

22303VIC
Course in Verifying the Correct Use of Adrenaline
Autoinjector Devices

Accredited for the period: 1 January 2016 to 31 December 2020
under Parts 4.4 and 4.6 of the Education and Training Reform Act 2006



Document Status:

This document is an exact copy of the document, which is listed on the State Register of Accredited Courses and Recognised Qualifications and the www.training.gov.au site.

Accredited from 1st January 2016 to 31st December 2020



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Section A: Copyright and course classification information

<p>1. Copyright owner of the course</p>	<p>Copyright of this document is held by the Department of Education and Training, Victoria. © State of Victoria (Department of Education and Training) 2015 <u>Day to day contact:</u> Human Services Curriculum Maintenance Manager Swinburne University of Technology PO Box 218 Hawthorn VIC 3122 Email: cmmhs@swin.edu.au Telephone: 03 9214 5034 / 9214 8501</p>							
<p>2. Address</p>	<p>Executive Director Training System Performance and Industry Engagement Higher Education and Skills Group Department of Education and Training GPO Box 4367 Melbourne VIC 3001</p>							
<p>3. Type of submission</p>	<p>Accreditation</p>							
<p>4. Copyright acknowledgement</p>	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2015</p>							
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<p>6. Course accrediting body</p>	<p>Victorian Registration and Qualifications Authority</p>							
<p>7. AVETMISS information</p>	<table border="1"> <tr> <td data-bbox="526 1556 941 1720"> <p>ANZSCO Code (<i>Australian and New Zealand Standard Classification of Occupations</i>)</p> </td> <td data-bbox="957 1556 1452 1720"> <p><i>GEN20 Non-industry specific training</i></p> </td> </tr> <tr> <td data-bbox="526 1720 949 1818"> <p>ASCED Code – 4 digit (Field of Education)</p> </td> <td data-bbox="957 1720 1452 1818"> <p><i>0699 Other Health</i></p> </td> </tr> <tr> <td data-bbox="526 1818 949 1886"> <p>National course code</p> </td> <td data-bbox="957 1818 1452 1886"> <p><i>22303VIC</i></p> </td> </tr> </table>	<p>ANZSCO Code (<i>Australian and New Zealand Standard Classification of Occupations</i>)</p>	<p><i>GEN20 Non-industry specific training</i></p>	<p>ASCED Code – 4 digit (Field of Education)</p>	<p><i>0699 Other Health</i></p>	<p>National course code</p>	<p><i>22303VIC</i></p>	
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<p>ASCED Code – 4 digit (Field of Education)</p>	<p><i>0699 Other Health</i></p>							
<p>National course code</p>	<p><i>22303VIC</i></p>							
<p>8. Period of accreditation</p>	<p>1 January 2016 – 31 December 2020</p>							



Section B: Course information

1. Nomenclature <i>Standard 1 AQTF Standards for Accredited Courses</i>	
1.1. Name of the qualification	Course in Verifying the Correct Use of Adrenaline Autoinjector Devices
1.2. Nominal duration of the course	2 hours
2. Vocational or educational outcomes <i>Standard 1 AQTF Standards for Accredited Courses</i>	
2.1. Purpose of the course	<p>Graduates of the <i>Course in Verifying the Correct Use of Adrenaline Autoinjector Devices</i> will have the required skills and knowledge to verify that an individual, who has successfully completed the online modules of the ASCIA Anaphylaxis eTraining for Victorian Schools, can demonstrate correct use of all adrenaline autoinjector devices prescribed in the ASCIA e-training and are currently available in Australia.</p> <p>Graduates of this course will not have the skills and knowledge to train others to be a verifier or to train others to correctly use adrenaline autoinjector devices.</p>
3. Development of the course <i>Standards 1 and 2 AQTF Standards for Accredited Courses</i>	
3.1. Industry / enterprise/ community needs	<p>The Victorian Department of Education and Training (DET), Health and Engagement Unit have identified an increasing demand in schools for the management of anaphylaxis and to skill staff appropriately to manage students known to be at risk of anaphylaxis. In response, the training prescribed <i>Education and Training Reform Act 2006: Ministerial Order No 706: Anaphylaxis Management in Victorian Schools</i> has been updated.</p> <p>The Australasian Society of Clinical Immunology and Allergy (ASCIA) have developed anaphylaxis e-training tailored to the policy environment of Victorian Schools on behalf of the DET. The <i>Course in Verifying the Correct Use of Adrenaline Autoinjector Devices</i> has been developed to complement the ASCIA online training course: <i>ASCIA Anaphylaxis eTraining for Victorian Schools</i></p> <p>Completion of the ASCIA Anaphylaxis eTraining for Victorian Schools requires the participant to:</p> <ol style="list-style-type: none"> Obtain a result of 80% or higher in the final assessment of the online modules (multiple-choice online quiz), and Demonstrate the correct use of all adrenaline autoinjectors currently available in Australia by using adrenaline autoinjector trainer devices in front of a verifier. <p>The verifier is required to meet the following requirements:</p>

- a) Competency in the administration of an adrenaline autoinjector in an emergency situation, and
- b) Required skills and knowledge to be able to verify that a participant of the ASCIA Anaphylaxis eTraining for Victorian Schools has used the adrenaline autoinjector devices correctly.

DET has commissioned the development of the *Course in Verifying the Correct Use of Adrenaline Autoinjector Devices* to provide the knowledge and skills required to verify others demonstrating the correct use of adrenaline autoinjector devices.

The person being verified must have successfully completed the online modules of the ASCIA Anaphylaxis eTraining for Victorian Schools and had opportunity to practise using the adrenaline autoinjector trainer devices.

The target group of candidates for this course will be employees of Victorian schools who have completed the ASCIA Anaphylaxis eTraining for Victorian Schools, demonstrated the correct use of adrenaline autoinjector devices and have been nominated to become verifiers of other school staff.

The Project Steering Committee has determined that graduates of the “*Course in Verifying the Correct Use of Adrenaline Autoinjector Devices*” should refresh their competence in this course every 3 years. In addition, ASCIA Anaphylaxis eTraining for Victorian Schools must be refreshed/re-trained in line with the Victorian Department of Education and Training guidelines.

A Project Steering Committee was formed to oversee the accreditation process and the members were:

Carol Whitehead (Chair) Royal Children’s Hospital Melbourne

Prof. Mimi Tang Royal Children’s Hospital Melbourne

Sandra Vale Australasian Society of Clinical Immunology and Allergy (ASCIA)

Maria Said Allergy and Anaphylaxis Australia (A&AA)

Andrew Fleming Community Services and Health Industry Training Board (CS&H ITB)

Alison Hollands Victoria University

Judy Roberts Box Hill Institute of TAFE

Lynnton Spencer Swinburne University of Technology

Steve Passalis Wellbeing, Health & Engagement Division, Department of Education and Training (DET)

Toni Bloodworth Wellbeing, Health & Engagement Division, Department of Education and Training (DET)

In attendance:

Autumn Shea CMM Human Services, Swinburne University

Jennifer Fleischer CMM Human Services, Swinburne University

Wendy Dowe CMM Human Services, Swinburne University

Sam McCurdy Dewhurst Consultancy Pty Ltd

	<p>This course:</p> <ul style="list-style-type: none"> • does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification • is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set • does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification • does not comprise of units that duplicate units of competency of a training package qualification. 			
3.2. Review for re-accreditation	Not applicable			
4. Course outcomes	<i>Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses</i>			
4.1. Qualification level	<i>Standards 1, 2 and 3 AQTF Standards for Accredited Courses</i> Although this course meets an identified industry/enterprise or community need, it does not have the breadth, depth or volume of learning of a qualification.			
4.2. Employability skills	<i>Standard 4 AQTF Standards for Accredited Courses</i> Not applicable			
4.3. Recognition given to the course	<i>Standard 5 AQTF Standards for Accredited Courses</i> Not applicable			
4.4. Licensing/regulatory requirements	<i>Standard 5 AQTF Standards for Accredited Courses</i> There are no licensing or regulatory requirements relating to this course.			
5. Course rules	<i>Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses</i>			
5.1. Course structure	Successful attainment of the unit listed in Table 1 will result in the issue of a Statement of Attainment for the <i>Course in Verifying the Correct Use of Adrenaline Autoinjector Devices</i> .			
Table 1: Course in Verifying the Correct Use of Adrenaline Autoinjector Devices				
Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
VU21802	069907	Verify the correct use of adrenaline autoinjector devices	None	2
Total nominal hours				2

<p>5.2. Entry requirements</p>	<p><i>Standard 9 AQTF Standards for Accredited Courses</i></p> <p>Entrants to the <i>Course in Verifying the Correct Use of Adrenaline Autoinjector Devices</i> must:</p> <ul style="list-style-type: none"> • have successfully completed the online modules of the ASCIA Anaphylaxis eTraining for Victorian Schools and • provide evidence of current competency in the correct use of adrenaline autoinjector devices identified in the ASCIA Anaphylaxis eTraining for Victorian Schools. <p>Evidence of the ability to correctly use adrenaline autoinjector devices may be in the form of:</p> <ul style="list-style-type: none"> - demonstration or - sighting academic records of accredited training to confirm competency in the use of adrenaline autoinjector devices
<p>6. Assessment <i>Standards 10 and 12 AQTF Standards for Accredited Courses</i></p>	
<p>6.1. Assessment strategy</p>	<p><i>Standard 10 AQTF Standard for Accredited Courses</i></p> <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with:</p> <ul style="list-style-type: none"> • Element 1.5 of Standard 1 of the AQTF: <i>Essential Conditions and Standards for Continuing Registration</i> and • Standard 1, Clauses 1.1 and 1.8 of the <i>Standards for Registered Training Organisations 2015</i>, or the relevant Standards for Registered Training Organisations in effect at the time of assessment. <p>Registered Training Organisations (RTOs) must develop assessment strategies that provide sufficient information to guide assessors and ensure that learners receive assessment that meets their needs and reflects current industry practice. RTOs must therefore:</p> <ul style="list-style-type: none"> • Develop strategies based on consultation with industry stakeholders • Ensure the verification process reflects relevant regulations and laws governing the first aid sector • Monitor and improve the effectiveness of assessment strategies based on data gathered from industry stakeholders and learners. <p>Assessment strategies should be flexible, valid, reliable and fair. Assessment of the unit requires evidence of satisfactory performance being sought for each element and its performance criteria and the required skills and knowledge through a variety of tasks depending on the criteria specified.</p> <p>Course providers will be required to adopt an assessment strategy that:</p> <ul style="list-style-type: none"> • incorporates continual feedback of individual progress toward,

	<p>and achievement of competency;</p> <ul style="list-style-type: none"> • addresses skills, attitudes and knowledge underpinning performance appropriate to the workplace; • gathers sufficient evidence to judge achievement of progress towards determining competence; • utilises a variety of different processes/sources; • recognises achievement of elements/competencies regardless of where the enabling learning took place (RPL); • fosters a collaborative and co-operative relationship between the learner and assessor; • is flexible in regard to the range and type of evidence provided by the learner; • provides opportunity for the learner to challenge assessment provisions and participate in re-assessment; • is equitable and fair to all learners; • does not unnecessarily restrict the progress of a learner through the course; • adapts assessment tools to suit the needs of particular clients or client groups (e.g. clients with special needs). <p>Assessment methods must include witnessing the practical demonstration of the use of all adrenaline autoinjectors currently available in Australia, as identified in the ASCIA Anaphylaxis eTraining for Victorian Schools, using trainer devices and may also include:</p> <ul style="list-style-type: none"> • oral or written questioning • simulated activities
<p>6.2. Assessor competencies</p>	<p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <p>Assessors must have competencies compliant with:</p> <ul style="list-style-type: none"> • Element 1.4 of Standard 1 of the AQTF: <i>Essential Conditions and Standards for Continuing Registration</i> and • Clauses 1.13, 1.14, 1.15, 1.16 and 1.17 of the <i>Standards for Registered Training Organisations 2015</i> (SRTOs), or the relevant Standards for Registered Training Organisations in effect at the time of assessment. <p>In addition, assessors must have completed the following training courses:</p> <ul style="list-style-type: none"> • 22099VIC Course in First Aid Management of Anaphylaxis (or the replacement course where identified as equivalent); • ASCIA Anaphylaxis eTraining for Victorian Schools. <p>Assessors must maintain the currency of their competency by undertaking refresher training in:</p> <ul style="list-style-type: none"> - ASCIA e-training every two years and - ‘Provide first aid management of anaphylaxis’ from the <i>Course in First Aid Management of Anaphylaxis</i> annually.

7. Delivery <i>Standards 11 and 12 AQTF Standards for Accredited Courses</i>	
7.1. Delivery modes	<p><i>Standard 11 AQTF Standards for Accredited Courses</i></p> <p>This course may be delivered in a variety of modes including:</p> <ul style="list-style-type: none"> • Educational setting • Flexible delivery <p>Where possible, participants should be exposed to real work environments and examples/case studies.</p> <p>Strategies should be selected to reflect the nature of the elements and performance criteria and the needs of the participants. An appropriate mix of knowledge and skills development is important</p>
7.2. Resources	<p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <p>The course should be delivered in an environment appropriate to the assessment task, that is either on the job or in a simulated workplace environment</p> <p>Other resources required to deliver the course include:</p> <ul style="list-style-type: none"> • Training facilities and equipment • Related range of texts, references and audio/visual material • Current ASCIA Action Plan for Anaphylaxis (General) (http://www.allergy.org.au) • Adrenaline autoinjector trainer devices for all adrenaline autoinjectors currently available on the Australian market, as identified in the ASCIA Anaphylaxis eTraining for Victorian Schools • Workplace documentation • Relevant organisational policies and procedures • Relevant legislative documents • Verification Checklist developed by the Victorian Department of Education and Training (DET) • Mock candidate seeking verification of the correct use of adrenaline autoinjector devices who has successfully completed the ASCIA Anaphylaxis eTraining for Victorian Schools • Mock casualty for the candidate to use the adrenaline autoinjector trainer devices on. <p>RTOs should ensure that reference material is current and consistent with the ASCIA Guidelines and resources.</p> <p>Trainers:</p> <p>Trainer competencies must be compliant with:</p> <ul style="list-style-type: none"> • Element 1.4 of Standard 1 of the AQTF: <i>Essential Conditions and Standards for Continuing Registration</i> and • Standard 1: Clauses 1.13.1.14, 1.15, 1.16 and 1.17 of the <i>Standards for Registered Training Organisations 2015</i> (SRTOs), or the relevant Standards for Registered Training

	<p>Organisations in effect at the time of assessment.</p> <p>In addition, trainers must have completed the following training courses:</p> <ul style="list-style-type: none"> • 22099VIC Course in First Aid Management of Anaphylaxis (or the replacement course where identified as equivalent); • ASCIA Anaphylaxis eTraining for Victorian Schools. <p>Trainers must maintain the currency of their competency by undertaking refresher training in:</p> <ul style="list-style-type: none"> - ASCIA e-training every two years and - ‘Provide first aid management of anaphylaxis’ from the <i>Course in First Aid Management of Anaphylaxis</i> annually.
<p>8 Pathways and articulation</p>	<p><i>Standard 8 AQTF Standards for Accredited Courses</i></p> <p>No formal articulation and credit transfer arrangements have been negotiated with VET RTOs and Universities.</p> <p>Arrangements for credit transfer between VET RTOs and Universities will need to be undertaken individually and on a case-by-case basis.</p> <p>When negotiating articulation arrangements into further studies RTOs should refer to the AQF Second Edition 2013 Pathways Policy.</p>
<p>9 Ongoing monitoring and evaluation</p>	<p><i>Standard 13 AQTF Standards for Accredited Courses</i></p> <p>This course is maintained and monitored by the Curriculum Maintenance Manager, Human Services.</p> <p>A review of the course will take place at the mid-point of the accreditation period. Feedback will be sought from the Department of Education and Training (DET) and those Registered Training Organisations (RTOs) offering the course, as part of the review process.</p> <p>Processes for gathering evaluation data may include:</p> <ul style="list-style-type: none"> • student feedback questionnaires • client and stakeholder feedback • trainer and assessor feedback, • industry changes and updates <p>Recommendations for any significant changes will be reported to the Victorian Registration and Qualifications Authority (VRQA).</p>

VU21802

Verify the correct use of adrenaline autoinjector devices

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to be able to verify others in the correct use of adrenaline autoinjector devices. The role of the verifier is limited to observing others who have successfully completed the ASCIA Anaphylaxis eTraining for Victorian Schools and verifying that these graduates can correctly use all of the adrenaline autoinjector devices currently available in Australia, as identified in the ASCIA anaphylaxis e-training.

This unit of competency may contribute towards meeting the requirements of Ministerial Guidelines No 706: Anaphylaxis Management in Victorian Schools.

Employability Skills

Not applicable

Application of the Unit

This unit is only relevant for the Victorian school environment where candidates have successfully completed the online modules of the ASCIA Anaphylaxis eTraining for Victorian Schools and require verification of the correct use of all adrenaline autoinjector devices identified in this training.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1. Plan for verification activity

2. Verify correct use of adrenaline autoinjectors

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.1 Relevant verification **resources** and checklists are collected

1.2 Candidate's successful completion of the ASCIA Anaphylaxis eTraining for Victorian Schools and practise of the devices is confirmed

1.3 **Evidence required and verification processes** are discussed and confirmed with the candidate in a culturally sensitive manner

2.1 Confirmation of candidate's knowledge of the main **components** of different adrenaline autoinjectors and their functions is obtained

2.2 **Appropriate checks** by the candidate of the adrenaline autoinjector prior to use, is observed

2.3 Placement of the casualty in a **suitable position** by the candidate, in accordance with the ASCIA Action Plan for

Anaphylaxis, is observed

- 2.4 **Correct placement** and activation of the adrenaline autoinjector by the candidate on another individual, is confirmed
 - 2.5 Candidate's knowledge of summoning medical assistance in accordance with the ASCIA Action Plan for Anaphylaxis, is confirmed
 - 2.6 Candidate's knowledge of the appropriate procedures for **dealing with the used adrenaline autoinjectors**, is confirmed
3. Record results and actions of verification activity
 - 3.1 Clear and constructive **feedback** is provided to the candidate on their use of the adrenaline autoinjectors
 - 3.2 The verification activity and decision are recorded accurately in accordance with the organisation's requirements
 - 3.3 Incorrect use of adrenaline autoinjectors by candidates is identified
 - 3.4 Candidate is referred to ASCIA Anaphylaxis eTraining for Victorian Schools should re-training be required

REQUIRED SKILLS AND KNOWLEDGE

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

Skills:

- Planning verification processes effectively
- Collecting and analysing information regarding candidate's completion of ASCIA Anaphylaxis eTraining for Victorian Schools
- Applying tools and processes for the verification of the activity
- Observing candidate's performance
- Providing feedback on correct use of adrenaline autoinjectors
- Using appropriate verbal and non-verbal language to promote a supportive verification environment
- Using communication skills appropriate to the culture of the workplace and the individual
- Using literacy skills to:
 - read and interpret relevant information
 - prepare required documentation and record verification activity in required format
- Recording verification activity results in accordance with the organisation's requirements

Knowledge:

- Need for urgent administration of adrenaline in the onset of anaphylaxis
- Current ASCIA Action Plan for Anaphylaxis (General)
- Cultural sensitivity and equity considerations
- Components and functions of all adrenaline autoinjectors currently available on the

Australian market, as identified in the ASCIA Anaphylaxis eTraining for Victorian Schools

- Checks required on adrenaline autoinjectors to confirm their suitability for use
- Correct positioning of casualty prior to the use of an adrenaline autoinjector
- Appropriate positioning of the person administering the adrenaline autoinjector, in relation to the casualty
- Correct placement and activation of the adrenaline autoinjectors
- Summoning medical assistance in accordance with the ASCIA Action Plan for Anaphylaxis (General)
- Correct procedures for used adrenaline autoinjectors
- Verification activity recording and reporting requirements
- Requirements for refresher training to maintain currency of competence for self and candidates

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts

Resources must include:

- Trainer devices for all adrenaline autoinjectors currently available on the Australian market (e.g. EpiPen®), as identified in the ASCIA anaphylaxis e-training
- Verification Checklist developed by the Victorian Department of Education and Training (DET)
- Current ASCIA Action Plans for Anaphylaxis (General)
- A mock candidate who has completed the ASCIA Anaphylaxis eTraining for Victorian Schools
- A mock casualty for the candidate to demonstrate correct use of the adrenaline autoinjector devices upon.

Evidence required and verification processes includes:

- Verification is undertaken within 30 days of successful completion of ASCIA Anaphylaxis eTraining for Victorian Schools
- Candidate confirms they have practised using the adrenaline autoinjector trainer devices prior to verification activity
- Skills-demonstration is witnessed in real-time by the course participant (verifier)
- Skills-demonstration involves the use of all adrenaline autoinjector devices currently available on the Australian market as identified in the ASCIA Anaphylaxis eTraining for Victorian Schools
- Skills-demonstration is performed by the mock candidate on another individual (mock casualty)

Components may include:

- For an EpiPen®:
 - A flip-top carry case
 - A blue safety-release cap designed to prevent unintentional injection

- A brightly coloured orange tip for identification of the needle end
- Never-See-Needle™ to protect against needle exposure both before and after use
- Components of other devices, as identified through the ASCIA Anaphylaxis eTraining for Victorian Schools

Appropriate checks include:

- Correct drug
- Correct adrenaline autoinjector device for the person
- Expiry date
- Appearance of adrenaline in the viewing window (if available)
- Position of casualty
- Position of the person administering the adrenaline autoinjector

Suitable position refers to:

- Laying casualty flat, unless breathing is difficult
- If breathing is difficult, allowing casualty to sit
- Not allowing casualty to stand or walk
- Placing casualty in recovery position, if unconscious or vomiting

Correct placement involves:

- Forming a fist around the adrenaline autoinjector and removing the safety release
- Applying the adrenaline autoinjector at a right angle to the outer mid-thigh (half way between hip and knee and not into seams or pockets)
- Activating the adrenaline autoinjector device correctly until a click is heard
- Holding the adrenaline autoinjector in position for 10 seconds after activation
- Massaging the injection site for 10 seconds after removal of the adrenaline autoinjector device

Dealing with the used adrenaline autoinjector involves:

- Handling the used adrenaline autoinjector carefully where there is a risk of needle stick injury
- Recording the time of application of the adrenaline autoinjector in the correct manner
- Storing the used adrenaline autoinjector correctly until handover to the ambulance, doctor or hospital

Feedback may include:

- Limit on the number of attempts allowed to prove competence
- Failure to comply with criteria on the Verification Checklist developed by DET
- Position of the person administering the adrenaline autoinjector device in relation to the casualty

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package

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

- To be considered competent in this unit the course participant (i.e. the verifier) must be able to demonstrate the knowledge and skills required to achieve all of the elements of competency as defined by the associated performance criteria.
- Specifically the course participant (i.e. the verifier) must be able to:
 - Collect relevant information confirming:
 - Candidate's successful completion of the online modules of the ASCIA Anaphylaxis eTraining for Victorian Schools by viewing their ASCIA Certificate;
 - Candidate's practise using the adrenaline autoinjector trainer devices prior to verification activity, verbally;
 - Observe the candidate's practical demonstration of the correct use of adrenaline autoinjector trainer devices, including positioning of the casualty in real time.
 - Organise resources and an environment in which to conduct the verification process.
 - Identify incorrect use of adrenaline autoinjector devices and provide candidate with opportunity to amend incorrect use, where necessary.
 - Record and store the outcomes of the verification process in accordance with the organisation's requirements.
 - Complete relevant documentation by signing and dating the ASCIA Anaphylaxis eTraining for Victorian Schools Certificate.

Context of and specific resources for assessment

- Assessment should be conducted in a simulated verification environment involving practical demonstration of the correct use of the adrenaline autoinjector trainer devices by a candidate who has successfully completed the online modules of the ASCIA Anaphylaxis eTraining for Victorian Schools.
- Resources required for assessment include:
 - Simulated verification environment;
 - Adrenaline autoinjector trainer devices for all adrenaline autoinjectors currently available on the Australian market;
 - Verification Checklist developed by the Victorian Department of Education and Training;
 - Mock candidate seeking verification of the correct use of an adrenaline autoinjector devices;
 - Mock casualty for the candidate to demonstrate the use of the adrenaline autoinjector trainer

devices on;

- History of the mock candidate's ASCIA Anaphylaxis eTraining for Victorian Schools, including practise using the adrenaline autoinjector trainer devices prior to the verification activity.

Method of assessment

- Assessment must include observation of a practical verification demonstration and must also include:
 - Simulated activity using a mock casualty;
 - Structured questions.