Qualification Specification

Highfield Level 2 Certificate in Principles of Medication Handling and Administration for Care Settings (RQF)

Qualification Number: 603/4455/6

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Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 2 Certificate in Principles of Medication Handling and Administration for Care Settings (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual.

Key facts

Qualification number:	603/4455/6
Learning aim reference:	60344556
Credit value:	15
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	120
Total qualification time (TQT):	145

Qualification overview and objective

The objective of this qualification is to support a role in the workplace, specifically for learners in care roles where they are likely to be handling and administering medication.

This qualification can be taken by learners preparing to enter employment or by those who are already in employment in a care role and wish to develop specialist knowledge in relation to medication handling and administration.

This is a knowledge-only qualification that provides underpinning knowledge and understanding in relation to medication types and processes, principles of handling medication and principles of administering medication.

Entry requirements

This qualification is approved for delivery to learners aged 16 and above.

It is advised that learners have a minimum of level 1 in Literacy and/or numeracy or equivalent.

Guidance on Delivery

The total qualification time for this qualification is 145 and of this 120 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on Assessment

This qualification is assessed through completion of a portfolio of evidence which will be internally quality assured by the centre. EQS (External Quality Support) engagements from Highfield will also take place.

The overall grading outcome for this qualification is pass or fail.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Suggested assessment paperwork is available on the Highfield website. If a Centre would like to use alternative paperwork, this must be sent to the Quality Support Team for approval before commencement of the course.

Guidance on Internal Quality Assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of Prior Learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Tutor requirements

Highfield requires nominated tutors for this qualification to meet the following:

- hold a relevant subject area qualification or experience, which could include any of the following:
  - Level 3 qualification or higher in a related subject such as:
    - health and social care
    - safe administration of medication
  - Registered General Nurse
  - other relevant qualifications/experience will be assessed on a case by case basis
- to hold or be working towards a recognised teaching qualification, which could include any of the following:
  - HABC Level 3 Award in Delivering Training;
  - Level 3 PTLLS, or above
  - Level 3 Award in Education and Training, or above
  - diploma or certificate in education
  - bachelors or masters degree in education

  - level 3 or 4 NVQ in training and/or development
  - proof of at least 30 hours of training in any subject

- maintain appropriate continued professional development for the subject area

Assessor requirements

The role of tutor/assessor may be undertaken by the same individual. There is **no requirement** for assessors of this qualification to hold a formal assessor qualification, however, it is recognised as good practice.

Highfield requires nominated assessors for this qualification to meet the following:

- hold a relevant subject area qualification or experience, which could include any of the following:
  - Level 3 qualification or higher in a related subject such as:
    - health and social care
    - safe administration of medication
  - Registered General Nurse
  - other relevant qualifications/experience will be assessed on a case by case basis

Highfield recommends nominated assessors for this qualification to meet the following:

- Hold or be working towards a recognised assessing qualification to make assessment decisions, holding an assessor qualification such as:
  - o Level 3 Award in Assessing Competence in the Work Environment, or
  - o Level 3 Certificate in Assessing Vocational Achievement, or
  - o A1 Assess Learner Performance Using a Range of Methods, or
  - o D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
- Maintain appropriate continued professional development for the subject area

Internal quality assurance (IQA) requirements

Highfield Qualifications requires internal quality assurers for this qualification to meet the following:

- Hold or be working towards an IQA qualification, such as:
  - o Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF), or
  - o Highfield Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF), or
  - o D34 or V1 Verifier Awards
- Be occupationally knowledgeable in relation to the learning outcomes
- Maintain appropriate continued professional development for the subject area

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 Certificate in Introduction to Autistic Spectrum Conditions (RQF)
- Highfield Level 2 Certificate in Principles of Equality, Diversity and Rights in Care (RQF)
- Highfield Level 2 Diploma in Care (RQF)
- Highfield Level 2 Certificate in Preparing to Work in Adult Social Care (RQF)

Useful websites

www.highfieldqualifications.com

Appendix 1: Qualification structure

To complete the Highfield Level 2 Certificate in Principles of Medication Handling and Administration for Care Settings (RQF), learners must complete all units contained within the mandatory group.

Mandatory group

Learners must achieve all units in this group.

Unit reference	Unit title	Level	GLH	Credit
K/617/5744	Introduction to medication types and processes	2	35	5
M/617/5745	Introduction to the principles of handling medication	2	35	4
T/617/5746	Introduction to the principles of administering medication	2	50	6

Appendix 2: Qualification content

Unit 1: Introduction to medication types and processes

Unit number: K/617/5744
Credit: 5
GLH: 35
Level: 2

Unit Introduction

This unit provides learners with knowledge and understanding relating to types of medication, roles and responsibilities in the medication process and the importance of information, legislation and guidance.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand types, purposes and information relating to medication	1.1 Define the term **'medication'**
	1.2 Identify different **types** of medicines
	1.3 Outline the purposes of different types of medicines
	1.4 Describe different **preparations** of medication
	1.5 Describe the **classifications of medicine** in the UK
	1.6 Identify where to obtain **information** relating to medication
2. Understand the roles and responsibilities relevant to medication processes	2.1 Define **'medication processes'**
	2.2 Explain the **roles and responsibilities** of care workers and others in relation to each medication process
	2.3 Describe the **specialist training** required in relation to each medication process
3. Understand the importance of agreed ways of working, legislation and guidance relating to medication	3.1 Explain the importance of accountability, **agreed ways** of working and recognising the scope of own role
	3.2 State key aspects of **legislation and guidance** relating to medication
4. Understand the importance of audit in relation to medication	4.1 State the reasons for conducting audits in relation to medication
	4.2 Outline the responsibilities of care workers in relation to audit processes
	4.3 Describe the importance of accurate and legible record keeping in relation to medication
	4.4 Identify **ways to ensure compliance** with agreed ways of working

Amplification: The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that all amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

1.1 Medication refers to a drug or other form of medicine that is used to treat or prevent disease.

1.2 Types means the variety of medication that may be administered and may include analgesic, antibiotic, antiseptic, mood stabilisers etc. (at least 5 should be covered):

1.4 Preparations include liquid e.g. drops, injections, creams etc., tablet, capsules (all to be covered).

1.5 Classifications of medicine include:
General sales list (GSL): Medicines available for general sale e.g. at newsagents.
Pharmacy medicines (PM): Only available from a pharmacist under supervised sale, but without a prescription required.
Prescription only medicines (POM): Cannot be obtained without a prescription, usually provided by a GP.
Borderline medical products: Medicinal products only prescribed under very specific circumstances and they are not subject to the same regulation as other medicines e.g. food supplements, herbal products and cosmetics.
Controlled drugs: Prescription medicines controlled under the Misuse of Drugs Act to prevent misuse, harm and illegal obtainment e.g. morphine, pethidine and methadone; the context also varies in the case of domiciliary care where the medication belongs to the client to store as they wish without requirement for two people to administer and sign. **(At least GSL, PM and POM should be covered)**

1.6 Information is supplied with medication or also found from prescribers, pharmacists, publications, reference information.

2.1 Medication processes include:
- prescribing medication
- transferring/verifying prescriptions
- obtaining/receiving
- dispensing
- administering medications **(All should be covered)**

2.2 Roles and responsibilities specific roles and responsibilities in relation to the medication processes listed under 2.1

2.3 Specialist training any relevant training required to meet the medication process listed under 2.1

3.1 Agreed ways of working means the expected way of working, within policies and procedures.

3.2 Legislation and guidance may include the Medicines Act 1968, Misuse of Drugs Act 1971, Care Standards Act 2000, QCQ Outcome 9, Health and Safety at Work Act 1974, Access to Health Records Act 1990, COSHH Regulations 1999, organisational codes of conduct, local authority policy (e.g. some authorities in homecare allow administration from dosset boxes but others do not) etc. (**At least 3 should be covered)**

4.4 ways to ensure compliance may include the use of checklists, de-briefing, recording and reporting, external audits by pharmacists etc. This list is not exhaustive. **(At least 3 should be covered)**

Unit 2: Introduction to the principles of handling medication

Unit number: M/617/5745
Credit: 4
GLH: 35
Level: 2

Unit Introduction

This unit provides learners with knowledge and understanding relating to the supply, receipt, transfer, storage and obtaining of medication. It also includes the principles of record-keeping and how to dispose of medication correctly.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the principles of receiving and storing medication	1.1 Describe **policies and procedures** in relation to the receipt and storage of **medication**
	1.2 Give examples of the **storage requirements** of different **medications**
	1.3 Explain why it is important to adhere to medication receiving and storage **requirements**
2. Understand prescriptions and procedures for supplying medication	2.1 Outline the function and **features** of prescriptions
	2.2 Describe the procedure for renewing prescriptions
	2.3 Describe the procedures relating to obtaining and transferring medication between different settings including homecare
3. Understand how to record information relating to medication	3.1 Outline the purpose and features of a **medicines administration record (MAR)**
	3.2 Record information on an example MAR document
	3.3 Describe the requirements of **record-keeping** in relation to medication
	3.4 Compare different recording requirements for a range of types of medication
	3.5 Describe the **requirements of confidentiality** in relation to medication
4. Understand how to dispose of medication	4.1 Outline where and how to dispose of medication
	4.2 Describe the process for **recording** the disposal of medication
	4.3 Explain the reasons for disposing of medication in accordance with agreed ways of working

Amplification: The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that all amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

1.1 Policies and procedures should include agreed ways of working, national and local guidelines, NICE guidelines, the requirements of recording stock levels and adhering to manufacturer's instructions etc. **(At least 2 should be covered)**

1.1/1.2 Medications should include general sales list (GSL), pharmacy medicines (PM), prescription only medicines (POM) and controlled drugs **(all should be covered).**

1.2 Storage requirements include refrigeration (e.g. insulin and liquid antibiotics are only stable for a certain number of days at room temperature), dry places away from heat, humidity or light, airtight containers, storing medication for individuals to self-administer, keeping different medications separate to prevent confusion/problems tracking doses, ensuring storage is secure to prevent misuse/theft etc. **(requirements for at least 2 types of medications should be covered).**

1.3 Requirements include organisational policies, health and safety including COSHH, legal requirements and those relating to inspections and external audits. **(At least 2 should be covered).**

2.1 Features means what is required to be completed on a prescription

3.1 A medicines administration record (MAR) is the formal record of administration of medicines and are required for people who have been assessed as needing support with their medicines from formal carers in either their home/care home setting; MARs are used as evidence in clinical investigations or court cases.

3.3 Record-keeping requirements include completion of relevant documentation, signatures, storing records securely etc.

3.5 The requirements of confidentiality cover the responsibility to maintain records, restricting access to records, the rights of individuals, medicine reconciliation, when it is necessary to disclose the medication requirements of individuals etc.; in adherence with data protection legislation.

4.2 Recording includes disposal records, medication administration records and in line with company policy

Unit 3: Introduction to the principles of administering medication

Unit number: T/617/5746
Credit: 6
GLH: 50
Level: 2

Unit Introduction

This unit provides learners with knowledge and understanding relating the preparation of medication administration, the process of administration and self-administration. It also includes the principles of safeguarding, responding to problems and monitoring the effects of medications on individuals.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to prepare to administer medication	1.1 Explain the importance of understanding the procedures for administering medication specific to the relevant **local authority**
	1.2 Describe the **checks** conducted prior to administering medication
	1.3 Explain the requirements of informed **consent** in relation to administering medication
	1.4 State how to wash hands correctly and apply the non-touch technique in preparation for administering medication
	1.5 Describe **personal protective equipment** requirements in preparation for administering medication
	1.6 Explain why adhering to medication preparation, use and administration **instructions** is important
2. Understand risk assessment and encouraging independence in relation to self-administering medication	2.1 Outline the role of risk assessment for the self-administration of medication
	2.2 Explain how to encourage and **support** individuals to self-administer medication
	2.3 Outline **assistive technology** to encourage self-administration of medication
	2.4 Explain why it is important to encourage individuals to continue to administer their own medication
	2.5 Identify actions to take if there are concerns that an individual's ability to self-administer their medication changes
3. Understand how to administer medication to individuals	3.1 Give examples of the **routes of administration** of different types of medication
	3.2 Describe the **types and features** of instructions to follow in relation to administering medication
	3.3 Explain ways to monitor individual's needs and ensure medication has been taken correctly

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.4 Outline how to record outcomes relating to administering medication and self-administering medication
4. Understand the principles of safeguarding and responding to problems in relation to administering medication	4.1 Describe the **risks** associated with the administering of medication
	4.2 Outline how to respond to problems and safeguarding incidents in relation to administering medication
	4.3 Describe how to **report and record** medication errors or acts of omission
	4.4 Explain the principles of **safeguarding** individuals receiving medication
	4.5 Describe procedures for informing individuals of errors or acts of omission
5. Understand how medications can affect individuals and how effects are monitored	5.1 Give examples of the common side **effects** of medications
	5.2 Summarise the meaning of an **adverse reaction**
	5.3 Give examples of adverse reactions
	5.4 Explain why it is important to **monitor** the effects of medication on individuals
	5.5 Explain how to respond to side effects and adverse reactions
	5.6 Outline the importance of ensuring that medication reviews are completed in accordance with **national and local guidelines**
	5.7 Describe the importance of ensuring individuals actively participate in medication reviews

Amplification: The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that all amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

1.1 Local authorities may relate to county councils, district councils, unitary authorities, metropolitan districts and London boroughs; procedures can vary, for example some authorities may not allow carers to administer from blister packs, only from medication boxes, whereas others do allow carers to administer from blister packs.

1.2 Checks include the 6Rs: right person, right medication, right time, right dosage, right route, right to refuse (NICE, 2014) and correctly completed documentation **(All should be covered)**

1.3 Consent must be obtained from an individual prior to administering medication; the information provided and confirmed with the individual required for consent to be valid; ensuring needs and preferences are considered.

1.5 Personal protective equipment may include gloves, creams, ointments etc. (**At least 2 should be covered)**

1.6 Instructions include those provided by individuals, manufacturers, pharmacists, prescribers and organisations.

2.1 Supporting individuals to self-administer includes ensuring they have the capacity to self-administer, ensuring instructions are understood and carrying out risk assessments.

2.2 Assistive technology may include smartphone apps, automatic/alarmed medication dispenser, medication alarms linked to call centres etc. This list is not exhaustive. (**At least 3 should be covered)**

3.1 Routes to administration may include orally, injection, placed under the tongue, inserted rectally, vaginally, placed in the eye/ear, inhalation, applied to skin, delivered through skin using a patch etc.; types of medication vary including tablets, creams, pills etc. **(All should be covered)**

3.3 Types and features of instructions include equipment instructions, MAR charts, understanding of abbreviations, additional instructions etc. **(At least 2 should be covered)**

4.1 Risks include human error, incorrect doses, failing to carry out identity checks of individuals, compromised medications (e.g. damaged, out-of-date, stored incorrectly), discrepancies in labelling/records, individuals declining prescribed medication etc.; administering medication is a high volume and high-risk activity in many care settings. **(At least 3 risks should be covered)**

4.3 Reporting and recording incidents is in accordance with organisational policies and procedures and NICE Guidance; 'Yellow Card' systems for adverse reaction reporting; reporting internally; reporting to relevant external organisations and local authorities; reporting to the Care Quality Commission in certain cases; informing the individual concerned and their family/carer; making referrals to NMC.

4.4 Safeguarding individuals must take into account their capacity to make/understand decisions relating to administering medication (e.g. dementia, learning difficulties), supporting individuals' best interests when unable to consent, supporting individuals experiencing difficulties taking medication in the form they are prescribed etc.

5.1 Side effects are secondary unwanted effects occurring due to drug therapy.

5.2 Adverse reactions are unintended pharmacologic effects that occur when a medication is administered.

5.3 Examples of adverse reactions include allergic reaction, intolerances and other reactions not documented as known side effects **(at least 2 should be covered)**

5.4 Monitoring the effects of medications must be in accordance with reporting and recording procedures and may include using physiological measurements, 'Yellow Card' to report adverse effects of medication etc. It also includes monitoring the effect on the condition that the medication is prescribed for

5.6 National guidelines e.g. National Institute for Health and Care Excellence (NICE), National Service Frameworks, local authority policy and procedure