription for Dispensing Of Drugs	SOC04S2U41V1
42.	General Dispensing Procedure	SOC04S2U42V1

43.	Respond Effectively To Difficult or Challenging Behavior	SOC04S2U43V1
44.	Products related to Allergy	SOC04S2U44V1
45.	Products related to analgesic and anti-inflammatory	SOC04S2U45V1
46.	Identify, locate and sell cough and cold products	SOC04S2U46V1
47.	Drugs related to Eyes	SOC04S2U47V1
48.	Drugs related to gastrointestinal conditions	SOC04S2U48V1
49.	Drugs related to first aid and wound care	SOC04S2U49V1
50.	Drugs related to Skin and Fungal Conditions	SOC04S2U50V1
51.	Baby Care Products and Medicines	SOC04S2U51V1
52.	Drugs related to Asthma	SOC04S2U52V1
53.	Drugs related to Blood pressure	SOC04S2U53V1
54.	Information on Complementary medicine	SOC04S2U54V1
55.	Drugs related to Diabetes	SOC04S2U55V1
56.	Information on Products Related To Anti-Obesity, Diet Management And Nutritional Products	SOC04S2U56V1
57.	Drugs used during pregnancy and maternal health	SOC04S2U57V1
58.	Drugs used for smoking cessation	SOC04S2U58V1
59.	Products related to Cosmetic, Hair and Teeth	SOC04S2U59V1
60.	Drugs related to poisoning	SOC04S2U60V1
61.	Drugs related to central nervous system	SOC04S2U61V1
62.	Drugs related to Blood	SOC04S2U62V1
<b>Accreditation requirements</b>	The training provider should have a pharmacy or similar training facility to provide the trainees the hands-on experience related to this qualification.	

## Units Details

Unit	Unit Title	Code	Level	No of credits
1.	Apply safe working practices	SOC04S1U01V1	3	2
2.	Communicate at workplace	SOC04S1U02V1	3	2
3.	Minimize theft	SOC04S1U03V1	3	1
4.	Merchandise and stock control procedures in Pharmacy	SOC04S1U04V1	3	2
5.	Cold chain management	SOC04S1U05V1	3	2
6.	Demonstrate professionalism as a Pharmacy support staff or a Pharmacist	SOC04S1U06V1	3	3
7.	Schedules in Maldives (Forensic Pharmacy)	SOC04S1U07V1	3	2
8.	History of Pharmacy	SOC04S1U08V1	3	1
9.	Pharmacy Logo-Green Cross	SOC04S1U09V1	3	1
10.	Recommend and Provide Advice For OTC and Non Medicated Pharmacy Products	SOC04S1U10V1	3	2
37.	Provide written and oral advice as a Pharmacy Assistant	SOC04S2U37V1	4	4
38.	Recommend and Provide Advice For OTC and Non Medicated Pharmacy Products	SOC04S2U38V1	4	4
39.	Make conversions and perform calculations for compounding and dispensing	SOC04S2U39V1	4	4
40.	Demonstrate Knowledge of Pharmaceutical Dose Forms and Accessories	SOC04S2U40V1	4	4
41.	Abbreviations Used In Prescription for Dispensing Of Drugs	SOC04S2U41V1	4	4
42.	General Dispensing Procedure	SOC04S2U42V1	4	4
43.	Respond Effectively To Difficult or Challenging Behavior	SOC04S2U43V1	4	4
44.	Products related to Allergy	SOC04S2U44V1	4	4
45.	Products related to analgesic and anti-inflammatory	SOC04S2U45V1	4	4

46.	Identify, locate and sell cough and cold products	SOC04S2U46V1	4	4
47.	Drugs related to Eyes	SOC04S2U47V1	4	4
48.	Drugs related to gastrointestinal conditions	SOC04S2U48V1	4	4
49.	Drugs related to first aid and wound care	SOC04S2U49V1	4	4
50.	Drugs related to Skin and Fungal Conditions	SOC04S2U50V1	4	4
51.	Baby Care Products and Medicines	SOC04S2U51V1	4	4
52.	Drugs related to Asthma	SOC04S2U52V1	4	4
53.	Drugs related to Blood pressure	SOC04S2U53V1	4	4
54.	Information on Complementary medicine	SOC04S2U54V1	4	4
55.	Drugs related to Diabetes	SOC04S2U55V1	4	4
56.	Information on Products Related To Anti-Obesity, Diet Management And Nutritional Products	SOC04S2U56V1	4	4
57.	Drugs used during pregnancy and maternal health	SOC04S2U57V1	4	4
58.	Drugs used for smoking cessation	SOC04S2U58V1	4	4
59.	Products related to Cosmetic, Hair and Teeth	SOC04S2U59V1	4	4
60.	Drugs related to poisoning	SOC04S2U60V1	4	4
61.	Drugs related to central nervous system	SOC04S2U61V1	4	4
62.	Drugs related to Blood	SOC04S2U62V1	4	4

**Packaging of National Qualifications:**

National Certificate IV in Pharmacy Assistant will be awarded to those who are competent in units  
1+2+3+4+5+6+7+8+9+10+37+38+39+40+41+42+43+44+45+46+47+48+49+50+51+52+53+54+55+56+57+  
58+59+60+61+62

Qualification Code: SOC04SQ2L415

## **Description of a Pharmacist**

The work role of the pharmacy technician is defined by the pharmacy registering authority (Board of Health Sciences). When selling prescription-only-medicine (POM) and over-the-counter (OTC) medicines, the pharmacy technician provides a filter to identify customer information and requirements for referral to the pharmacist.

Likely functions within the pharmacy for those who achieve this level of competency include:

- Have basic knowledge, understanding
- Developing detailed knowledge of general and non-therapeutic products and services offered by the pharmacy and advising customers on these products
- Advising customers on the selection and use of products
- Maintain the pharmacy and follow an appropriate dispensing procedure to ensure safe and effective supply of medicines to patients
- Perform accurate pharmaceutical calculations
- Merchandising and marketing products and controlling stock

## **Competency Standard Development Process**

The competencies were determined based on the analysis of the tasks expected to be performed by a Pharmacy Assistant's in the Maldives. The task analysis was based on the existing documents prepared among the experts in the industry and on the advice of the experts in the field of Pharmacy Assistant training in Maldives. Competency standards used for similar type of training in other countries were also examined

Based on the task analysis, the following sector competencies were identified. They are grouped into common and core competencies. Although the lists of the competencies identified below are limited, their number will expand in time with further functional and job task analysis and introduction of newer qualifications.



## 1. Apply safe working practices

<b>Unit title</b>	Apply safe working practices				
<b>Descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to maintain a safe work environment for staff, customers and others. It involves observing basic safety and emergency procedures.				
<b>CODE</b>	SOC04S1U01V1	<b>Level</b>	3	<b>Credit</b>	3

<b>Elements of competence</b>	<b>Performance Criteria</b>
1. Observe basic safety procedures.	<p>1.1 Follow and maintain <b>safety procedures</b> to achieve a safe work environment according to all relevant Occupational Health Standard (OHS) legislation, including codes of practice, relating to particular hazards in the industry or workplace.</p> <p>1.2 Identify and report <b>unsafe working practices</b>, including faulty <b>plant and equipment</b> according to <b>store policy and procedures</b>.</p> <p>1.3 Manage dangerous goods and substances according to store policy</p> <p>1.4 Identify potential <b>manual handling</b> risks and manage tasks according to store policy.</p> <p>1.5 Report work-related incidents and accidents to <b>designated personnel</b>.</p> <p>1.6 Demonstrate <b>consultative processes</b> and Follow procedures for OHS.</p>
2. Observe basic emergency procedures	<p>2.1 Follow fire and emergency procedures, including store evacuation, according to store policy</p> <p>2.2 Identify designated personnel responsible for first aid and evacuation procedures.</p> <p>2.3 Accurately identify safety alarms.</p>

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

**Safety procedures** may include:

- hazard identification, e.g. workplace inspections
- evacuation involving staff or customers
- emergency, fire and accident procedures
- personal safety procedures
- stress management
- procedures for the use of personal protective clothing and equipment
- issue resolution procedures
- reporting incidents and accidents in the workplace.

**Unsafe working practices** may deal with but are not restricted to:

- sharp cutting tools and instruments
- electricity and water
- damaged packing material or containers
- toxic substances
- inflammable materials and fire hazards
- lifting practices
- spillages, waste and debris
- ladders
- trolleys
- broken or damaged equipment
- glue guns
- stress.

Checking **plant and equipment** may include:

- guarding of machinery
- sharp cutting tools and instruments
- broken or damaged equipment
- damaged packing material or containers.

**Store policy and procedures** related to OHS may deal with:

- basic safety procedures
- emergency procedures
- safe manual handling and lifting
- dangerous goods
- customers and staff
- equipment and tools
- premises
- stock.

Safe **manual handling** practices may include:

- lifting or shifting practices
- use of equipment such as ladders and trolleys
- job procedures.

**Designated personnel** may include:

- safety representative
- supervisor
- team leader

**Consultative processes** may

include:

- minutes from staff meetings, OHS meetings
- identification of health and safety representatives
- suggestions from staff for improving tasks and procedures.

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies safe working practices, in all areas of the store, according to OHS guidelines and codes of practice
- applies appropriate store policies and procedures and legislative requirements in regard to following basic safety procedures and for reporting faults and problems to relevant person, department or committee
- identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to store policy and procedures
- reads, interprets and applies manufacturer instructions for storage and use of hazardous goods
- knows store policies and procedures with regard to emergency situations, evacuation, or accident and illness in the store.

### **Context of and specific resources for assessment**

Assessment must ensure:

- a real or simulated work environment
- suitable equipment and materials for lifting
- relevant documentation, such as:
  - store policy and procedures manuals
  - manufacturer instructions and operation manuals

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following

examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• store policies and procedures, in regard to:<ul style="list-style-type: none"><li>▪ OHS and emergency procedures</li><li>▪ rights and responsibilities of designated personnel responsible for health and safety in the workplace</li></ul></li><li>• relevant industry codes of practice</li><li>• management of OHS, including:<ul style="list-style-type: none"><li>▪ communication and consultation processes</li><li>▪ reporting procedures</li><li>▪ manual handling procedures</li><li>▪ interpreting symbols for OHS signage</li></ul></li><li>• first aid procedures</li><li>• identification of hazards in the workplace</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ report unsafe work practices, faulty plant and equipment and incidents and accidents through clear and direct communication</li><li>▪ share information</li><li>▪ use and interpret non-verbal communication</li></ul></li><li>• locating and using safety alarms, fire extinguishers and emergency exits</li><li>• identifying hazardous goods and substances</li><li>• interpreting symbols used for OHS signage</li><li>• storing and using chemicals and hazardous substances.</li></ul>

## 2. Communicate in the workplace

<b>UNIT TITLE</b>	Communicate in the workplace				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, and reading and interpreting retail documents				
<b>CODE</b>	SOC04S1U02V1	Level	3	Credit	3

Elements of competence	Performance criteria
1. Establish contact with customers	<p>1.1 Maintain a welcoming <b>customer</b> environment.</p> <p>1.2 Greet customer warmly according to <b>store policy and procedures</b>.</p> <p>1.3 Create effective service environment through <b>verbal and non-verbal interaction</b> according to store policy and procedures.</p> <p>1.4 Use <b>questioning</b> and active listening to determine customer needs.</p> <p>1.5 Demonstrate confidentiality and tact.</p>
2. Process information.	<p>2.1 Answer telephone according to store procedures.</p> <p>2.2 Use questioning and active listening to identify caller and accurately establish and confirm requirements.</p> <p>2.3 Use telephone system functions according to instructions.</p> <p>2.4 Record and promptly pass on messages or <b>information</b>.</p> <p>2.5 Inform customer of any problems and relevant action being taken.</p> <p>2.6 Perform follow-up action as necessary.</p>
3. Communicate with customers and colleagues from diverse backgrounds.	<p>3.1 Value and treat with respect and sensitivity customers and <b>colleagues</b> from different cultural</p>

	<p>groups.</p> <p>3.2 Consider cultural differences in all <b>verbal and non-verbal communication</b>.</p> <p>3.3 Use gestures or simple words to communicate where language barriers exist.</p>
--	--

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

**Customers** may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

**Store policy and procedures** may relate to:

- contact with customers
- job descriptions and responsibilities
- interaction with other team members
- interaction with supervision and management

**Verbal and non-verbal interaction** may occur with:

- external customers
- internal contacts, including management and other team members.

**Questioning** may involve the following communication techniques:

- using open and inclusive language
- speaking clearly and concisely
- using appropriate language
- non-verbal communication.

**Information** may include:

- written
- electronic media such as email
- verbal feedback
- observation.

**Colleagues** may include:

- management
- other staff members
- full-time, part-time, casual or contract staff

**Verbal and non-verbal communication** may include:

- speaking and listening
- reading and writing
- body language
- facial expression.

**Teams** may include:

- small work teams
- store team
- corporate team.

**Problem solving** may be affected by:

- store policy and procedures
- resource implications.

**Retail documents** may include:

- stock sheets
- planograms
- timetables, staff record forms
- lay-by slips
- credit slips
- product return slips
- manufacturer instructions
- telephone message pads.

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- provides a consistently welcoming environment by treating customers in a courteous and helpful manner
- uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality
- interprets and communicates information to customers, supervisors and peers both face-to-face and via other electronic communication equipment
- accesses, comprehends and processes information accurately according to store policy and procedures
- consistently follows routine instructions and seeks advice and assistance if required

- participates actively and positively within a workplace team.

### **Context of and specific resources for assessment**

Assessment must ensure:

- a real or simulated work environment
- relevant documentation, such as:
  - stock, inventory or price lists
  - lay-by, credit and product return slips
  - store policy and procedures manuals
- a range of customers with different requirements
- a range of communication equipment.

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

## **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• store policy and procedures in regard to:<ul style="list-style-type: none"><li>▪ internal and external customer contact</li><li>▪ verbal and non-verbal presentation</li><li>▪ code of conduct</li><li>▪ allocated duties and responsibilities</li></ul></li><li>• goods and services provided by the store</li><li>• location of store departments</li><li>• functions and procedures for operating telephones and other communication equipment.</li></ul>	<ul style="list-style-type: none"><li>• demonstrated use of positive and inclusive language</li><li>• questioning and listening</li><li>• resolving conflict</li><li>• negotiating</li><li>• managing stress</li><li>• demonstrating self-esteem</li><li>• literacy skills in regard to reading and understanding</li></ul>



### 3. Minimise theft

<b>UNIT TITLE</b>	Minimise theft				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to minimise theft in a retail environment. It involves applying routine store security, taking appropriate action to minimise theft and maintaining security of cash, registers or terminals and keys.				
<b>CODE</b>	SOC04S1U03V1	Level	3	Credit	3
Elements of competence		Performance Criteria			
1. Apply routine store security.		1.1 Apply store <b>security systems and procedures</b> according to store policy. 1.2 Handle and secure cash according to <b>store policy and procedures</b> . 1.3 Observe and deal with suspect behaviour by <b>customers</b> according to store policy and <b>regulatory requirements</b> . 1.4 Deal with internal and external theft according to store policy and regulatory requirements. 1.5 Store products and equipment in a secure manner.			
2. Minimise theft.		2.1 Take appropriate action to minimise theft by applying store procedures and <b>regulatory requirements</b> . 2.2 Match merchandise to correct price tags. 2.3 Maintain surveillance of merchandise according to store policy and regulatory requirements. 2.4 Check customers' bags as required at point of sale according to store policy and legislative requirements. 2.5 Maintain security of cash, cash register and keys according to store policy. 2.6 Maintain security of stock, cash and equipment in regard to customers, <b>staff</b> and outside contractors according to store policy and legislative requirements. 2.7 Deal with suspected or potential thieves according to store policy and procedures.			
3. Place, arrange and display price labels and tickets.		3.1 Place labels and tickets visibly and correctly on merchandise.			
4. Protect merchandise.		4.1 Identify and apply correct handling, storage and display techniques according to stock			

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

### **Security systems and procedures**

may deal with:

- customers
- staff
- keys
- visitors, sales representatives, contractors and vendors
- stock
- records
- cash, credit cards
- equipment, including:
  - alarm systems
  - video surveillance
  - mirrors
  - security tags
- locked and secure areas
- premises
- armed hold-up.

**Store policy and procedures** may relate to:

- security
- surveillance of merchandise
- reporting problems and faults.

**Customers** may include:

- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

**Regulatory requirements** may include:

- privacy and confidentiality laws
- consumer law
- awards and agreements
- property offences
- credit laws
- reporting procedures
- criminal law.

**Staff** may include:

- management
- other staff members
- full-time, part-time and casual staff
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

## ASSESSMENT GUIDE

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- consistently applies store policy and procedures and regulatory requirements, including industry codes of practice in regard to store security and theft prevention in a range of contexts and situations
- consistently applies store policy and procedures in regard to following security procedures and for reporting theft or suspicious behaviour to relevant personnel
- monitors stock, work area, customers and staff to minimise opportunities for theft.

### Context of and specific resources for assessment

Assessment must ensure:

- a real or simulated work environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - relevant regulations
  - industry codes of practice
- relevant security equipment
- point-of-sale equipment.

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a simulated work environment
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• store policy and procedures in regard to:<ul style="list-style-type: none"><li>▪ security</li><li>▪ checking customers' bags and purchases</li><li>▪ reporting problems and faults</li></ul></li><li>• relevant regulatory requirements, particularly in regard to checking customers' bags and purchases</li><li>• store merchandising system</li><li>• security procedures relating to cash and noncash</li></ul>	<ul style="list-style-type: none"><li>• literacy and numeracy skills in:<ul style="list-style-type: none"><li>▪ recording of stolen items</li><li>▪ reporting of theft.</li></ul></li></ul>

transactions	
• location and operation of store security equipment	
• reporting procedures for internal and external theft or suspicious circumstances.	

#### 4. Merchandise and Stock Control Procedures in Pharmacy

<b>UNIT TITLE</b>	Merchandise and Stock Control Procedures in Pharmacy				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the arrangement and presentation of merchandise, setting up and maintaining displays and labeling and pricing stock.				
<b>CODE</b>	SOC04S1U04V1	Level	3	Credit	3

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Place and arrange merchandise.	<p>1.1 Unpack <b>merchandise</b> according to <b>store policy and procedures</b></p> <p>1.2 Place merchandise on floor, fixtures and shelves in determined locations according to OHS requirements.</p> <p>1.3 <b>Display</b> merchandise to achieve a balanced, Fully stocked appearance and promote sales.</p> <p>1.4 Identify damaged, soiled or out-of-date stock And take corrective action as required according to store procedure.</p> <p>1.5 Place stock range to conform with fixtures, ticketing, prices or bar codes.</p> <p>1.6 Rotate stock according to stock requirements and store procedure.</p> <p>1.7 Ensure stock presentation conforms to special <b>handling techniques</b> and other <b>safety requirements</b>.</p>
2.Prepare display labels and tickets.	<p>2.1 Prepare <b>labels and tickets</b> for window, wall or floor displays according to store policy.</p> <p>2.2 Prepare tickets using electronic equipment or Neatly by hand according to store procedures.</p> <p>2.3 Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action.</p> <p>2.4 Use and maintain electronic ticketing and labeling equipment according to design specifications.</p> <p>2.5 Store ticketing equipment in a secure location.</p>

3. Place, arrange and display price labels and tickets.	3.1 Place labels and tickets visibly and correctly on merchandise.
4. Protect merchandise.	4.1 Identify and apply correct handling, storage and display techniques according to stock characteristics and legislative requirements.

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

**Merchandise** may be characterized by:

- type
- brand
- size
- customer needs
- colour
- price.

**Store policy and procedures** in regard to:

- merchandising of stock
- preparing and displaying labels and tickets
- maintaining displays.

**Regulatory requirements** may include:

- pricing requirements
- industry codes of practice
- discounted items
- Sales Acts

**Display** may include:

- setting new displays
- maintaining existing displays.

**Handling techniques** may vary according to:

- stock characteristics
- store policy
- industry codes of practice.

**Safety requirements** may relate to:

- transport, storage and handling of goods
- hazardous substances
- labelling of workplace substances.

Preparation of **labels and tickets** may involve:

- pricing gun
- shelf tickets
- shelf talkers
- written labels
- swing ticketing
- bar coding
- price boards
- header boards.

**Special promotion areas** may be:

- permanent or temporary
- interior or exterior
- publicly accessible

- windows
- shelves
- wall fixtures
- on floor.

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- requirements in regard to displaying, merchandising, ticketing, pricing and storage of stock
- displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements
- operates, maintains and stores a range of ticketing equipment according to:
  - store policy and procedures
  - industry codes of practice
  - manufacturer instructions and design specifications
- arranges correct pricing and information on merchandise according to store procedures, industry codes and government requirements
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and regulatory requirements
- maintains display areas and replenishes stock as required according to store procedures
- performs correct manual handling, storage and display techniques according to:
  - stock characteristics
  - industry codes of practice
  - OHS legislation and codes of practice.

### **Context of and specific resources for assessment**

Assessment must ensure:

- a retail work environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props
- cleaning materials
- relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and OHS
  - manufacturer instructions and operation manuals for electronic ticketing equipment
  - relevant regulatory and industry codes of practice.

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• store policies and procedures, in regard to:<ul style="list-style-type: none"><li>▪ merchandising, ticketing and pricing of stock</li><li>▪ correct storage of stock</li><li>▪ store promotional themes, including advertising, catalogues and special offers</li><li>▪ location of display areas</li><li>▪ availability and use of display materials</li><li>▪ stock rotation</li><li>▪ stock replenishment</li><li>▪ merchandise range</li><li>▪ scheduling for building or rotating displays</li><li>▪ correct storage procedures for labeling and ticketing equipment and materials</li></ul></li><li>• correct manual handling techniques for protection of self and merchandise</li><li>• principles of display</li><li>• elements and principles of design and trends in retail design</li><li>• relevant OHS regulations, including:<ul style="list-style-type: none"><li>▪ manual handling</li><li>▪ hygiene and sanitation</li><li>▪ hazardous substances</li><li>▪ labelling of workplace substances</li></ul></li><li>• relevant regulatory requirements</li><li>• pricing procedures</li><li>• relevant industry codes of practice.</li></ul>	<ul style="list-style-type: none"><li>• use and maintenance of manual and electronic labelling and ticketing equipment</li><li>• completing tasks in a set timeframe</li><li>• literacy and numeracy skills in relation to:<ul style="list-style-type: none"><li>▪ reading and interpreting store procedures and guidelines</li><li>▪ machine or manual preparation of labels and tickets</li><li>▪ reading and understanding manufacturer instructions.</li></ul></li></ul>



## 5. Cold Chain Management

<b>UNIT TITLE</b>	Cold Chain Management				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to store drugs and maintain Temperature.				
<b>CODE</b>	SOC04S1U05V1	Level	3	Credit	3

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Important modes in cold chain	1.1 Different conditions to store drugs
2. Loading Vaccine Refrigerators	2.1 Procedure for loading vaccine refrigerators
3. Protecting the vaccines	3.1 Procedure to protect vaccines
4. Storage Principles	4.1 General principles to store the drugs.

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

Cold Chain Management may involve:

- Meaning
- Importance modes in cold chain
- loading vaccines
- protecting vaccines
- storage principles
- Protocols for using refrigerator

**Sources of information, specialist services and practitioners** may include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- manufacturer information
- industry and professional publications
- medicines databases

## ASSESSMENT GUIDE

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

- identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
- demonstrating use of aids and equipment
- identifies and refers to specialist sources of information, advice and expertise to assist the customer and maintain currency of knowledge
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### Context of and specific resources for assessment

Assessment must ensure:

performance is observed by the assessor or a technical expert working in partnership with the assessor.

- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following

examples are appropriate for this unit:

- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Storage of vaccines and other medicines</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills</li><li>• literacy skills to:<ul style="list-style-type: none"><li>▪ read and interpret medication orders</li><li>▪ check dose of drugs from medicine information sources</li></ul></li><li>• storage of drugs and proper handling on vaccines</li></ul>

## 6. Demonstrate professionalism as a pharmacy support staff or pharmacist

<b>UNIT TITLE</b>	Demonstrate professionalism as a pharmacy support staff or pharmacist				
<b>DESCRIPTOR</b>	This unit covers good practice guidance to all those involved in the provision of pharmacy services to the public				
<b>CODE</b>	SOC04S1U06V1	Level	3	Credit	3

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Work professionally in practice as a pharmacy support staff or pharmacist	<p>1.1 Pharmacy support staff or pharmacist roles are performed in a consistent and <b>professional manner</b> according to ethical, and workplace requirements</p> <p>1.2 Communication is clear, polite, and professional and takes account of the situation, personal style of the client, relationship between the participants, and <b>method of communication</b></p> <p>1.3 <b>Responsibility</b> is taken for own tasks and performance within the <b>national standard and workplace limits of the role of</b> pharmacy practitioner of pharmacy assistant</p> <p>1.4 <b>Procedures</b> to minimise and rectify errors are followed</p> <p>1.5 Effective <b>self-management techniques</b> are consistently employed</p> <p>1.6 Effective strategies to minimise impact of <b>Personal factors</b> adversely affecting professional performance are consistently employed</p>
2. Maintain and extend professional competence	<p>2.1 Understands the expectations of the registering authority in relation to maintenance of competence and ongoing professional development</p> <p>2.2 Undertakes <b>activities</b> intended to address learning and professional development needs</p>

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

**Professional manner** may include:

**Method of communication** may include:

- behavioural style
- personal presentation

**Responsibility** may include:

- using open and inclusive language
- speaking clearly and concisely
- using appropriate language
- non-verbal communication
- face-to-face or telephone contact with customers

**National standard and workplace limits of the role** may be defined by:

- identification, completion, and ownership of tasks for which one is personally responsible

**Procedures** may include:

- regulations and guidelines of the Maldives Board of Health Sciences
- Pharmacy policies and protocols

Self-management techniques may include:

- following protocols and standard operating procedures to minimise mistakes
- acting immediately to rectify errors
- reporting and/or documenting errors

**Personal factors** may include

- management of time
- management of conflict
- management of change
- management of stress

**Activities** may include:

- tiredness
- health
- fitness
- injury
- family
- relationships
- experiential learning
- academic courses
- presentations
- workshops

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- consistently applies store policy and procedures in regard to provision of pharmacy services
- applies store policy and procedures in regard to workplace ethics
- recognises and describes the organisational culture of the workplace, including organisational structure, mission and goals
- applies store policy and procedures and in regard to internal and external client contact, especially the use of non-discriminatory language and attitudes
- knows employee's own rights and responsibilities in regard to awards and agreements
- identifies and describes the role of various parties, including employer and employee associations
- applies store policy and procedures in regard to personal dress, presentation, hygiene and code of conduct
- consistently meets store scheduling routines and uses time effectively
- provides a quality service environment by treating customers and team members in a courteous a professional manner through all stages of the service and sales procedure
- accurately identifies the nature of customer complaints, resolves complaints and provides service to customers according to store policies
- uses effective questioning, active listening and observation skills to identify special customer requirements
- accesses, records and processes sales orders accurately and responsibly according to store policy and procedures
- collaboratively works within a team to meet customers' needs

### **Context of and specific resources for assessment**

Assessment must ensure:

- a real or simulated work environment
- relevant documentation, such as:
  - national regulations and standards relevant to provision of pharmacy services
  - store or sample policy and procedures in regard to workplace ethics
  - store or sample job descriptions and organizational charts
  - store or sample documentation regarding mission and goals for the company
  - store or sample policy and procedures in regard to the rights and responsibilities of employers and employees in the workplace
  - awards and agreements
- a range of customers with different requirements

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- research projects or case studies

- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

## **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• store policy and procedures in regard to:<ul style="list-style-type: none"><li>▪ workplace ethics</li><li>▪ shift availability or non-attendance</li><li>▪ staff rosters</li><li>▪ interpersonal conflict</li><li>▪ dealing with grievances</li><li>▪ personal animosity</li><li>▪ discriminatory behavior</li><li>▪ harassment</li><li>▪ staff counselling and disciplinary procedures</li><li>▪ equal opportunity issues</li><li>▪ part-time, casual, full-time work, contract employment</li><li>▪ hygiene and self-presentation</li></ul></li><li>• store organisational structure</li><li>• structure of the retail industry</li><li>• rights and responsibilities of employers and employees in retail workplace</li><li>• major changes affecting retail workplaces</li><li>• following set routines and procedures</li><li>• relevant regulatory requirements</li></ul>	<ul style="list-style-type: none"><li>• greeting and farewelling techniques</li><li>• add-on selling concepts</li><li>• literacy skills in the following areas:<ul style="list-style-type: none"><li>▪ follow routine instructions through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use language and concepts appropriate to cultural differences</li><li>▪ use and interpret non-verbal communication</li></ul></li><li>• ability to follow store policy and procedures</li><li>• maintaining personal presentation</li><li>• interpersonal communication skills, including:<ul style="list-style-type: none"><li>▪ non-discriminatory verbal and nonverbal communication</li><li>▪ listening, questioning and observation</li></ul></li><li>• literacy skills in reading and interpreting workplace documents</li></ul>

## 7. Schedules in Maldives (Forensic Pharmacy)

<b>UNIT TITLE</b>	Schedules in Maldives (Forensic Pharmacy)				
<b>DESCRIPTOR</b>	This unit covers knowledge required to sell drugs according to Maldives scheduling and guidelines to be followed				
<b>CODE</b>	SOC04S1U07V1	Level	3	Credit	3

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Knowing schedules	1.1 Identifying different scheduled drugs
2. Significance of schedules	2.1 Knowing importance of shedules
3. Recommended reference books	3.1 books to be referred for information about drugs
4. Roles of Pharmacy Assistant	4.1 general responsibilities of pharmacist.

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

**Sources of information, specialist services and practitioners** may include:

- Maldives Food and Drug Authority (MFDA)

### ASSESSMENT GUIDE

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

- general responsibilities of pharmacist
- books to be referred for information about drug
- Knowing importance of schedules
- Identifying different scheduled drugs

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following

examples are appropriate for this unit:

- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
Knowing schedules	Identifying different scheduled drugs
Significance of schedules	Knowing importance of schedules
Recommended reference books	books to be referred for information about drugs
Roles of Pharmacy Assistant	general responsibilities of pharmacist.



## 8. History of Pharmacy

<b>Unit Title</b>	History of Pharmacy				
<b>Descriptor</b>	This unit of competency describe evolution, history, introduction of Muslim and Chinese pharmacies				
<b>Code</b>	SOC04S1U08V1	<b>Level</b>	3	<b>Credit</b>	3

<b>Elements of Competence</b>	<b>Performance criteria</b>
1.Evolution of the term “pharmacy”	1.1 Understands the term pharmacy and develops a competency in revealing the knowledge acquired in essential situation. 1.2 Demonstrate the professional dignity and ethical limits in which a personnel should stand.
2.Importance of pharmacy in olden era	2.1 Address the need for having pharmacies in the ages in which medical science was under advancement. 2.2 Recognizes the social agencies which involved in promotion of health individuals in the society with the integration of services with medical professionals.
3.Roles of pharmacist	3.1 Address the roles and responsibilities of pharmacist and as pharmacy technician
4. First drug store	4.1 Demonstrate about first drug store in the world
5. Evolution of pharmacy	5.1 Summarise about evolution of pharmacy

### Range statement:

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

History of Pharmacy may include:

- Evolution of the term “pharmacy
- Importance of pharmacy in olden era
- First drug store
- Muslim pharmacy
- Chinese pharmacopeia

### **Assessment guide**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- Applies knowledge on history of pharmacy

### **Context of and specific resources for assessment**

Assessment must ensure:

- Knowing history of pharmacy
- Relevant information from internet

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- answers to questions about history and evolution of pharmacy .

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
Evolution of the term “pharmacy”	Understanding the term pharmacy
Importance of pharmacy in olden era	Knowing the importance of pharmacy in olden era
Roles of pharmacist	Understanding the roles and responsibilities

## 9. Pharmacy Logo-Green Cross

<b>Unit title</b>	Pharmacy Logo-Green Cross				
<b>Descriptor</b>	This unit of competency describe evolution, history of pharmacy logo and information about different types of pharmacy logos				
<b>Code</b>	SOC04S1U09V1	<b>Level</b>	3	<b>Credit</b>	3

Elements of competence	Performance criteria
1. History	1.1 Understands the history and evolution of logo
2. Significance	2.1 Address the need and significance of pharmacy logo
3. Terms to use	3.1 Demonstrate the terms and conditions to use pharmacy Logo
4. Other widely used logos	4.1 Information about other widely used pharmacy logos world wide

### Range Statement:

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

History of Pharmacy may include:

- History
- Significance
- Terms to use
- Other widely used logos

### Assessment guide

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- Applies knowledge on history of pharmacy logo

### **Context of and specific resources for assessment**

Assessment must ensure:

- Knowing history of pharmacy logo
- Relevant information about other pharmacy logos
- Terms and conditions to use pharmacy logo

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- Answers to questions about history and evolution of pharmacy logo .

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
Evolution of the “pharmacy logo”	Understanding pharmacy logo
Importance of pharmacy logo	Knowing the importance of pharmacy logo
Terms to use logo	Understanding the terms and conditions to used logo.

## 10. Introductions to the terms used in Pharmacy Practice

<b>UNIT TITLE</b>	Introductions to the terms used in Pharmacy Practice				
<b>DESCRIPTOR</b>	This unit covers the terms to be used in pharmacy practice and terms to be known by pharmacy for better understanding of the drug uses.				
<b>CODE</b>	SOC04S1U10V1	Level	3	Credit	3

<b>Elements OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate knowledge of terms to be used	1.1 Terms to be used are described accordingly and reason for use.
2. Demonstrate importance of knowing the terms	2.1 Pharmaceutical terms are described according to features, benefits, and reason for use

### RANGE STATEMENT:

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

### ASSESSMENT GUIDE

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies knowledge of pharmaceutical terms to be used during conversation with doctor.
- uses questioning, listening and observation skills

### Context of and specific resources for assessment

Assessment must ensure:

- a retail work environment
- relevant information sources such as BNF, CIMS, MIMS
- 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.

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following

Examples are appropriate for this unit:

- observation of the candidate in the workplace
- answers to questions about specific skills and knowledge

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

### **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Understanding the pharmaceutical terms for better communication with doctors</li><li>• Understanding the terms for better understating of a product descriptions.</li></ul>	<ul style="list-style-type: none"><li>• verbal and non-verbal communication skills</li><li>• literacy skills in regard to reading and understanding product information</li></ul>

**37. Provide written and oral advice as a pharmacy assistant**

<b>UNIT TITLE</b>	Provide written and oral advice as a pharmacy assistant				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to assess a request for advice as a pharmacy technician; research information as a pharmacy technician; and provide advice as a pharmacy technician.				
<b>CODE</b>	SOC04S2U37V1	Level	4	Credit	4

<b>Elements OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Assess a request for advice as a pharmacy technician	1.1 Verify customer identity and identify customer needs in a clear, polite, and professional manner 1.2 Identify <b>additional information</b> required for purposes of assessing customer request and/or meeting legal and/or workplace requirements in a clear, polite, and professional manner 1.3 Assess whether the customer needs are within the range of information or advice available from a pharmacy technician and/or whether referral to a pharmacist is required
2. Research information as pharmacist	2.1 Identify sources of information suitable to meet the customer needs  2.2 Process the information and put into format and/or context to meet customer needs
3. Provide advice as a pharmacy technician	3.1 provide advice to the customer in a timely manner 3.2 communicate advice to the customer clearly, politely and professionally 3.3 provide accurate advice in a format and/ or context appropriate to the customer 3.4 Obtain feedback to confirm the needs of the customer has been met 3.5 Respect customer privacy and confidentiality when requesting and providing advice.

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

**Additional information** may include:

- customer health and personal information
- pharmacy product or medicine-related information
- service information
- business or transaction records

**Sources of information** may include:

- other health professional
- reference text
- journal
- on-line services
- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- medicines databases
- manufacturer information
- industry and professional publications

**Communication** may be:

- written
- face-to-face
- telephone

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- consistently applies store policy and procedures in regard to customer service
- provides a quality service environment by treating customers and team members in a courteous a professional manner through all stages of the service procedure
- uses effective questioning, active listening and observation skills to identify special customer requirements
- uses variety of techniques to effectively communicate advice and/or information to fulfill the customer requirements

### **Context of and specific resources for assessment**

Assessment must ensure:

- a real or simulated work environment
- relevant documentation, such as:
  - store policy and procedures manuals



### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• store policy and procedures in regard to:<ul style="list-style-type: none"><li>▪ customer service</li><li>▪ allocated duties and responsibilities</li><li>▪ customer returns and refunds</li><li>▪ lay-by, gift voucher and rain-check procedures</li></ul></li><li>• location of sources of information</li><li>• functions and procedures for operating the store telephone system and other communication equipment</li><li>• relevant regulatory requirements</li><li>• relevant industry codes of practice</li></ul>	<ul style="list-style-type: none"><li>• greeting and farewelling techniques</li><li>• literacy skills in the following areas:<ul style="list-style-type: none"><li>▪ gathering information from variety of sources</li><li>▪ obtaining information in person or by telephone</li><li>▪ written record of customer requests</li></ul></li><li>• numeracy skills</li></ul>

### 38. Recommend and Provide advice for OTC and non medicated pharmacy Products

<b>UNIT TITLE</b>	Recommend and Provide advice for OTC and non medicated pharmacy Products				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to assess a request for advice as a pharmacy technician; research information as a pharmacy technician; and provide advice as a pharmacy technician				
<b>CODE</b>	SOC04S2U38V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Assess a request for advice as a pharmacy technician	1.1 Verify customer identity and identify customer needs in a clear, polite, and professional manner 1.2 Identify <b>additional information</b> required for purposes of assessing customer request and/or meeting legal and/or workplace requirements in a clear, polite, and professional manner 1.3 Assess whether the customer needs are within the range of information or advice available from a pharmacy technician and/or whether referral to a pharmacist is required
2. Research information as a pharmacist	2.1 Identify <b>sources of information</b> suitable to meet the needs of the customer 2.2 Process the information and put into format and/or context to meet customer needs
3. Provide advice as a pharmacy technician	3.1 Provide advice to the customer in a timely manner 3.2 <b>Communicate</b> advice to the customer clearly, politely and professionally 3.3 Provide accurate advice in a format and/or Context appropriate to the customer 3.4 Obtain feedback to confirm that needs of the customer have been met 3.5 Respect customer privacy and confidentiality When requesting and providing advice.

#### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

**Additional information** may include:

**Sources of information** may include:

- customer health and personal information
- pharmacy product or medicine-related information
- service information
- business or transaction records

- other health professional
- reference text
- journal
- on-line services
- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- medicines databases
- manufacturer information
- industry and professional publications

**Communication** may be:

- written
- face-to-face
- telephone

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### **Evidence of the following is essential:**

- consistently applies store policy and procedures in regard to customer service
- provides a quality service environment by treating customers and team members in a courteous a professional manner through all stages of the service procedure
- uses effective questioning, active listening and observation skills to identify special customer requirements
- uses variety of techniques to effectively communicate advice and/or information to fulfill the customer requirements

### **Context of and specific resources for assessment**

Assessment must ensure:

- a real or simulated work environment
- relevant documentation, such as:
  - store policy and procedures manuals

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play

- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

## **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• store policy and procedures in regard to:<ul style="list-style-type: none"><li>▪ customer service</li><li>▪ dealing with customer requests</li><li>▪ allocated duties and responsibilities</li><li>▪ customer returns and refunds</li><li>▪ lay-by, gift voucher and rain-check procedures</li></ul></li><li>• location of sources of information</li><li>• functions and procedures for operating the store telephone system and other communication equipment</li><li>• relevant regulatory requirements</li><li>• relevant industry codes of practice</li></ul>	<ul style="list-style-type: none"><li>• greeting and farewelling techniques</li><li>• literacy skills in the following areas:<ul style="list-style-type: none"><li>▪ gathering information from variety of sources</li><li>▪ obtaining information in person or by telephone</li><li>▪ written record of customer requests</li></ul></li><li>• numeracy skills.</li></ul>

## 39. Make conversions and perform calculations for compounding and dispensing

<b>UNIT TITLE</b>	Make conversions and perform calculations for compounding and dispensing				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to make conversions for pharmacy; perform calculations for compounding; and perform calculations for dispensing				
<b>CODE</b>	SOC04S2U39V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Make conversions for pharmacy	1.1 <b>Weight conversions</b> are made 1.2 <b>Volume conversions</b> are made
2. Perform calculations for compounding	2.1 Amounts of ingredient to diluent to fulfill finished products are calculated from <b>ratios and percentages</b> 2.2 Given amounts of ingredient and diluent in finished product, and ratios and percentages of ingredient to diluent are calculated 2.3 Decimal rounding is explained in relation to calculations for compounding
3. Perform calculations for dispensing	3.1 Quantities for supply of tablets are calculated to Fulfill prescriptions 3.2 customer dosage is calculated based on the weight and age of the patient.

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

**Weight conversions** may involve:

- micrograms to milligrams
- milligrams to micrograms
- milligrams to grams
- grams to milligrams
- milligrams to kilograms
- kilograms to milligrams
- grams to kilograms

**Volume conversions** may involve:

- millilitres to litres
- litres to milliliters

**Ratio and percentage strength** may be expressed in:

- volume to volume
- weight to volume
- weight to weight

- volume to weight

## ASSESSMENT GUIDE

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

### **Evidence of the following is essential:**

- consistently applies store policy and procedures in regard to compounding and dispensing of medicines
- uses effective questioning, active listening and observation skills to identify special customer requirements
- uses variety of techniques to effectively communicate advice and/or information to fulfill the customer requirements

### **Context of and specific resources for assessment**

Assessment must ensure:

- a real or simulated work environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - sources of information (books, journals, patient information leaflets etc.)
- relevant equipment such as calculators
- a range of customers with different requirements

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following

examples are appropriate for this unit:

- observation of performance in the workplace

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Calculations pertaining to:<ul style="list-style-type: none"><li>▪ dose</li><li>▪ dilutions</li><li>▪ amounts of ingredients for compounding</li></ul></li><li>• dose of drugs commonly dispensed from the pharmacy</li><li>• basic mathematics to perform calculations</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills</li><li>• literacy skills to:<ul style="list-style-type: none"><li>▪ read and interpret medication orders</li><li>▪ check dose of drugs from medicine information sources</li></ul></li><li>• calculation skill to calculate dose and amounts of ingredients for dilution and compounding</li></ul>

	<ul style="list-style-type: none"><li>• manual calculation techniques</li><li>• use of equipment such as:<ul style="list-style-type: none"><li>▪ calculators</li><li>▪ tablet counters</li><li>▪ measuring instruments (beakers, measuring cylinder)</li></ul></li></ul>
--	--

#### 40. Demonstrate Knowledge of Pharmaceutical Dose Forms and Accessories

<b>Unit title</b>	Demonstrate Knowledge of Pharmaceutical Dose Forms and Accessories				
<b>Descriptor</b>	This unit covers skills and knowledge required to demonstrate understanding of routes of administration of medicines; pharmaceutical dose forms for administration of medicines; and advise customers how to obtain optimal benefit from pharmaceutical dose forms and accessories.				
<b>Code</b>	SOC04S2U40V1	<b>Level</b>	4	<b>Credit</b>	4

Elements of competence	Performance criteria
1. Demonstrate knowledge of routes of administration of medicines	1.1 Routes of administration are described according to features, benefits, and reason for use.  1.2 Limitations of the routes of administration are described according to their action and effect on drugs.
2. Demonstrate knowledge of pharmaceutical dose forms for administration of medicines	2.1 Pharmaceutical dose forms are described according to features, benefits, and reason for use  2.2 Use and <b>care</b> of the dose forms are described in accordance with manufacturer's instructions.
3. Advise clients how to obtain optimal benefit from pharmaceutical dose forms and accessories	3.1 <b>Accessories</b> for use with pharmaceutical dose Forms are described according to features, benefits, reason for use, and use and care.  3.2 Advice to pharmacy clients for obtaining Optimal benefit from pharmaceutical dose forms And accessories is explained in accordance with Maldives Board of Health Sciences requirements for pharmacy technicians.

#### Range statement:

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

**Routes** of administration may include:

- buccal/sublingual
- Intramuscular
- intravenous
- subcutaneous
- nasal
- oral
- aural
- topical
- transdermal
- rectal
- vaginal

Pharmaceutical **dose forms** may include:

- capsule
- cream
- drops
- enema
- gel
- implants
- inhaler
- injection
- liquid formulations
  - syrups
  - suspensions
  - solutions
- ointment
- oral tablets
- paint
- paste
- pessary
- powder
- prolonged action dose forms
  - oral and parenteral
- protective coated product
- spray
- suppository

**Accessories** may include:

- spacers
- measures

- inhaler aids
- needles
- syringes

### **Assessment guide**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies knowledge of pharmaceutical dose forms and route of administration when selling or dispensing medicines to customers
- uses questioning, listening and observation skills to advise customers how to obtain optimal benefit from pharmaceutical dose forms and accessories.

### **Context of and specific resources for assessment**

Assessment must ensure:

- a retail work environment
- relevant information sources such as BNF, CIMS, MIMS
- 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.

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- answers to questions about specific skills and knowledge

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• pharmaceutical dose forms and their route of administration</li><li>• accessories for use with pharmaceutical dose forms</li><li>• customer needs and preferences</li></ul>	<ul style="list-style-type: none"><li>• verbal and non-verbal communication skills</li><li>• literacy skills in regard to reading and understanding product information</li></ul>

## 41. Abbreviations Used In Prescription for Dispensing Of Drugs

<b>Unit title</b>	Abbreviations Used In Prescription for Dispensing Of Drugs				
<b>Descriptor</b>	This unit covers skills and knowledge required to demonstrate understanding of routes of administration of medicines; pharmaceutical dose forms for administration of medicines; and advise customers how to obtain optimal benefit from pharmaceutical dose forms and accessories.				
<b>CODE</b>	SOC04S2U41V1	<b>Level</b>	4	<b>Credit</b>	4

<b>Elements of competence</b>	<b>Performance criteria</b>
1. Demonstrate knowledge of various abbreviations used in pharmacy practice	1.2 Abbreviations are described according to features, benefits, and reason for use.

### Range statement:

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

### Assessment guide

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- Applies knowledge of pharmaceutical abbreviations mentioned in prescription, when selling or dispensing medicines to customers
- Uses questioning, listening and observation skills to advise customers according to the prescription.

### Context of and specific resources for assessment

Assessment must ensure:

- a retail work environment
- Understanding the abbreviations in the prescription

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- answers to questions about specific skills and knowledge

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Understanding abbreviations in prescription</li><li>• Explain to customer according to prescription</li><li>• customer needs and preferences</li></ul>	<ul style="list-style-type: none"><li>• verbal and non-verbal communication skills</li><li>• literacy skills in regard to reading and understanding product information</li></ul>

## 42. General Dispensing Procedure

<b>Unit title</b>	General Dispensing Procedure				
<b>Descriptor</b>	This unit covers skills and knowledge required to confirm prescription information; prepare to dispense prescriptions and dispense prescriptions to customers in a pharmacy.				
<b>Code</b>	SOC04S2U42V1	<b>Level</b>	4	<b>Credit</b>	4

Elements of competence	Performance criteria
1. Confirm prescription and customer details	1.1 Check prescriptions for <b>legality, validity and completeness</b> and <b>discrepancies</b> actioned. 1.2 <b>Confirm customer</b> details. 1.3 Confirm customer entitlements under the National health insurance scheme
2. Confirm customer's prescription needs.	2.1 Identify and confirm items to be dispensed. 2.2 Provide brand substitution information to customers and ascertain customer preferences. 2.3 Advise the customer of expected <b>Prescription preparation</b> time or delivery times as appropriate.
3. Prepare to dispense prescriptions	3.1 Prepare received <b>prescriptions</b> for dispensing In accordance with standard operating Procedures 3.2 Calculate quantities of each item according to the prescription 3.3 <b>Recorded</b> rescription details using the Dispensary software and databases or Manually, in accordance with regulation, standards and standard operating procedures. 3.4 Process prescriptions for reimbursement in accordance with insurance company standard and the individual workplace protocol and/or contract.
4. Dispense prescriptions to the customer	4.1 Package correct quantity into a <b>suitable Container</b> (where applicable) 4.2 Label medicines appropriately in accordance with national standards and

	<p>standard operating procedures of the pharmacy</p> <p>4.3 Check whether the dispensed items comply with the <b>requirement of the prescription</b>, and with national standards.</p> <p>4.4 <b>Check medicines</b> prepared for dispensing.</p> <p>4.5 <b>Verify customer identity</b> to confirm that dispensed medicines are provided to the correct customer.</p> <p>4.6 Explain <b>information provided on medicines</b> and <b>confirm customer understanding</b>.</p> <p>4.7 Supply medicines promptly in <b>appropriate packaging</b> items in terms of item physical characteristics and quantity.</p>
5. Provide advice on the use of dispensed medicines	<p>5.1 Assess advice requirements and determine whether the requirements are within the range that may be provided by a pharmacy technician and/or whether referral to a pharmacist or doctor is required</p> <p>5.2 identify the client according to prescription details and/or use of dispensed medicines</p> <p>5.3 Select an appropriate location for providing advice in terms of facilitating communication and maintaining client privacy</p> <p>5.4 Use suitable questioning techniques to determine the knowledge the client already has and the advice that is required</p> <p>5.5 Communicate in a clear, polite, and Professional manner, and use terminology appropriate to the client</p> <p>5.6 Provide <b>Written advice</b> for the dispensed Medicine according to and standard operating Procedures.</p>

	<p>5.7 Provide oral advice and/or show practical demonstrations to reinforce and supplement written advice.</p> <p>5.8 Provide advice to clients to promotes Optimal benefit from the dispensed medicine and in accordance with prescription requirements.</p> <p>5.9 Provide additional advice on any additional <b>accessories</b>, devices and/or services which may promote optimal use of the dispensed medicine.</p> <p>5.10 Use appropriate questioning and feedback methods to ensure that the client has correctly understood the advice, and determine if the client has any further needs for advice on the use of dispensed medicines.</p>
--	--

### Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

**The acceptance of prescriptions and delivery of medicines** must comply with:

- National regulations
- Pharmacy board and MBHS guidelines, community pharmacy policies, protocols and procedures relating to accepting prescriptions and delivering dispensed medicine.

**Prescription legality, validity and completeness** must include:

- doctor's full name, current address and date
- name of medicine, quantity prescribed and dosage requirements is clearly indicated
- prescription is current
- adequate written instructions on the dosage regimen
- prescription is clear and there is no indication of tampering or forgery

**Customers** may include:

- customers or their agents
- customers with routine or special requests
- customers with special needs, e.g. elderly, non- Dhivehi-speaking background, infants, unwell, drug affected, grieving or upset

- regular and new customers
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

**Details** must include:

- full name and current address
- date of birth where patient is elderly (over 70 years) or young (under 12 years)
- entitlement number, if any, under the national health insurance scheme
- private health cover and receipt requirements
- allergies or adverse reactions to medications suffered in the past
- current use of other medications (including complementary medicines).

**Prescriptions** may include:

- private scripts
- dental scripts

**Prescription discrepancies** may include:

- incomplete or incorrect prescriber or customer details
- out-of-date prescriptions
- prescriptions marked 'cancelled' or otherwise, such as to indicate they have been dispensed and completed
- invalid prescriptions, e.g. forged or altered information, or written by prescriber for self treatment
- request for excessive quantities.

**Checking requirement of the prescription** must include:

- that the required items have been dispensed
- correct dose is supplied
- correct dose form is supplied
- correct strength is supplied
- correct brand is supplied
- correct quantity is supplied
- correct labels are attached.

**Verifying customer identity** must include:

- questioning to confirm that the correct customer receives the correct medicine
- requesting dated signature of customer or their agent as confirmation of receipt.

**Information provided on medicines** may include:

- pharmacy labels
- cautionary or advisory labels
- additional information or advice prepared by a pharmacist
- information provided by the supplier
- self-care and health information
- Consumer Medicine Information (CMI).

**Confirming customer understanding** may include:



- explaining information contained on cautionary and advisory labels in plain English suited to the customer communication requirements
- questioning to confirm that the correct customer understands the information provided
- inviting further questions from the customer

### **Assessment guide**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment guidelines for the Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in the unit**

Evidence of the following is essential:

- applies pharmacy protocols and procedures when dispensing prescriptions, including:
  - collecting the required information from customers
  - maintaining customer and prescription data
  - preparing medicine for dispensing
  - delivering medicine to customers
- respects and protects customer privacy when communicating with customers and maintaining customer records
- uses tact and discretion when collecting and providing information to customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- identifies and understands different types of prescriptions and entitlements
- recognises the situations requiring referral to a doctor
- plans and carries out work to meet dispensary workflow requirements and provide timely delivery of dispensed items to customers.

### **Context of and specific resources for assessment:**

Assessment must ensure:

- demonstration of accepting prescriptions and delivering medicine, over sufficient time to demonstrate handling of a range of contingencies
- interaction with customers, including a range of customers typical of the customer base
- delivery of a range of prescription medicine
- performance is observed by the assessor or the technical expert working in partnership with the assessor.
- assessment must be undertaken in a real workplace environment that meets standards for dispensary operations.
- access to relevant pharmacy protocols and procedures.
- access to national legislation and guidelines where appropriate
- access to relevant documentation, such as:
  - national health insurance scheme guidelines
  - prescriptions (real or simulated)
- access to a range of customers with different requirements (real or simulated)

- access to dispensed medicine for delivery to customer.

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace accepting prescriptions and delivering medicine to a range of customers
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements
- completing workplace documentation relevant to accepting prescriptions.

### Underpinning knowledge and skills:

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to dispensing medicines</li><li>• national health insurance system and supply rules, including:<ul style="list-style-type: none"><li>▪ customer eligibility and access</li><li>▪ customer entitlements</li><li>▪ rules on supplying medicines</li></ul></li><li>• brand substitution information:<ul style="list-style-type: none"><li>▪ product costing policy reflecting brand price premiums and therapeutic premiums</li></ul></li><li>• pricing policy and procedures</li><li>• Requirements to be satisfied for a complete, unambiguous and valid prescription and actions to take if validity is questionable</li><li>• Procedures and rationale for validating prescriptions</li><li>• Prescribing conventions, and abbreviations and medical terminology used for instructions for the use of medicines</li><li>• Common proprietary and generic names</li><li>• Drug forms, dose, strength and quantity</li><li>• Procedures to follow regarding dispensing of controlled drugs</li><li>• Medicine administration and use and effect on basic human physiology</li><li>• Properties of container types and principles of selection for use</li><li>• Principles of calculations, weights and Measures.</li><li>• Regulatory requirements and principles of pharmaceutical product labelling eg product name, batch numbering and expiry date</li><li>• Processes for reconstitution of products</li><li>• Principles and range of storage requirements for</li></ul>	<ul style="list-style-type: none"><li>• Identify discrepancies/deviations and refer to the authorised person</li><li>• Identify drugs by generic and proprietary names, or readily access the information</li><li>• Identify and select correct product with reference to form, dose, strength, brand and quantity</li><li>• Use measuring devices appropriately</li><li>• Create labels which are legal, clearly readable, with instructions expressed in simple language, including all information specified by the prescriber</li><li>• Use ancillary and cautionary labels and explanatory statements and directions as specified by most recent British National Formulary (BNF)</li><li>• Enter and access data on pharmacy computer system</li><li>• Apply checking processes through out dispensing procedure</li><li>• Demonstrate safe dispensing practices</li><li>• Use time management strategies to set priorities</li><li>• Communicate and interact appropriately with colleagues, health care practitioners and clients.</li><li>• Use literacy, numeracy and oral communication skills required to fulfill the position in a safe manner as specified by the health care facility.</li><li>• Use problem solving skills</li><li>• Use available resources and prioritise workload</li></ul>

<p>pharmaceutical products</p> <ul style="list-style-type: none"><li>• Principles and procedures of maintaining security of pharmaceutical products</li><li>• Procedures for dealing with returned goods</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer pharmacy staff as required</li></ul>	
---	--

### 43. Respond Effectively To Difficult or Challenging Behavior

<b>Unit title</b>	Respond Effectively To Difficult or Challenging Behavior				
<b>Descriptor</b>	This unit of competency describes the skills and knowledge required to respond effectively to difficult or challenging behavior of clients and others				
<b>Code</b>	SOC04S1U43V1	<b>Level</b>	4	<b>Credit</b>	4

Elements of competence	Performance criteria
1 Plan response	1.1 Identify appropriate response to potential instances of <b>difficult or challenging behaviour</b> in line with work role and organisation policies and procedures. 1.2 Ensure <b>planned responses</b> to difficult or challenging behaviour maximise the availability of other appropriate staff and resources 1.3 Give priority to safety of self and others in Responding to difficult or challenging behaviour.
2. Apply response	2.1 Ensure response to instances of difficult or challenging behaviour reflect <b>organization policies and procedures</b> 2.2 Seek assistance as required 2.3 Deal with difficult or challenging behavior promptly, firmly and diplomatically in accordance with organisation policy and procedure 2.4 Use communication effectively to achieve the Desired outcomes in responding to difficult or Challenging behaviour. 2.5 <b>Select</b> appropriate <b>strategies</b> to suit particular instances of difficult or challenging behaviour
3. Report and review incidents	3.1 Report incidents according to organization policies and procedures. 3.2 Review incidents with appropriate staff and offer suggestions appropriate to area of responsibility. 3.3 Access and participate in available debriefing mechanisms and associated support and/or development activities.

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

**Planned responses** may be based on:

- Own ability and experience
- Established organisation procedures
- Knowledge of individual persons and underlying causes

**Difficult or challenging behaviours** may include:

- Aggression
- Confusion or other cognitive impairment
- Noisiness
- Manipulation
- Wandering
- Self-destructive
- Intoxication
- Intrusive behaviour
- Verbal offensiveness

**Organisation** policies and procedures may include:

- Incident reporting and documentation
- Operational guidelines for handling incidents and/or cases involving difficult and challenging behavior
- Debriefing of staff involved in incident.

### ASSESSMENT GUIDE:

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- This unit is most appropriately assessed in the workplace (simulating difficult or challenging behaviour) or in a simulated workplace and under the normal range of work conditions
- This unit can be assessed independently, but holistic assessment practice is encouraged with Other related units of competency
- Assessment may be conducted on one occasion but should include a diverse range of sources of difficult and challenging behaviours, as may be expected in the workplace
- A diversity of assessment tasks is also essential for holistic assessment

### UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• Knowledge of organisation's reporting processes</li><li>• Issues relating to difficult and challenging behaviour</li></ul>	<p>Ability to:</p> <ul style="list-style-type: none"><li>• Interpret and follow the instructions and guidance of health professionals involved with the care of client</li></ul>

<ul style="list-style-type: none"><li>• Client issues need to be referred to an appropriate health professional</li></ul>	<ul style="list-style-type: none"><li>• Identify when assistance is required</li><li>• Maintain personal safety and the safety of others</li><li>• Foresee and respond quickly and effectively to contingencies</li><li>• Maintain duty of care</li><li>• Effectively use techniques for monitoring own service area including client satisfaction</li><li>• Speak in a firm, diplomatic and culturally appropriate manner</li><li>• Remain calm and positive in adversity</li><li>• Think and respond quickly and strategically</li><li>• Remain alert to potential incidents of difficult or challenging behaviour</li><li>• Monitor and/or maintain security equipment</li><li>• Work with others and display empathy with client and relatives</li></ul>
---	--

## 44. Products related to Allergy

<b>UNIT TITLE</b>	Products related to Allergy				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to provide information to customers on products, services and customer self-care practices to treat allergies				
<b>CODE</b>	SOC04S2U44V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge of common allergies and related products and customer self-care practices.	1.1 Identify and locate <b>products to treat or manage allergies</b> . 1.2 Identify customer self-care practices and <b>sources of information on allergies</b> . 1.3 Use appropriate product terminology
2. Identify customer's allergy-related needs.	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of other medications and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on allergies and related products and services.	3.1 Recommend products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of **products to treat or manage allergies** must **comply with**:

- national regulations
- industry codes of practice, standards and guidelines
- community pharmacy policies, protocols and procedures relating to the sale of allergy-related medicines.

**Products to treat or manage allergies** may include:

- non-sedating antihistamines
- sedating antihistamines

- decongestant nasal drops and sprays
- corticosteroid nasal spray.

**Products to treat allergies** may come in various forms, including:

- liquid, creams and lotions
- capsules and tablets
- inhalants drops and sprays
- eye drops
- creams.

**Sources of information** may include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- medicines databases
- manufacturer information
- industry and professional publications.

**Recommendations** refer to:

- only those medicines not requiring referral to a doctor. This may include over the counter (OTC) medicines
- aids and equipment.

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies pharmacy protocols and procedures when selling medicines and aids for allergies, including:
  - collecting the required information from customers.
  - identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
  - using appropriate product terminology
- applies knowledge of common symptoms or indicators of allergic conditions
- applies knowledge of the common causes of allergic conditions
- applies knowledge of products appropriate to treat common allergy conditions
- applies knowledge of lifestyle, self-care practices and support services
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to



- pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

**Assessment must ensure:**

- demonstration of the sale of allergy-related medicines and products, over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - product information
  - self-care advice
- access to a range of customers with different requirements (real or simulated)
- access to a range of allergy-related products.

**Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace selling products to treat or manage allergies to a range of customers
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

**UNDERPINNING KNOWLEDGE AND SKILLS**

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to the sale of allergy-related medicines and products</li><li>• common allergy symptoms and conditions for which medicines and products may be of assistance</li><li>• range of medicines used to treat allergies and basic understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that can contribute to allergic reactions and related lifestyle and self-care information</li><li>• common side effects of taking allergy Medicines</li><li>• aids and equipment that may be of assistance to customers with allergies, including product</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal Communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying and selling allergy-related</li></ul>

<p>applicators</p> <ul style="list-style-type: none"><li>• role boundaries and responsibilities and circumstances under which referral to pharmacist or other pharmacy staff is required</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required</li></ul>	<p>medicines and products</p> <ul style="list-style-type: none"><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>
---	--

## 45. Products related to Analgesic and Anti-inflammatory

<b>UNIT TITLE</b>	Products related to Analgesic and Anti-inflammatory				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to provide information to customers on products, services and customer self-care practices related to analgesic and anti-inflammatory products.				
<b>CODE</b>	SOC04S2U45V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge of analgesic and anti-inflammatory products and customer self-care practices.	<p>1.1 Identify and locate <b>analgesic and anti-inflammatory products</b>.</p> <p>1.2 Identify customer self-care practices and <b>sources of information on analgesic and anti-inflammatory products</b>.</p> <p>1.3 Use appropriate product terminology</p>
2. Identify customer analgesic and anti-inflammatory needs.	<p>2.1 Identify customer needs, symptoms, duration and severity.</p> <p>2.2 Determine customer's current use of <b>other medications</b> and other medical conditions.</p> <p>2.3 Identify and act upon situations requiring referral to pharmacist.</p>
3. Provide information on analgesic and anti-inflammatory products and services.	<p>3.1 <b>Recommend</b> products appropriate to Customer symptoms and needs.</p> <p>3.2 Provide the customer with information and Directions for product use.</p> <p>3.3 Provide information to customers on self-care practices.</p> <p>3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.</p>

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of **analgesic and anti-** • national regulations

**inflammatory products** must comply with:

- industry codes of practice, standards and guidelines
- community pharmacy policies, protocols and procedures relating to the sale of analgesic and anti-inflammatory medicines.

**Analgesic and anti-inflammatory Products**

- Paracetamol
- combination products, e.g. hayfever products with analgesics, anti-inflammatory and anti-allergy medicine
- Non Steroidal Anti-Inflammatory Drugs (NSAIDs)
- hot and cold packs
- various forms, including:
  - liquid or soluble
  - tablets: caplets, capsules, coated tablets
  - liquid filled soft capsules, gelcaps
  - gels, creams and ointments
  - transdermal patches
  - rectal medication

**Sources of information** may include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- medicines databases
- manufacturer information
- industry and professional publications.

**Recommendations** refer to:

- only those medicines not requiring referral to a doctor.  
This may include over the counter (OTC) medicines.
  - aids and equipment.

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies pharmacy protocols and procedures when selling analgesic and anti-inflammatory medicines, aids and equipment, including:

- collecting the required information from customers
- identifying situations or requests requiring referral to a pharmacist and refer appropriately
- identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
- using appropriate product terminology
- applies knowledge of the common causes of pain-related ailments and conditions
- applies knowledge of products used to treat common pain ailments and conditions
- applies knowledge of lifestyle, self-care practices and support services
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### **Context of and specific resources for assessment**

Assessment must ensure:

- demonstration of the sale of analgesic and anti-inflammatory medicines and products, over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - product information
  - self-care advice
- access to a range of customers with different requirements (real or simulated)
- access to a range of analgesic and anti-inflammatory products.

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following

examples are appropriate for this unit:

- observation of the candidate in the workplace selling analgesic and anti-inflammatory medicines to a range of customers
- written or verbal questioning to assess knowledge and understanding.
- role plays to confirm communication skills to meet diverse customer requirements.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to the sale of analgesic and anti-inflammatory medicines and products</li><li>• common symptoms and conditions for which medicines and products may be of assistance</li><li>• range of medicines used to treat pain and basic understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that can and related lifestyle and self-care information</li><li>• common side effects of taking analgesic and anti-inflammatory medicines</li><li>• aids and equipment that may be of assistance to customers, including product applicators</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying and selling analgesic and anti-inflammatory medicines related medicines and products</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>

**46. Identify, locate and sell cough and cold products**

<b>UNIT TITLE</b>	Identify, locate and sell cough and cold products				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to provide information to customers on products, services and customer self-care practices related to cough and cold products.				
<b>CODE</b>	SOC04S2U46V1	Level	4	Credit	4

<b>Elements OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Develop knowledge of cough and cold products and customer self-care practices.	1.1 Identify cough and cold products.  1.3 Identify customer self-care practices and <b>sources of information on</b> cough and cold products.  1.3 Use appropriate product terminology
2. Identify customer cough and cold products needs.	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of other medications and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on cough and cold products and services.	3.1 Recommend products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of **cough and cold products** must comply with:

- national regulations
- industry codes of practice, standards and guidelines
- community pharmacy policies, protocols and procedures relating to the sale of cough and cold medicines.

**Cough and cold products** may include:

- cough suppressant
- cough expectorant and mucolytic

- sympathomimetic decongestants
- analgesics
- sedating and non-sedating antihistamines.

**Medicines and products** may include:

- complementary medicines
- non-scheduled products
- pharmacy medication.

**Cough and cold products** may come in various forms, including:

- liquid
- capsules and tablet
- inhalants
- ointments and rubs
- lozenges and capsules
- nasal sprays and drops
- steam vaporisers.

**Sources of information on cough and cold conditions** may include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- medicines databases
- manufacturer information
- industry and professional publications.

**Recommendations** refer to:

- only those medicines not requiring referral to a doctor. This may include over the counter (OTC) medicines.
- aids and equipment.

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies pharmacy protocols and procedures when selling cough and cold medicines, aids and equipment, including:
  - collecting the required information from customers
  - identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs



- using appropriate product terminology
- applies knowledge of common symptoms or indicators of cough and cold-related conditions
- applies knowledge of the common cough and cold-related conditions
- applies knowledge of products appropriate to treat common cough and cold conditions
- applies knowledge of lifestyle, self-care practices and support services
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### **Context of and specific resources for assessment**

Assessment must ensure:

- demonstration of the sale of cough and cold medicines and products, over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - product information
  - self-care advice
- access to a range of customers with different requirements (real or simulated)
- access to a range of cough and cold products.

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace selling cough and cold medicines to a range of Customers
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

## **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to the sale of cough and cold products</li><li>• common cough and cold symptoms and conditions for which medicines and products may be of assistance</li><li>• range of medicines used to cold and cough</li><li>• basic understanding of modes of action for</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm</li></ul></li></ul>

<p>medicines that can be sold without the involvement of a pharmacist</p> <ul style="list-style-type: none"><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required</li></ul>	<p>requirements</p> <ul style="list-style-type: none"><li>▪ use and interpret non-verbal communication</li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>
--	--

47. **Drugs related to Eyes**

<b>UNIT TITLE</b>	Drugs related to Eyes				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to provide information to customers on products, services and customer self-care practices related to eye				
<b>CODE</b>	SOC04S2U47V1	Level	4	Credit	4

<b>Elements OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Develop knowledge of eye products and customer self-care practices.	1.1 Identify eye products. 1.2 Identify customer self-care practices and <b>sources of information on eye products.</b> 1.3 Use appropriate product terminology
2. Identify customer eye products needs.	2.1 Identify customer needs, symptoms, duration And severity. 2.2 Determine customer's current use of other medications and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on eye products and services.	3.1 Recommend products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of **eye, ear and oral care**• National regulation **products** must comply with:

- industry codes of practice, standards and guidelines
- community pharmacy policies, protocols and procedures relating to the sale of eye, ear and oral care medicines.

**Eye products include:**

- eye care products
- ear protection products

**Sources of information** may include:

- health care information
- pharmacy or supplier product leaflets, brochures And manuals
- manufacturer information
- industry and professional publications

**Recommendations** refer to:

- only those medicines not requiring referral to a doctor. This may include over the counter (OTC) medicines.
- aids and equipment.

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies pharmacy protocols and procedures when selling eye medicines, aids and equipment, including:
  - collecting the required information from customers
  - identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
  - using appropriate product terminology
- applies knowledge of the common causes of eye, ear and oral ailments and conditions
- applies knowledge of lifestyle, self-care practices and support services
- applies knowledge of products appropriate to treat common eye, ear and oral conditions
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### Context of and specific resources for assessment

Assessment must ensure:

- demonstration of the sale of eye medicines and products, over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace selling eye, ear and oral care medicines to a range of customers
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to the sale of eye products</li><li>• common eye infections and conditions for which medicines and products may be of assistance</li><li>• range of medicines used to eye infections basic understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>

## 48. Drugs related to gastrointestinal conditions

<b>UNIT TITLE</b>	Drugs related to gastrointestinal conditions				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to provide information to customers on products, services and customer self-care practices to treat gastro-intestinal conditions				
<b>CODE</b>	SOC04S2U48V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge of GIT products and customer self-care practices.	1.1 Identify GIT products. 1.2 Identify customer self-care practices and <b>sources of information on</b> GIT products 1.3 Use appropriate product terminology
2. Identify customer GIT products needs.	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of <b>other medications</b> and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on GIT products and services.	3.1 <b>Recommend</b> products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of **gastro-intestinal products**• national regulations must comply with:

- industry codes of practice, standards and guidelines
- community pharmacy policies, protocols and procedures relating to the sale of gastro-intestinal medicines.

**Gastro-intestinal products** may include:

- laxatives
- anti-diarrhoea medicine
- antispasmodic medication
- fibre supplements
- rehydration solutions
- heartburn and indigestion medication, e.g. antacids, alginates and H2 antagonists
- haemorrhoidal products
- anthelmintic (worming) products

- OTC products

**Gastro-intestinal products** may come in various forms, including:

- liquid
- tablet, capsule, caplets
- ointments and creams
- suppositories
- granules
- mixtures
- powders
- enemas

**Sources of information** may include:

- health care information
- pharmacy or supplier product leaflets, brochures manuals
- manufacturer information

- industry and professional publications.

**Recommendations** refer to:

- only those medicines not requiring referral to a doctor. This may include over the counter (OTC) medicines.
- aids and equipment.

## **ASSESSMENT GUIDE:**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies pharmacy protocols and procedures when selling gastro-intestinal medicines, aids and equipment, including:
  - collecting the required information from customers
  - identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
  - using appropriate product terminology
- applies knowledge of common symptoms or indicators of gastro-intestinal conditions
- applies knowledge of the common causes of gastro-intestinal conditions
- applies knowledge of products appropriate to treat common gastro-intestinal conditions
- applies knowledge of lifestyle and self-care practices and support services
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements

#### **Context of and specific resources for assessment:**

Assessment must ensure:

- demonstration of the sale of gastro-intestinal medicines and products, over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - product information
  - self-care advice
- access to a range of customers with different requirements (real or simulated)
- access to a range of gastro-intestinal products.

#### **Methods of assessment:**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace selling gastro-intestinal medicines to a range of customers
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

### **UNDERPINNING KNOWLEDGE AND SKILLS:**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to the sale of GIT products</li><li>• common GIT infections and conditions for which medicines and products may be of assistance</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ Communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li></ul></li></ul>



<ul style="list-style-type: none"><li>• range of medicines used to GIT infections basic understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required</li></ul>	<ul style="list-style-type: none"><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal communication</li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>
--	---

## 49. Drugs related to first aid and wound care

<b>UNIT TITLE</b>	Drugs related to first aid and wound care				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to provide information to customers on products, services and customer self-care practices related to first aid and wound care products				
<b>CODE</b>	SOC04S2U49V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge of first aid and wound care products and customer self-care practices.	1.1 Identify first aid and wound care products. 1.2 Identify customer self-care practices and <b>sources of information</b> on first aid and wound care products. 1.3 Use appropriate product terminology
2. Identify customer first aid and wound care product needs.	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of <b>other medications</b> and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

- national regulations

Sale of **first aid and wound care products** must comply with:

- industry codes of practice, standards and guidelines
- community pharmacy policies, protocols and procedures relating to the sale of first aid and wound medicines.

**First aid and wound care products** may include:

- dressings, strappings, bandages and supports
- surgical implements
- antiseptic, skin healing and care products
- aids and equipment, e.g. protective devices and mobility aids.

**First aid and wound care products** may come in various forms, including:

- liquid, spray, gels
- adhesive and non-adhesive pads and patches
- creams and ointments
- pastes.

**Sources of information** may include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- manufacturer information
- industry and professional publications.

**Recommendations** refer to:

- only those medicines not requiring referral to a doctor. This may include over the counter (OTC) medicines.
- aids and equipment.

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies pharmacy protocols and procedures when selling first aid and wound care medicines, aids and equipment, including:
  - collecting the required information from customers
  - identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
  - demonstrating the application of dressings, aids and equipment
  - using appropriate product terminology.
- applies knowledge of the common causes of injuries and wounds
- applies knowledge of products appropriate to treat injuries and wounds
- applies knowledge of injury and wound types and healing process and stages
- applies knowledge of lifestyle, self-care practices and support services
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### **Context of and specific resources for assessment**

Assessment must ensure:

- demonstration of the sale of first aid and wound care medicines and products, over sufficient Time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - product information
  - self-care advice
- access to a range of customers with different requirements (real or simulated)
- access to a range of first aid and wound care products.

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace selling first aid and wound care medicines and products to a range of customers
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

### UNDERPINNING KNOWLEDGE AND SKILLS:

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to the sale of first aid and wound care products</li><li>• common wound infections and conditions for which medicines and products may be of assistance</li><li>• range of medicines used to wound basic understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>

behalf of a customer • communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required	
---	--

## 50. Drugs related to Skin and Fungal Conditions

<b>UNIT TITLE</b>	Drugs related to Skin and Fungal Conditions				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to provide information to customers on products, services and customer self-care practices related to treat skin and fungal conditions				
<b>CODE</b>	SOC04S2U50V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge of skin and fungal products and customer self-care practices.	1.1 Identify skin and fungal products. 1.2 Identify customer self-care practices and <b>sources of information on</b> skin and fungal products. 1.3 Use appropriate product terminology
2. Identify customer skin and fungal products needs.	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of <b>other medications</b> and other medical conditions. <b>2.3</b> Identify and act upon situations requiring referral to pharmacist.
3. Provide information on skin and fungal products and services.	3.1 <b>Recommend</b> products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of **skin and fungal products** must comply with:

- national regulations
- industry codes of practice, standards and guidelines
- community pharmacy policies, protocols and procedures relating to the sale of first aid and woundcare medicines.

**Skin and fungal products** may include:

- anti-fungal treatments
- anti-bacterials and infection or infestation treatments
- anti-pruritics

- moisturisers and skin protection products.

**Medicines and products** may include:

- complementary medicines
- non-scheduled products
- OTC medicine
- prescription medicines

**Sources of information** may include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- manufacturer information
- industry and professional publications.

**Recommendations** refer to:

- only those medicines not requiring referral to a doctor.  
This may include over the counter (OTC) medicines.
- aids and equipment.

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies pharmacy protocols and procedures when selling skin and fungal medicines, aids and equipment, including:
  - collecting the required information from customers
  - identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
  - using appropriate product terminology
- applies knowledge of common symptoms or indicators of skin and fungal conditions
- applies knowledge of the common causes of skin and fungal conditions
- applies knowledge of products appropriate to treat common skin and fungal conditions
- applies knowledge of lifestyle, self-care practices and support services
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy.
- plans and carries out work to meet customer service workflow requirements.

### **Context of and specific resources for assessment**

**Assessment must ensure:**

- demonstration of the sale of skin and fungal medicines and products, over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - product information
  - self-care advice
- access to a range of customers with different requirements (real or simulated)
- access to a range of skin and fungal products.

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace selling skin and fungal medicines to a range of customers
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

### **UNDERPINNING KNOWLEDGE AND SKILLS:**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to the sale of skin and fungal products</li><li>• common skin infections and fungal conditions for which medicines and products may be of assistance</li><li>• range of medicines used for skin disease and fungal disease basic understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators.</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>



<ul style="list-style-type: none"><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required</li></ul>	
--	--

## 51. Baby Care Products and Medicines

<b>UNIT TITLE</b>	Baby Care Products and Medicines				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to provide information to customers on products, services and customer self-care practices related to baby and infant care products.				
<b>CODE</b>	SOC04S2U51V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge of Baby Care Products and Medicines and customer self-care practices.	1.1 Identify Baby Care Products and Medicines products. 1.2 Identify customer self-care practices and <b>sources of information on Baby Care Products and Medicines</b> products. 1.3 Use appropriate product terminology
2. Identify customer Baby Care Products and Medicines needs.	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of other medications and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on Baby Care Products and Medicines and services.	3.1 <b>Recommend</b> products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of **baby and infant care**

- national regulations

**products** must comply with:

- industry codes of practice, standards and guidelines
- community pharmacy policies, protocols and procedures relating to the sale baby and infant care medicines.

**Baby and infant care products** may include:

- nappies and related products
- formula and feeding-related products and Sterilizer kits

- Medicines and products** may include:
- teething products
  - rash and other skin treatments.
  - complementary medicines
  - non-scheduled products
  - pharmacy medication.
- Baby and infant care products** may come in various forms, including:
- liquid, sprays, drops
  - ointments, creams, oils, lotions
  - powders
  - formulas
  - durable products.
- Sources of information** may include:
- health care information
  - pharmacy or supplier product leaflets, brochures and manuals
  - medicines databases
  - manufacturer information
  - industry and professional publications.
- Recommendations** refer to:
- only those medicines not requiring referral to a doctor. This may include over the counter (OTC) medicines.
  - aids and equipment.

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

#### **Evidence of the following is essential:**

- applies pharmacy protocols and procedures when selling baby and infant care medicines, aids and equipment, including:
  - collecting the required information from customers
  - identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifying and supplying the relevant medicines, information, aids and equipment to meet baby and infant health needs
  - using appropriate product terminology
- applies knowledge of common symptoms or indicators of baby and infant health care conditions
- applies knowledge of the common baby and infant health care needs
- applies knowledge of products to meet baby and infant health care needs
- respects and protects customer privacy when communicating with customers
- applies knowledge of lifestyle, baby and infant health care practices and support services

- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### **Context of and specific resources for assessment**

Assessment must ensure:

- demonstration of the sale of baby and infant care products, over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - product information
  - baby and infant health care advice
- access to a range of customers with different requirements (real or simulated)
- access to a range of baby and infant care products and services.

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace selling baby and infant care products to a range of Customers.
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

### **UNDERPINNING KNOWLEDGE AND SKILLS:**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to the Baby Care Products and Medicines</li><li>• common products used</li><li>• range of medicines used for Baby Care Products and Medicines basic understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators.</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.</li><li>• communication skills to collect and provide</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer</li></ul>

information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues • procedures to follow for collecting and supplying information to an agent acting on behalf of a customer • communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required	service requirements.
--	-----------------------

## 52. Drugs related to Asthma

<b>UNIT TITLE</b>	Drugs related to Asthma				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to develop a basic understanding of the asthma condition and provide information to customers on products, services and customer self-care practices to support customers to manage asthma				
<b>CODE</b>	SOC04S2U52V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge of Drugs related to Asthma and customer self-care practices.	1.1 Identify Drugs related to Asthma 1.2 Identify customer self-care practices and <b>sources of information on</b> Drugs related to Asthma. 1.3 Use appropriate product terminology
2. Identify customer medicines needs for asthma	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of other medications and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on Drugs related to Asthma and services.	3.1 <b>Recommend</b> products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of Drugs related to Asthma • national regulations

**Asthma products** may include:

- relievers: (bronchodilators) short acting B2 agonists, ipratropium bromide, theophylline
- preventers: inhaled corticosteroids, cromoglycate, prednisone, prednisolone
- 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.

**Sources of information, specialist services and practitioners** may include:

- health care information
  - pharmacy or supplier product leaflets, brochures  
And manuals
  - manufacturer information
  - industry and professional publications
  - medicines databases
  - doctors
  - pharmacist
  - support organisations
  - other health care specialists
  - relevant websites.
- Other medications** may include:
- over the counter medicines

## **ASSESSMENT GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies pharmacy protocols and procedures when selling asthma-related medicines, aids and equipment, including:
  - collecting the required information from customers
  - identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifying and supplying the relevant medicines, information, aids and equipment to meet customer health needs
  - demonstrating use of aids and equipment
- applies knowledge of the common symptoms and basic causes of asthma and associated risk factors
- applies knowledge of medicine, aids and equipment appropriate to treat or manage asthma conditions
- applies knowledge of lifestyle, self-care practices and support services
- identifies and refers to specialist sources of information, advice and expertise to assist the customer and maintain currency of knowledge
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### Context of and specific resources for assessment

Assessment must ensure:

- demonstration of the sale of asthma-related medicines and products, over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - asthma product and service information
  - self-care and lifestyle advice
- access to a range of customers with different requirements (real or simulated)
- access to a range of asthma products.

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace selling asthma-related medicines, aids and equipment to a range of customers
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

### UNDERPINNING KNOWLEDGE AND SKILLS:

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to the Drugs related to asthma</li><li>• common products used</li><li>• range of medicines used for asthma basic understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators.</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>



supplying information to an agent acting on behalf of a customer • communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required.	
---	--

### 53. Drugs related to Blood pressure

<b>UNIT TITLE</b>	Drugs related to Blood pressure				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to develop a basic understanding of blood pressure and provide information to customers on products, services and customer self-care practices to support customers to manage blood pressure				
<b>CODE</b>	SOC04S2U53V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge of Drugs related to Blood pressure and customer self-care practices.	1.1 Identify Drugs related to Blood pressure 1.2 Identify customer self-care practices and <b>sources of information on Drugs</b> related to Blood pressure 1.3 Use appropriate product terminology
2. Identify customer Medicines needs for blood pressure	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of other medications and other medical conditions 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on Drugs related to Blood pressure and services.	3.1 Recommend products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

#### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of Drugs related to blood pressure • national regulations

**Blood pressure products** may include:

- electronic and manual blood pressure measuring devices
- blood pressure medication.

**Medicines and products** may include:

- complementary medicines
- non-scheduled products
- pharmacy medication.

**Sources of information, specialist services and practitioners** may include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- manufacturer information
- industry and professional publications
- medicines databases
- doctors
- pharmacist
- support organisations
- other health care specialists
- relevant websites.

**Recommendations** refer to:

- only those medicines not requiring referral to a doctor. This may include over the counter (OTC) medicines.
- aids and equipment.

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

**Evidence of the following is essential:**

- applies pharmacy protocols and procedures when selling blood pressure medicines, aids and equipment, including:
  - collecting the required information from customers
  - identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
  - demonstrating use of aids and equipment
- applies knowledge of the common symptoms and basic causes of blood pressure and associated risk factors
- applies knowledge of medicine, aids and equipment appropriate to treat or manage blood pressure
- applies knowledge of lifestyle, self-care practices and support services
- identifies and refers to specialist sources of information, advice and expertise to assist the customer and maintain currency of knowledge
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding

- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### **Context of and specific resources for assessment**

Assessment must ensure:

- demonstration of the sale of blood pressure medicines and products over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - blood pressure product and service information
  - self-care and lifestyle advice
- access to a range of customers with different requirements (real or simulated)
- access to a range of blood pressure products.

### **UNDERPINNING KNOWLEDGE AND SKILLS:**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to the Drugs related to blood pressure</li><li>• common products used</li><li>• range of medicines used for drugs related to blood pressure understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators.</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required.</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>

## 54. Information on Complementary medicine

<b>UNIT TITLE</b>	Information on Complementary medicine				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to develop a basic understanding of complementary medicine and provide information to customers on products, services and customer self-care practices to support customers to purchase appropriate complementary medicine and related products.				
<b>CODE</b>	SOC04S2U54V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge on Complementary medicine and customer self-care practices.	1.1 Identify Drugs related to Complementary medicine 1.2 Identify customer self-care practices and <b>sources of information on Drugs</b> related to Complementary medicine 1.3 Use appropriate product terminology
2. Identify customer Medicines needs for Complementary medicine	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of other medications and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on Complementary medicine and services.	3.1 Recommend products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of complimentary medicines • national regulations

#### Complementary medicines and products:

- may include:
  - vitamins
  - minerals

- herbs
- essential oils
- probiotics
- miscellaneous supplements.
- must comply with:
  - national regulations
  - industry codes of practice, standards and guidelines
  - community pharmacy policies, protocols and procedures relating to the sale of complementary medicines and products, aids and equipment.

**Health conditions** that may benefit from use of complementary medicines and products may include:

- cardio-vascular conditions
- depression
- pregnancy and breast feeding.

**Sources of information, specialist services and practitioners** may include:

- health care information
- pharmacy or supplier product leaflets, brochures And manuals
- manufacturer information
- industry and professional publications
- medicines databases
- doctors
- pharmacist
- support organisations
- other health care specialists
- relevant websites.

**Recommendations** refer to:

- only those medicines not requiring referral to a doctor. This may include over the counter (OTC) medicines.
- aids, test kits and equipment

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies pharmacy protocols and procedures when selling complementary medicines, aids and equipment, including:

- collecting the required information from customers
- identifying situations or requests requiring referral to a pharmacist and refer appropriately
- identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
- demonstrating use of complementary medicines, aids and equipment
- applies knowledge of the common symptoms that may benefit from the use of complementary medicines
- applies knowledge of complementary medicines, aids and equipment appropriate to treat or manage conditions
- applies knowledge of lifestyle, self-care practices and support services
- identifies and refers to specialist sources of information, advice and expertise to assist the customer and maintain currency of knowledge
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### **Context of and specific resources for assessment**

Assessment must ensure:

- demonstration of the sale of complementary medicines and products, over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - complementary medicine and product and service information
  - self-care and lifestyle advice
- access to a range of customers with different requirements (real or simulated)
- access to a range of complementary medicine products.

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace selling complementary medicines, aids and equipment to a range of customers
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to the Complementary medicine</li><li>• common products used</li><li>• range of medicines used for Complementary medicine understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators.</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required.</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal Communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>



## 55. Drugs related to Diabetes

<b>UNIT TITLE</b>	Drugs related to Diabetes				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to develop a basic understanding of diabetes conditions and provide information to customers products, services and customer self-care practices to support customers to manage diabetes.				
<b>CODE</b>	SOC04S2U55V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge on Drugs related to Diabetes and customer self-care practices.	1.1 Identify Drugs related to Diabetes 1.2 Identify customer self-care practices and <b>sources of information on Drugs</b> related to diabetes 1.3 Use appropriate product terminology
2. Identify customer medicine needs for drugs related to Diabetes	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of other medications and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on Drugs related to Diabetes and services.	3.1 <b>Recommend</b> products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of Drugs related to Diabetes • national regulations

**Diabetes types and related conditions** may include:

- Type 1 diabetes or insulin-dependent diabetes
- Type 2 diabetes or non-insulin-dependent diabetes
- hypoglycaemia.

Sale of **diabetes medications aids and equipment** must comply with:

- national regulations
- industry codes of practice, standards and guidelines

- community pharmacy policies, protocols and procedures relating to the sale of first aid and wound care medicines.

**Diabetes-related products, aids, test kits and equipment** may include:

- insulin, syringes, pens, lancets
- other diabetic medication
- blood glucose monitoring machines, reagent strips
- glucose urine testing kits.

**Medicines and products** may include:

- complementary medicines
- non-scheduled products
- pharmacy medication.

**Sources of information, specialist services and practitioners** may include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- manufacturer information
- industry and professional publications
- medicines databases
- doctors
- pharmacist
- support organisations
- other health care specialists
- relevant websites.

**Recommendations** refer to: • only those medicines not requiring referral to a doctor.  
This may include over the counter (OTC) medicines.

## **ASSESSMENT GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies pharmacy protocols and procedures when selling diabetes-related medicines, aids and equipment, including:
  - collecting the required information from customers
  - identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
  - demonstrating use of aids and equipment
- applies knowledge of the common symptoms and basic causes of diabetes conditions and associated risk factors
- applies knowledge of medicine, aids and equipment appropriate to treat and manage diabetes conditions
- applies knowledge of lifestyle, self-care practices and support services

- identifies and refers to specialist sources of information, advice and expertise to assist the customer and maintain currency of knowledge
- respects and protects customer privacy when communicating with customers
- demonstrates ability to put the customer at ease and use questioning techniques appropriate to discussing highly sensitive issues
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### **Context of and specific resources for assessment**

Assessment must ensure:

- demonstration of the sale of diabetes-related medicines and products, over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - diabetes product and service information
  - self-care and lifestyle advice
- access to a range of customers with different requirements (real or simulated)
- access to a range of diabetes products.

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following

examples are appropriate for this unit:

- observation of the candidate in the workplace selling diabetes-related medicines, aids and equipment to a range of customers
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

## **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to the diabetics</li><li>• common products used</li><li>• range of medicines used for diabetics</li><li>understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal Communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li></ul>

<p>to customers, including product applicators</p> <ul style="list-style-type: none"><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required.</li></ul>	<ul style="list-style-type: none"><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>
---	--

## 56. Information on Products Related To Anti-Obesity, Diet Management and Nutritional Products

<b>UNIT TITLE</b>	Information on Products Related To Anti-Obesity, Diet Management and Nutritional Products				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to provide information to customers on products, services and customer self-care practices related to diet, nutrition and weight management.				
<b>CODE</b>	SOC04S2U56V1	Level	4	Credit	4

<b>Elements OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Develop knowledge on To Anti-Obesity, Diet Management And Nutritional Products and customer self-care practices.	1.1 Identify Drugs related to Anti-Obesity, Diet Management And Nutritional Products 1.2 Identify customer self-care practices and <b>sources of information on</b> Drugs related to Anti-Obesity, Diet Management And Nutritional Products 1.3 Use appropriate product terminology
2. Identify customer Medicines needs for Drugs related to Anti-Obesity, Diet Management And Nutritional Products	2.1 Identify customer needs, symptoms, duration And severity. 2.2 Determine customer's current use of <b>other medications</b> and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on drugs related to Anti-Obesity, Diet Management And Nutritional Products	3.1 <b>Recommend</b> products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of Drugs related to Anti-Obesity, • national regulations

Diet Management And Nutritional Products

**Common diet, nutrition and weight-related conditions** may include:

- anorexia
- bulimia
- obesity
- weight loss due to illness.

**Diet, nutrition and weight management products** may include:

- vitamins
- minerals
- herbs
- supplements.

**Medicines and products** may include:

- complementary medicines
- nutritional supplements
- OTC products
- prescription medication.

**Sources of information, specialist services and practitioners** may include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- manufacturer information
- industry and professional publications
- medicines databases
- doctors
- pharmacist
- support organisations
- other health care specialists
- relevant websites.

**Recommendations** refer to:

- only those medicines not requiring referral to a doctor. This may include over the counter (OTC) medicines.
- aids and equipment

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies pharmacy protocols and procedures when selling diet, nutrition and weight management medicines, products, aids and equipment, including:

- collecting the required information from customers
- identifying situations or requests requiring referral to a pharmacist and refer appropriately
- identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
- demonstrating use of aids and equipment
- applies knowledge of the common symptoms and basic causes of diabetes conditions and associated risk factors
- applies knowledge of medicine, aids and equipment appropriate to treat and manage diabetes conditions
- applies knowledge of lifestyle, self-care practices and support services
- applies an understanding lifestyle, self-care practices and support services
- applies an understanding of evidence-based assessment of the efficacy of diet, nutrition and weight-related products
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### Context of and specific resources for assessment

Assessment must ensure:

- demonstration of the sale of diet, nutrition and weight management medicines and products, over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - product information

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace selling diet, nutrition and weight management medicines to a range of customers
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

### Underpinning knowledge

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to the Anti-Obesity, Diet Management And Nutritional Products</li><li>• common products used</li><li>• range of medicines used for Anti-Obesity, Diet</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li></ul></li></ul>

<p>Management And Nutritional Products</p> <p>understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</p> <ul style="list-style-type: none"><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required.</li></ul>	<ul style="list-style-type: none"><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal Communication</li></ul> <ul style="list-style-type: none"><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>
--	---



## 57. Drugs used during pregnancy and maternal health

<b>UNIT TITLE</b>	Drugs used during pregnancy and maternal health				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to develop a basic understanding of pregnancy and maternal health and provide information to customers on products, services and customer self-care practices to support customers to manage pregnancy and maternal health.				
<b>CODE</b>	SOC04S2U57V1	Level	4	Credit	4

<b>Elements OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Develop knowledge on Drugs used during pregnancy and maternal health and customer self-care practices.	1.1 Identify Drugs used during pregnancy and maternal health. 1.2 Identify customer self-care practices and <b>sources of information</b> on Drugs used during pregnancy and maternal health 1.3 Use appropriate product terminology
2. Identify drugs used during pregnancy and maternal health	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of <b>other medications</b> and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on Drugs used during pregnancy and maternal health	3.1 <b>Recommend</b> products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

**Pregnancy and maternal health related conditions** may include:

- morning sickness
- fatigue
- changes in hair condition, e.g. drier or oilier
- weakened nails
- varicose veins
- indigestion or heartburn
- constipation

- haemorrhoids
- swelling of hands and feet
- backache
- headache
- breast and nipple changes
- pre-eclampsia
- gestational diabetes
- postnatal depression.

Sale of **pregnancy and maternal health products** must comply with:

- national regulations
- industry codes of practice, standards and guidelines

**Pregnancy and maternal health related products** may include:

- morning sickness treatments
- nipple care products
- pregnancy testing kits
- stretch mark and related skin care products,
- nipple shields
- breast expressing kits
- nursing pads
- nursing accessories, e.g. pillows
- maternity pads

**Medicines and products** may include:

- complementary medicines
- dietary supplements

**Sources of information, specialist services and practitioners** include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- manufacturer information
- industry and professional publications
- medicines databases
- doctors
- pharmacist
- support organisations
- other health care specialists
- relevant websites.

**Recommendations** refer to:

- only those medicines not requiring referral to a doctor. This may include over the counter (OTC) medicines.
- Aids, test kits and equipment

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies pharmacy protocols and procedures when selling pregnancy and maternal health-related medicines, aids and equipment, including:
  - collecting the required information from customers
  - identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
  - demonstrating use of aids and equipment
- applies knowledge of the common symptoms and basic causes of pregnancy-related and maternal health conditions and associated risk factors
- applies knowledge of medicine, aids and equipment appropriate to treat or manage pregnancy and maternal health conditions.
- applies knowledge of lifestyle, self-care practices and support services
- identifies and refers to specialist sources of information, advice and expertise to assist the customer and maintain currency of knowledge
- respects and protects customer privacy when communicating with customers
- demonstrates ability to put the customer at ease and use questioning techniques appropriate to discussing highly sensitive issues
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### **Context of and specific resources for assessment**

Assessment must ensure:

- demonstration of the sale of pregnancy and maternal health-related medicines and products, over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - pregnancy and maternal health product and service information
  - self-care and lifestyle advice
- access to a range of customers with different requirements (real or simulated)
- access to a range of pregnancy and maternal health products.

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace selling pregnancy and maternal health-related medicines, aids and equipment to a range of customers
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

### **Underpinning knowledge**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to Drugs used during pregnancy and maternal health</li><li>• common products used</li><li>• range of medicines used during pregnancy and maternal health understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators.</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required.</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal Communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>

58. **Drugs used for smoking cessation**

<b>UNIT TITLE</b>	Drugs used for smoking cessation				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to develop a basic understanding of smoking cessation and provide information to customers on products, services and customer self-care practices to support customers to manage smoking cessation				
<b>CODE</b>	SOC04S2U58V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge on Drugs used for smoking cessation and customer self-care practices.	1.1 Identify Drugs used for smoking cessation 1.2 Identify customer self-care practices and <b>sources of information on</b> Drugs used for smoking cessation 1.3 Use appropriate product terminology
2. Identify customer drugs used for smoking cessation	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of <b>other medications</b> and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on Drugs used for smoking cessation	3.1 Recommend products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

**Sources of information, specialist services and practitioners** may include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals

- manufacturer information
- industry and professional publications
- doctors
- pharmacist
- support organisations
- other health care specialists
- relevant websites.

Sale of **smoking cessation medications aids and equipment** must comply with:

- national regulations
- industry codes of practice, standards and guidelines
- community pharmacy policies, protocols and procedures relating to the sale of first aid and wound care medicines

**Smoking cessation-related products and aids** may include:

- nicotine replacement therapy, including patches, gums and inhalers
- audio and video resources.

**Medicines and products** may include:

- complementary medicines
- non-scheduled products
- pharmacy medication.

**Other medications** may include:

- over the counter medicines
- prescription medicines
- herbal and vitamin supplements

**Recommendations** refer to:

- only those medicines not requiring referral to a doctor.  
This may include over the counter (OTC) medicines.
- aids, test kits and equipment

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- applies pharmacy protocols and procedures when selling smoking cessation-related medicines, aids and equipment, including:
  - collecting the required information from customers
  - identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
  - demonstrating use of smoking cessation products
- applies knowledge of nicotine dependence, triggers that contribute to smoking and barriers to quitting smoking
- applies knowledge of smoking and related health conditions and side effects resulting from use of smoking cessation products
- applies knowledge of nicotine dependence, triggers that contribute to smoking and barriers to quitting smoking
- applies knowledge of lifestyle, self-care practices and support services
- identifies and refers to specialist sources of information, advice and expertise to assist the customer and maintain currency of knowledge
- respects and protects customer privacy when communicating with customers
- demonstrates ability to put the customer at ease and use questioning techniques appropriate to discussing highly sensitive issues
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### **Context of and specific resources for assessment**

Assessment must ensure:

- demonstration of the sale of smoking cessation-related medicines and products over sufficient time to demonstrate handling of a range of contingencies
- performance is observed by the assessor or a technical expert working in partnership with the assessor.
- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures
- access to relevant documentation, such as:
  - smoking cessation product and service information

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace selling smoking cessation-related medicines and aids to a range of customers
- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to Drugs used for smoking cessation</li><li>• common products used</li><li>• range of Drugs used for smoking cessation</li><li>• understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators.</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required.</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal Communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>



## 59. Products related to Cosmetic, Hair and Teeth

<b>UNIT TITLE</b>	Products related to Cosmetic, Hair and Teeth				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to recommend and provide advice on hair, beauty and cosmetic products and services to customers.				
<b>CODE</b>	SOC04S2U59V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge on Products related to Cosmetic, Hair and Teeth and customer self-care practices.	1.1 Identify Products related to Cosmetic, Hair and Teeth 1.2 Identify customer self-care practices and <b>sources of information on</b> Products related to Cosmetic, Hair and Teeth 1.3 Use appropriate product terminology
2. Identify customer Products related to Cosmetic, Hair and Teeth	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of other medications and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on Products related to Cosmetic, Hair and Teeth	3.1 Recommend products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

**Product knowledge** may include: • brand options

- application procedures and techniques
- benefits and effects of various products
- method of production
- guarantees

- price
- ingredients
- elements of design such as:
  - line, direction, focal points, balance
  - camouflage of skin or hair faults.

**Sources of information** may include:

- store or supplier product leaflets and manuals
- fashion magazines
- manufacturer representatives
- product labels
- hair and beauty shows
- internet
- customer feedback
- designated staff members.

**Comparisons between products and services** may relate to:

- features and effects of products and services
- method of application
- price
- storage requirements and shelf life.

**Product range** may include:

- hair products such as:
  - hair colour
  - shampoos and conditioners
  - styling aids such as mousses, gels and hairsprays
  - hair ornaments
  - brushes, combs
  - blow dryers
- beauty products such as:
  - skin care products for face and body
  - face and body make-up, pre-make-up products and stabilisers
  - brushes, sponges
  - applicators
  - pallets
  - lash curlers, artificial lashes, tweezers
  - magnifying mirrors
  - containers and trays, make-up boxes
  - pencil sharpeners.
- cosmetic products such as:

**Customers** may include: • people with routine or special requests

- people with special needs
- regular and new customers
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

**Staff members** may include:

- new or existing staff
- full-time, part-time or casual
- people with varying levels of language and literacy
- people from a range of cultural, social and ethnic

**Customer requirements** may include:

- occasion (e.g. casual, professional, day or evening)
- colour preferences and style
- durability, function and usage
- cost
- lifestyle
- physical characteristics, including allergic reactions
- product preferences, including desire to use natural products
- culture and ethnicity.

**Services** may include:

- product advice for home care treatments
- hair, skin and nail care advice
- hair, skin and nail care treatments
- colour coordination for hair and make-up products

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- continually updates and applies product knowledge to provide comprehensive advice to customers and staff
- consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures
- advises customers and informs sales team members of skin and hair care essentials
- advises customers on the use and application of hair, beauty and cosmetic products, including hair, skin and nail care advice, colour coordination for hair and make-up products and advice on current fashion trends and design elements
- consistently advises on product performance and features and benefits of products according to store policy and procedures.

### **Context of and specific resources for assessment**

Assessment must ensure:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
  - store policy and procedures manuals
  - relevant regulations
- an appropriate range of hair, beauty and cosmetic products.

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- a role play
- written or verbal answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and Products related to Cosmetic, Hair and Teeth</li><li>• common products used</li><li>• range of Drugs used for Cosmetic, Hair and Teeth</li><li>• understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators.</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required.</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal Communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>

## 60. Drugs related to poisoning

<b>UNIT TITLE</b>	Drugs related to poisoning				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to develop a basic understanding of Drugs related to poisoning and provide information to customers on products.				
<b>CODE</b>	SOC04S2U60V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge on Drugs related to poisoning and customer self-care practices.	1.1 Identify Drugs related to poisoning 1.2 Identify customer self-care practices and <b>sources of information on</b> Drugs related to poisoning 1.3 Use appropriate product terminology
2. Identify customer Drugs related to poisoning	2.1 Identify customer needs, symptoms, duration and severity. 2.2 Determine customer's current use of <b>other medications</b> and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on Drugs related to poisoning	3.1 <b>Recommend</b> products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of **drugs related to poisoning medications aids and equipment** must comply with:

- national regulations
- industry codes of practice, standards and guidelines
- community pharmacy policies, protocols

**Drugs related to poisoning** may include:

- Classification of antidotes
- Management of overdose & poisoning.
- Enhancing anti-dote effects
- Common anti-dotes

**Sources of information, specialist services and practitioners** may include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- manufacturer information
- industry and professional publications
- medicines databases
- doctors
- pharmacist
- support organisations
- other health care specialists
- relevant websites.

**Other medications** may include:

- prescription medicines

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

- collecting the required information from customers
  - identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifies and refers to specialist sources of information, advice and expertise to assist the customer and maintain currency of knowledge
  - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
  - demonstrating use of aids and equipment
  - identifies and refers to specialist sources of information, advice and expertise to assist the customer and maintain currency of knowledge
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### **Context of and specific resources for assessment**

Assessment must ensure:

performance is observed by the assessor or a technical expert working in partnership with the assessor.

- access to a real or simulated pharmacy environment

- access to relevant pharmacy protocols and procedures

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following

examples are appropriate for this unit:

- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to poisoning</li><li>• common products used</li><li>• range of Drugs used for relating to poisoning</li><li>• understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators.</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required.</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal Communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>

**61. Drugs related to central nervous system (CNS)**

<b>UNIT TITLE</b>	Drugs related to central nervous system (CNS)				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to develop a basic understanding of Drugs related to CNS and provide information to customers on products				
<b>CODE</b>	SOC04S2U61V1	Level	4	Credit	4

<b>Elements OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Develop knowledge on Drugs related to CNS and customer self-care practices.	1.1 Identify Drugs related to CNS 1.2 Identify customer self-care practices and <b>sources of information on</b> Drugs related to CNS 1.3 Use appropriate product terminology
2. Identify customer Drugs related to CNS	2.1 Identify customer needs, symptoms, duration And severity. 2.2 Determine customer's current use of <b>other medications</b> and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on Drugs related to CNS	3.1 <b>Recommend</b> products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of **drugs related to CNS medications aids and equipment** must comply with:

- national regulations
- industry codes of practice, standards and guidelines
- community pharmacy policies, protocols



**Drugs related to CNS** may Include;

- anesthetics
- Hypnotics and sedatives
- anti-epileptics
- Anti-anxieties
- Anti-Depressants
- Anti- Parkinson's

**Sources of information, specialist services and practitioners** may include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- manufacturer information
- industry and professional publications
- medicines databases
- doctors
- pharmacist
- support organisations
- other health care specialists
- relevant websites.

**Other medications** may include:

- prescription medicines

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

collecting the required information from customers

- identifying situations or requests requiring referral to a pharmacist and refer appropriately
- identifies and refers to specialist sources of information, advice and expertise to assist the customer and maintain currency of knowledge
- identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
- demonstrating use of aids and equipment
- identifies and refers to specialist sources of information, advice and expertise to assist the customer and maintain currency of knowledge
- respects and protects customer privacy when communicating with customers
- provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
- recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
- plans and carries out work to meet customer service workflow requirements.

### Context of and specific resources for assessment

Assessment must ensure:

performance is observed by the assessor or a technical expert working in partnership with the assessor.

- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following

examples are appropriate for this unit:

- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

### Underpinning knowledge and skills

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to CNS</li><li>• common products used</li><li>• range of Drugs used for relating to CNS</li><li>• understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators.</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required.</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal Communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>

## 62. Drugs related to Blood

<b>UNIT TITLE</b>	Drugs related to Blood				
<b>DESCRIPTOR</b>	This unit covers skills and knowledge required to develop a basic understanding of Drugs related to Blood and provide information to customers on products				
<b>CODE</b>	SOC04S2U62V1	Level	4	Credit	4

Elements OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop knowledge on Drugs related to Blood and customer self-care practices.	1.1 Identify Drugs related to Blood 1.2 Identify customer self-care practices and <b>sources of information on</b> Drugs related to Blood 1.3 Use appropriate product terminology
2. Identify customer Drugs related to Blood	2.1 Identify customer needs, symptoms, duration And severity. 2.2 Determine customer's current use of <b>other medications</b> and other medical conditions. 2.3 Identify and act upon situations requiring referral to pharmacist.
3. Provide information on Drugs related to Blood	3.1 <b>Recommend</b> products appropriate to Customer symptoms and needs. 3.2 Provide the customer with information and Directions for product use. 3.3 Provide information to customers on self-care practices. 3.4 Identify and act upon opportunities to suggest companion products relevant to desired health care outcomes.

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicized wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sale of **drugs related to Blood medications aids and equipment** must comply with:

- national regulations
- industry codes of practice, standards and guidelines
- community pharmacy policies, protocols

**Drugs related to CNS** may Include;

- anemia
- Anti- platelets
- Fibrinolytics
- Anti-coagulants

**Sources of information, specialist services and practitioners** may include:

- health care information
- pharmacy or supplier product leaflets, brochures and manuals
- manufacturer information
- industry and professional publications
- medicines databases
- doctors
- pharmacist
- support organisations
- other health care specialists
- relevant websites.

**Other medications** may include:

- prescription medicines

## **ASSESSMENT GUIDE**

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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

collecting the required information from customers

- identifying situations or requests requiring referral to a pharmacist and refer appropriately
  - identifies and refers to specialist sources of information, advice and expertise to assist the customer and maintain currency of knowledge
  - identifying and supplying the relevant medicines, information, aids and equipment to meet customer needs
  - demonstrating use of aids and equipment
  - identifies and refers to specialist sources of information, advice and expertise to assist the customer and maintain currency of knowledge
- respects and protects customer privacy when communicating with customers
  - provides information to customers in ways appropriate to customer needs and demonstrates appropriate techniques to confirm understanding
  - recognises the situations requiring referral to a pharmacist or other pharmacy staff according to pharmacy policy
  - plans and carries out work to meet customer service workflow requirements.

### **Context of and specific resources for assessment**

Assessment must ensure:

performance is observed by the assessor or a technical expert working in partnership with the assessor.

- access to a real or simulated pharmacy environment
- access to relevant pharmacy protocols and procedures

### **Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following

examples are appropriate for this unit:

- written or verbal questioning to assess knowledge and understanding
- role plays to confirm communication skills to meet diverse customer requirements.

### **Underpinning knowledge and skills**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• pharmacy policies, protocols and procedures relating to Blood</li><li>• common products used</li><li>• range of Drugs used for relating to Blood</li><li>• understanding of modes of action for medicines that can be sold without the involvement of a pharmacist</li><li>• common risk factors that and related lifestyle and self-care information</li><li>• common side effects</li><li>• aids and equipment that may be of assistance to customers, including product applicators.</li><li>• role boundaries and responsibilities and circumstances under which referral to a pharmacist or other pharmacy staff is required.</li><li>• communication skills to collect and provide information to customers, including use of structured and open-ended questions and interpretation of non-verbal cues</li><li>• procedures to follow for collecting and supplying information to an agent acting on behalf of a customer</li><li>• communication methods and systems to operate as part of a team and provide relevant information to a pharmacist and other pharmacy staff as required.</li></ul>	<ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>▪ communicate with the customer, including obtaining and providing information and confirming understanding, through clear and direct communication</li><li>▪ ask questions to identify and confirm requirements</li><li>▪ use and interpret non-verbal Communication</li></ul></li><li>• apply literacy skills to read and interpret medication and self-care information</li><li>• respect and maintain privacy and confidentiality of customer information</li><li>• demonstrate procedures for identifying symptoms and identifying products related</li><li>• access and use information systems as required by the role</li><li>• plan and organise work to meet customer service requirements.</li></ul>