

Skillsfirst Awards

Handbook

Level 2 Certificate in Understanding the Safe Handling of Medicines (RQF)

SHMC2



Skillsfirst
growth through learning

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1.0 Introduction

Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.

Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff – reliably qualified to recognised industry standards.

The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 2 Certificate in Understanding the Safe Handling of Medicines (RQF). The handbook is a live document and will be updated should there be any incremental change made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website www.skillsfirst.co.uk

This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.

All learners should be provided with a copy of the Skillsfirst qualification handbook together with the Skillsfirst learner guide. This document can be found in the Skillsfirst centre guide on our website.

1.1 What is the Regulated Qualifications Framework (RQF)?

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual.

Qualifications will be indexed by their 'level', type and size. Qualifications within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a Total Qualification Time (TQT) value to indicate the size of the qualification which will be either an Award, Certificate or Diploma.

The RQF will also:

- allow Awarding Organisations to design more flexible programmes, suited to the needs of a wider range of learners and employers
- describe qualifications to employers, providers and learners in a way that is easy to understand
- allow learners to achieve skills and knowledge at their own pace

1.2 RQF Qualifications

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

2.0 Skillsfirst Awards

2.1 Data protection

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection. It is important for centres to read our statement and ensure that our requirements

are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website www.skillsfirst.co.uk

2.2 Equality and accessibility

Equality and accessibility

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website www.skillsfirst.co.uk and within our centre handbook.

Skillsfirst will ensure that centres use an equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility, and also appeals procedures.

Access to assessment

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements.

We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process. This policy can be accessed at www.skillsfirst.co.uk and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at customerservices@skillsfirst.co.uk

2.3 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: www.skillsfirst.co.uk
email: customerservices@skillsfirst.co.uk
Tel: 0121 270 5100

In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 416
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD

2.4 Complaints and appeals

Complaints

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

Appeals

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website www.skillsfirst.co.uk and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

2.5 Malpractice

Skillsfirst Awards has a responsibility to ensure that malpractice, non compliance and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice (including cheating, copying and plagiarism) on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice policy and process, the details of which can be accessed on our website www.skillsfirst.co.uk

3.0 The sector skills council for care and development

3.1 Skills for Care

Level 2 Certificate in Understanding the Safe Handling of Medicines (RQF) is based on the units developed by Skills for Care who are the sector skills council for people working in social work and social care for adults in the UK. Their contact details are:

Skills for Care
West Gate
6 Grace Street
Leeds
LS1 2RP

Tel: 0113 245 1716

Email info@skillsforcare.org.uk

This handbook provides details from Skills for Care assessment strategy, which centres will need to apply in order to assess and quality assure the Level 2 Certificate in Understanding the Safe Handling of Medicines (RQF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development

- summary of assessment methods

The complete assessment strategy is available for view and to download from the Skills for Care website www.skillsforcare.org.uk

3.2 Occupational expertise of those who assess performance, and moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

Deliverers, assessors and internal verifiers

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

While the assessor/verifier (A/V) and the assessor/internal quality assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications. Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

3.3 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived. The employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and Skills for Care may choose between:

- achieving the appropriate approved qualifications for assessment/verification
or
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council.

Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

3.4 Continuous professional development

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.0 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

4.1 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- **Assessment** should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier.
- **A holistic approach** towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- **Assessors** can only assess in their acknowledged area of occupational competence.
- **Assessors and internal verifiers** will be registered with their recognised centre and be accountable to the organisation for their assessment practice.
- **Health and safety of customers/clients and employees** must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

4.2 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined above) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of a health and social care RQF unit. The assessor will need to be assured that the learner can:

- consistently perform the job or tasks to the required level of competence
- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner, the assessor and, perhaps, their employer.

4.3 Simulation and witness testimony

Simulation

When simulation is used, those who assess the learner should be confident that the simulation replicates the workplace to such an extent that learner's will be able to fully transfer their occupational competence to the workplace and real situations.

Witness testimony

Expert witnesses may observe learners practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their learner she/he will identify an expert witness in the workplace, who will provide testimony of the learner's work based performance.

4.4 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the the skills and knowledge requirements.

5.0 Qualification information

5.1 Qualification aim and design

This qualification is designed for those aged 18 and over who wish to develop their understanding of the safe handling of medicines. These may be learners who wish to access this training with a view to progress on to further qualifications, or learners who wish to study this programme to complement other programmes.

6.0 Qualification structure

6.1 Qualification requirements

Qual. No.	Level	Qualification title	Number of credits
SHMC2	2	Level 2 Certificate in Understanding the Safe Handling of Medicines (RQF)	Minimum of 13

6.2 Total Qualification Time (TQT)

TQT is formulated by looking at the total Notional Hours of Learning for the qualification.

The TQT for the Level 2 Certificate in Understanding the Safe Handling of Medicines (RQF) is 130.

The minimum guided learning hours (GLH) are 110.

6.3 Available unit and its credit value

Mandatory units – Group M

Unit ref. number	Skillsfirst unit No.	Unit title	Credit value
Y/601/9571	SHM1	Understand medication and prescriptions	3
K/601/9574	SHM2	Supply storage and disposal of medication	3
T/601/9576	SHM3	Understand the requirements for the safe administration of medication	4
F/601/9578	SHM4	Record-keeping and audit processes for medication administration and storage	3

6.4 Learner entry requirements

Formal requirements

There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.

Age restrictions

Learners undertaking this qualification must be 18 and over.

Legal considerations

There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.

6.5 Progression opportunities

This qualification provides pathways into the sector for anyone considering a career in health and/or social care. It will not confirm competence in a job role but will provide an opportunity for learners to develop knowledge about the wider health and social care sector before they decide whether working in the sector is for them and gain information to make decisions about career progression.

The Level 2 Certificate in Understanding the Safe Handling of Medicines (RQF) allows for progression to the following qualifications:

Level 3 Certificate in the Principles of End of Life care (RQF)

Level 2 Award in Awareness of Dementia (RQF)

or other similar qualifications. The knowledge gained from this qualification will provide valuable learning should a learner choose to progress onto an Apprenticeship in a related area.

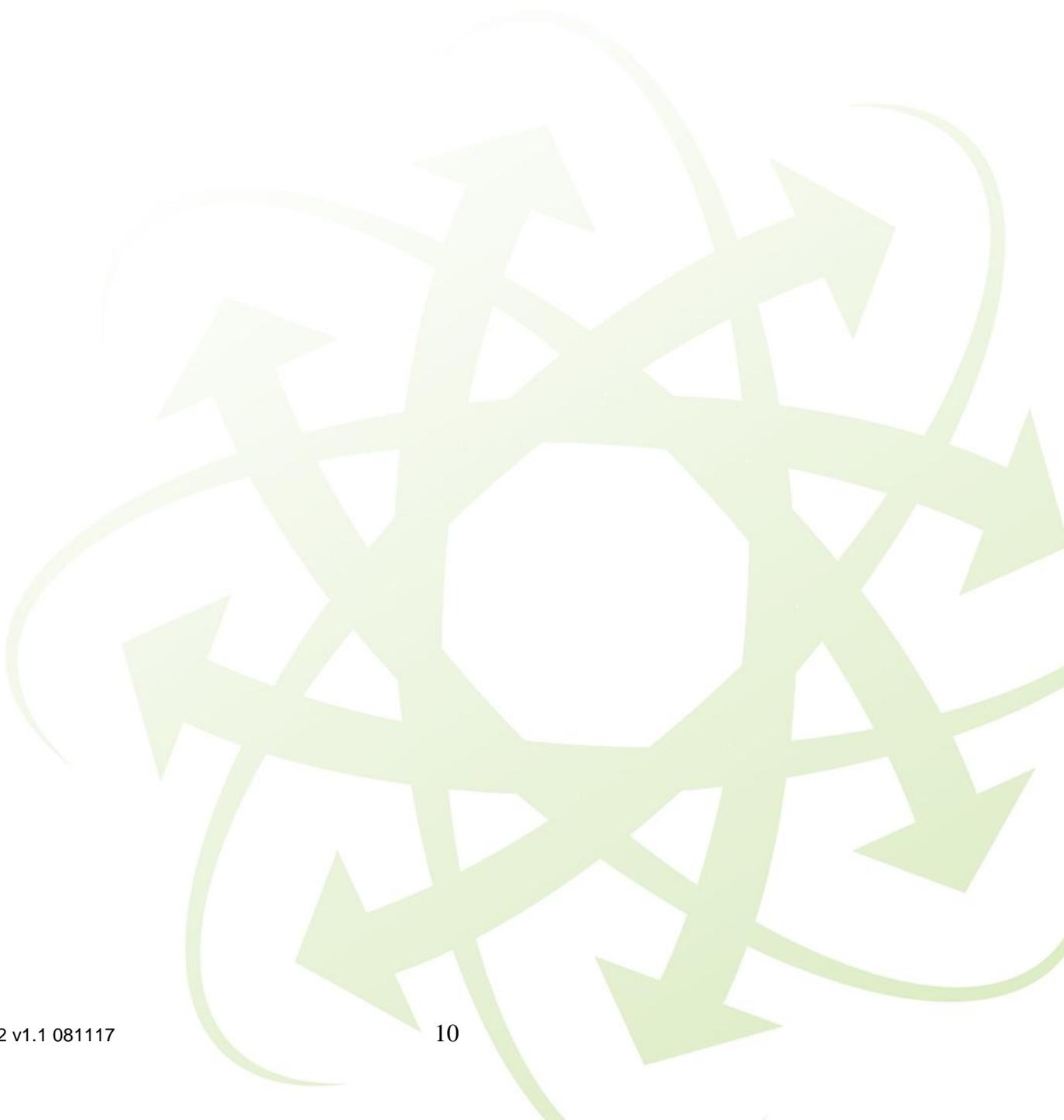
7.0 The unit of learning

7.1 Structure of the unit

The units in these qualifications are written in a standard format and comprise the following:

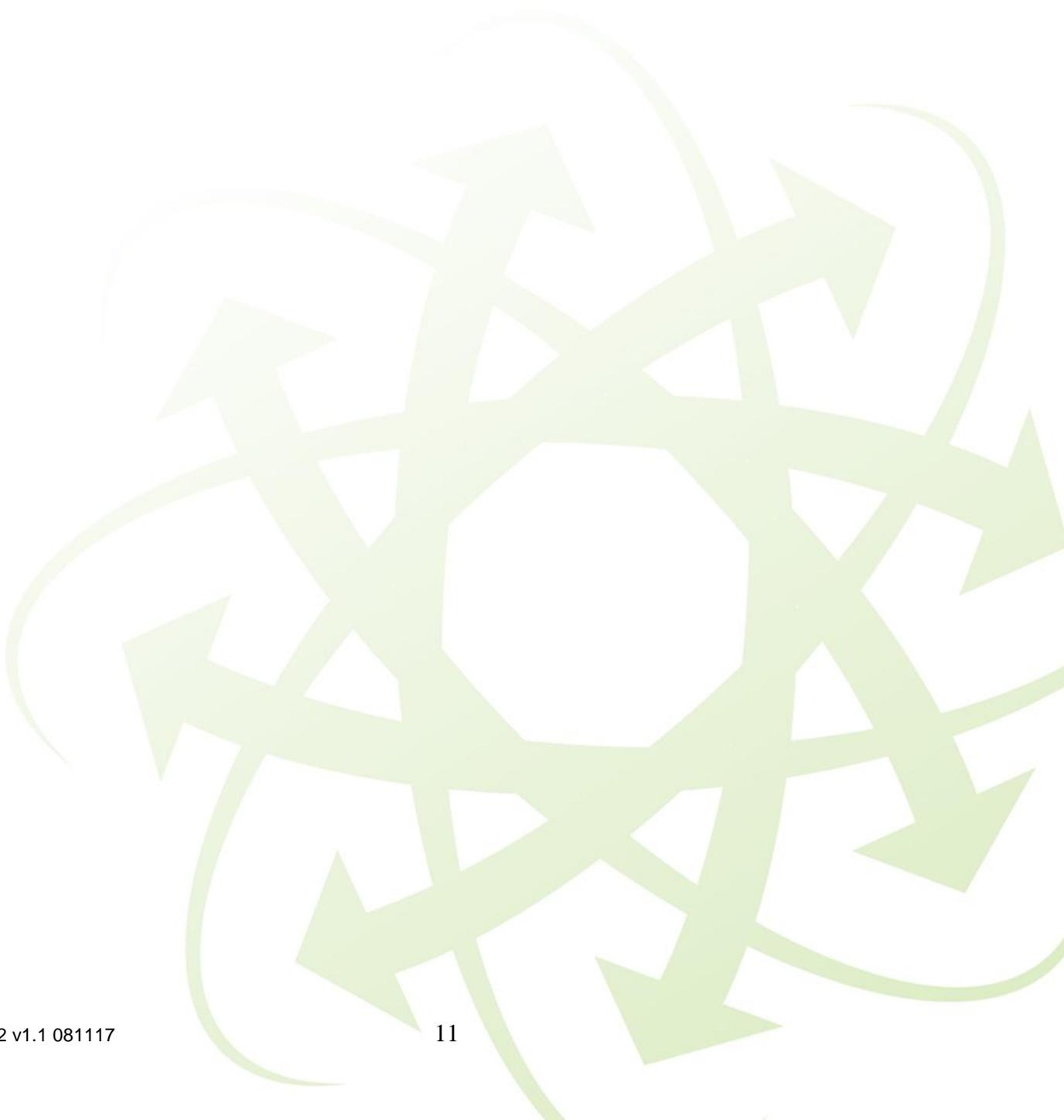
- Skillsfirst reference number
- unit title
- level
- credit value
- unit aim
- guided learning hours (GLH)
- relationship to NOS, other qualifications and frameworks
- evidence requirements
- assessment guidance
- learning outcomes
- assessment criteria

7.2 Mandatory units – Group M



SHM1

Understand medication and prescriptions



SHM1 Understand medication and prescriptions

Level: 2

Credit value: 3

Unit aim

This unit provides an introduction to the types of medicines learners are likely to encounter in a work environment. It introduces some of the legislation about medication and sources of information and guidance.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the use of different types of medication
2. Understand how medicines are classified
3. Understand legislation and guidelines related to medication
4. Understand the roles of self and others in the medication process
5. Know how to access information about medication

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit maps to the following national occupational standards - units CHS1, CHS2, CHS3 and units HSC 24, HSC221, HSC236

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care SSC

Evidence requirements

Learners must provide a portfolio of evidence in accordance with Skills for Care's RQF assessment principles.

Assessment guidance

Types: antibiotics, analgesics, antihistamine, antacids, anti-coagulants, psychotropic medicine, diuretics, laxatives, hormones, cytotoxic medicines.

Legislation and guidance: this should be current and up-to-date

Information: agreed ways of working

Sources: e.g. pharmacist, publications and websites (it is important when using a website that it relates to the UK and reflects UK requirements.)

SHM1 Understand medication and prescriptions

Learning outcomes and assessment criteria

Outcome 1 Understand the use of different types of medication

The learner can:

- 1 identify the different types of medicines available and why they are used
- 2 describe the different routes by which medicines can be administered

Outcome 2 Understand how medicines are classified

The learner can:

- 1 describe the following classifications of medicine:
 - General Sales List (GSL)
 - Pharmacy (P)
 - Prescription Only Medicines (POM)
 - controlled drugs

Outcome 3 Understand legislation and guidelines related to medication

The learner can:

- 1 outline the key points of current legislation and guidance relating to medication
- 2 outline the consequences of not following relevant legislation and guidance

Outcome 4 Understand the roles of self and others in the medication process

The learner can:

- 1 outline the roles of self and others in the process of:
 - prescribing medication
 - dispensing medication
 - obtaining and receiving medication
 - administering medication
- 2 identify the limitations of own role in relation to the medication process
- 3 identify ways to get support and information in the workplace related to medication

Outcome 5 Know how to access information about medication

The learner can:

- 1 identify the key approved national sources of information about medication
- 2 describe the information which should be supplied with medication
- 3 describe why it is important to seek information from the individual about their medication and condition

SHM2

Supply, storage and disposal of medication



SHM2 Supply, storage and disposal of medication

Level: 2

Credit value: 3

Unit aim

This unit provides learners with an understanding of the requirements for safe handling, storage and disposal of medication and the roles and responsibilities of staff in relation to these procedures.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand how medicines are supplied and obtained
2. Know the requirements for storing medication
3. Understand the requirements for the safe disposal of medication

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit maps to the following national occupational standards - units CHS1, CHS2, CHS3 and units HSC 24, HSC221, HSC236

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care SSC

Evidence requirements

Learners must provide a portfolio of evidence in accordance with Skills for Care's RQF assessment principles.

Assessment guidance

Specific storage requirements: e.g. compromised medication awaiting disposal, some antibiotics

Procedures: e.g. local, national or organisational protocols

SHM2 Supply, storage and disposal of medication

Learning outcomes and assessment criteria

Outcome 1 Understand how medicines are supplied and obtained

The learner can:

- 1 identify the purpose of a prescription
- 2 list the information that has to be checked and recorded once medication has been received
- 3 describe the procedure for:
 - transferring medication from one setting to another
 - obtaining medication in an emergency situation
 - obtaining medication 'as and when required (PRN)'
 - renewal of prescription

Outcome 2 Know the requirements for storing medication

The learner can:

- 1 describe the requirements of medication storage within the following settings:
 - clinical settings
 - residential care
 - day services
 - domiciliary care
 - non care settings
- 2 explain how controlled drugs should be stored within the settings listed in 2.1
- 3 outline how to support individuals to store medication securely for self-administration
- 4 give examples of the types of medication that have specific storage requirements

Outcome 3 Understand the requirements for the safe disposal of medication

The learner can:

- 1 give examples of why drugs might need to be disposed of
- 2 outline the procedures for the safe and secure disposal of medication and equipment for:
 - nursing care settings
 - care settings
 - domiciliary care settings
 - controlled drugs
- 3 explain why it is important to dispose of medication and equipment in line with agreed procedures

SHM3

Understand the requirements for the safe administration of medication



SHM3 Understand the requirements for the safe administration of medication

Level: 2

Credit value: 4

Unit aim

This unit will provide learners with an understanding of the safe administration of medication. It covers the process, routes and methods of administration and some of the more common side-effects and adverse reactions to medication.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the preparations to be taken prior to administering medication
2. Understand how medication is administered safely and in a way that meets individual needs
3. Understand how to support individuals to administer their own medication
4. Understand the procedures to follow when there are problems with the administration of medication
5. Understand how the effects of medication are monitored

Guided learning hours

It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit maps to the following national occupational standards - units CHS2, CHS3 and units HSC21, HSC24, HSC221, HSC236

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care SSC

Evidence requirements

Learners must provide a portfolio of evidence in accordance with Skills for Care's RQF assessment principles.

Assessment guidance

Specialise techniques: e.g. injections, medication via PEG tube, inhalation, monitored dosage system and rectal administration.

National guidelines: e.g. National Service Framework, National Minimum Standards.

SHM3 Understand the requirements for the safe administration of medication

Learning outcomes and assessment criteria

Outcome 1 Understand the preparations to be taken prior to administering medication

The learner can:

- 1 describe the roles and responsibilities of staff involved in:
 - supporting individuals to take medication
 - administering medication
 - using specialised techniques to administer medication
- 2 explain why it is important to follow instructions on the preparation and use of medication and the method of administration from the:
 - individual
 - manufacturer
 - pharmacist
 - organisation
- 3 explain why it is important to gain the individual's consent prior to administering medication
- 4 identify the information that should be given to individuals to enable them to give valid consent
- 5 explain why it is important to agree with the individual:
 - the medication to be taken
 - the support to be provided in relation to their own needs and preferences
- 6 describe how and why the following should be checked prior to administering medication:
 - identity of individual
 - Medication Administration Record (MAR)
 - medication
 - equipment
 - environment
- 7 describe the hygiene precautions that should be taken when preparing to administer medication in relation to:
 - the individual receiving medication
 - self and others who may be affected
- 8 explain why it is important to ensure that the correct dose, of the correct medication, is given to the correct person at the correct time, by the correct route or method

Outcome 2 Understand how medication is administered safely and in a way that meets individual needs

The learner can:

- 1 describe a range of aids and equipment available for administering medicine
- 2 give positive and negative points of using drug administration systems
- 3 give examples of special instructions that might need to be followed when giving medication
- 4 describe how to support individuals to take medication whilst promoting privacy, dignity, hygiene, safety and active participation
- 5 explain how to record the outcomes following administration of medication
- 6 give examples of when it may be necessary to seek additional support and guidance and who should provide it

- 7 identify the key requirements of legislation and guidance in relation to the administration of medicine

Outcome 3 Understand how to support individuals to administer their own medication

The learner can:

- 1 explain why it is important to support an individual to administer their own medication
- 2 identify key aspects of legislation and guidelines related to self-administration of medication
- 3 explain how to carry out a risk assessment for an individual who prefers to administer their own medication
- 4 outline the conditions that must be in place when a client self-medicates
- 5 describe the records that must be kept in relation to self-medication

Outcome 4 Understand the procedures to follow when there are problems with the administration of medication

The learner can:

- 1 describe the actions to be taken in line with agreed ways of working in relation to the following situations:
 - errors administering medication
 - individual declines prescribed medication
 - medication is compromised
 - discrepancies in records
 - administering controlled drugs
- 2 outline how to support an individual who has difficulty taking medication in the form it has been prescribed
- 3 explain how to support the best interests of individuals who are unable to consent to prescribed medication

Outcome 5 Understand how the effects of medication are monitored

The learner can:

- 1 describe how to monitor the effects of medication on the individual and the condition it has been prescribed for
- 2 identify common side effects of widely used medicines
- 3 explain what is meant by an adverse reaction
- 4 describe the actions to be taken if side effects or an adverse reaction to medication are suspected
- 5 outline how medication reviews should be carried out in line with national guidelines
- 6 explain how the outcomes of monitoring should be recorded and reported

SHM4

Record-keeping and audit processes
for medication administration and storage



SHM4 Record-keeping and audit processes for medication administration and storage

Level: 2

Credit value: 3

Unit aim

This unit provides an opportunity for learners to develop an understanding of the audit process, the records that must be maintained regarding the administration of medication, and issues of responsibility, accountability and confidentiality.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the audit process in relation to medication transactions and stock levels
2. Understand how information is recorded and confidentiality maintained
3. Understand own role in relation to accountability and responsibility

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit maps to the following national occupational standards - units CHS1, CHS2, CHS3 and units HSC21, HSC24, HSC221, HSC236

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care SSC

Evidence requirements

Learners must provide a portfolio of evidence in accordance with Skills for Care's RQF assessment principles.

SHM4 Record-keeping and audit processes for medication administration and storage

Learning outcomes and assessment criteria

Outcome 1 Understand the audit process in relation to medication transactions and stock levels

The learner can:

- 1 describe the requirements for medication transactions and stock levels in relation to:
 - the role of the pharmacist
 - manufacturer's instructions
 - organisational policies
 - inspection and external audit
 - legal requirements
- 2 explain how medication is recorded on:
 - receipt
 - administration
 - disposal

Outcome 2 Understand how information is recorded and confidentiality maintained

The learner can:

- 1 describe the key aspects of record keeping in an environment where medicine is used in relation to:
 - documentation
 - correct recording
 - signatures
- 2 outline the requirements of the regulatory authorities in relation to medication record keeping
- 3 identify what information needs to be recorded when compiling a medicine profile for a client
- 4 explain why all records relating to medicines must be kept up-to-date
- 5 outline the key points of legislation relating to confidentiality in relation to:
 - who records what, where and when
 - who has access to records
 - individual rights
 - maintaining confidentiality
- 6 identify own role in maintaining confidentiality and keeping information secure

Outcome 3 Understand own role in relation to accountability and responsibility

The learner can:

- 1 define the terms 'accountability' and 'responsibility'
- 2 explain the importance of accountability in relation to medication
- 3 describe the responsibilities of different people involved with storage or administration of medication
- 4 outline the potential consequences of not following agreed ways of working as set out by an employer



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