

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 2 Certificate in  
Understanding the Safe Handling of Medicines  
QN: 501/0037/3**

**This qualification is now withdrawn**



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## Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v5.1	June 2022	<p>Information added section 1 to advise that <a href="#">registration</a> is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Further information added to section 2 to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all <a href="#">assessment evidence</a> presented for external quality assurance must be in English.</p> <p>Information added to section 5 about how to access <a href="#">support handbooks</a>.</p>
v5.2	December 2023	<p>Minor amendments following a content review and subject specialist checks to the <a href="#">delivery</a> and assessment <a href="#">guidance</a>. Also <a href="#">NOS</a> updated throughout the qualification specification.</p>

## Section 1: General introduction

WITHDRAWN

### About this Qualification Specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE CACHE Level 2 Certificate in Understanding the Safe Handling of Medicines (501/0037/3).

### Total Qualification Time

Total qualification time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- guided learning (GL) and TQT apply to the qualification as a whole.
- we use GL to refer to the estimated guided learning hours at unit level

### Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

### Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Assurer.

### Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

### Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt

Sometimes they can cover a combination of the two.

#### Competence- / Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment

#### Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

### Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including a qualification factsheet and other support materials.

### The Centre Secure website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

### Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

## Section 2: About this qualification

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<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 2 Certificate in Understanding the Safe Handling of Medicines
<b>Qualification number</b>	501/0037/3
<b>Aims and objectives</b>	<p>This qualification aims to help learners develop:</p> <ul style="list-style-type: none"> <li>• a general understanding of different types of medication and their use</li> <li>• knowledge of the procedures for obtaining, storing, administering and disposing of medicines</li> <li>• an understanding of legislation and the audit process related to medication and issues of responsibility and accountability</li> </ul> <p>It could contribute towards aspects of the NHS Knowledge and Skills Framework in relation to the following dimensions:</p> <ul style="list-style-type: none"> <li>• Core 3 Health, safety and security</li> <li>• HWB4 Enablement to address health and wellbeing needs</li> <li>• HWB5 Provision of care to meet health and wellbeing needs</li> <li>• HWB7 Interventions and treatments</li> </ul>
<b>Total Qualification Time (hours)</b>	130
<b>Guided Learning (hours)</b>	110
<b>Credit value</b>	13
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>Minimum age of learner</b>	18
<b>Real work environment (RWE) requirement / recommendation</b>	This is a knowledge-only qualification; therefore, no real work environment placement is required.

<b>Rule of combination</b>	To be awarded the Level 2 Certificate in Understanding the Safe Handling of Medicines, learners are required to successfully complete 4 mandatory units.
<b>Entry requirements / recommendations</b>	<p>Entry is at the discretion of the centre. However, learners should be aged 18 or above to undertake this qualification.</p> <p>Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.</p>
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 2 or 3 Diplomas in Health and Social Care</li> <li>• Level 2 or 3 Diplomas in Health</li> <li>• NCFE Level 3 Certificate in the Principles of End of Life Care</li> <li>• NCFE Level 2 Award in the Awareness of Dementia</li> </ul> <p>It may also be useful to learners studying qualifications in the following areas:</p> <ul style="list-style-type: none"> <li>• NCFE Level 2 Certificate in the Principles of Dementia Care</li> <li>• NCFE Level 2 Certificate in Mental Health Awareness</li> </ul>
<b>Assessment methods</b>	Portfolio of evidence
<b>Additional assessment requirements</b>	<p>This qualification is internally assessed and externally quality assured portfolio of evidence.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 501/0037/3.

### Useful websites

Centres may find the following website(s) helpful for materials and resources to assist with the delivery of this qualification:

- British National Formulary: [www.bnf.org](http://www.bnf.org)
- Electronic Medicines Compendium: [www.medicines.org.uk](http://www.medicines.org.uk)
- Royal Pharmaceutical Society of Great Britain: [www.rpharms.com](http://www.rpharms.com)
- Nursing and Midwifery Council: [www.nmc-uk.org](http://www.nmc-uk.org)
- Care Quality Commission: [www.cqc.org.uk](http://www.cqc.org.uk)
- Patient UK: [www.patient.co.uk](http://www.patient.co.uk)
- National Institute for Health and Care Excellence [www.nice.org.uk](http://www.nice.org.uk)

## Section 3: Units

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<b>Mandatory units</b>
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Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Hours*
Unit 01	Y/601/9571	Understand medication and prescriptions	Knowledge	2	3	23
Unit 02	K/601/9574	Supply, storage and disposal of medication	Knowledge	2	3	24
Unit 03	T/601/9576	Understand the requirements for the safe administration of medication	Knowledge	2	4	39
Unit 04	F/601/9578	Record-keeping and audit processes for medication administration and storage	Knowledge	2	3	24

The units above may be available as stand-alone unit programmes. Please visit the Centre secure website for further information.

<b>Unit layout</b>	
<b>For each unit the following information has been provided:</b>	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Mandatory/optional	Explains if the unit is mandatory or optional.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Unit delivery and assessment guidance*	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Types of evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at CACHE.
Additional information	Any further information about the unit, links to NOS.

<b>Explanation of terms used at Level 2: (not all verbs are used in this qualification)</b>	
Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points....)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.

Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.



## Unit 01: Understand medication and prescriptions



<b>Unit reference</b>	Y/601/9571	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	3		
<b>Unit hours</b>	23		
<b>Unit summary</b>	This unit provides an introduction to the many 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the use of different types of medication	1.1. Identify the different <b>types</b> of medicines available and why they are used
	1.2. Describe the different <b>routes</b> by which medicines can be administered
2. Understand how medicines are classified	2.1. Describe the following classifications of medicine: <ul style="list-style-type: none"> <li>• General Sales List (GSL)</li> <li>• Pharmacy (P)</li> <li>• Prescription Only Medicines (POM)</li> <li>• Controlled drugs</li> </ul>
3. Understand legislation and guidelines related to medication	3.1. Outline the key points of current <b>legislation and guidance</b> relating to medication
	3.2. Outline the consequences of not following relevant legislation and guidance

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Understand the roles of self and others in the medication process	4.1 Outline the roles of self and others in the process of: <ul style="list-style-type: none"> <li>• prescribing medication</li> <li>• dispensing medication</li> <li>• obtaining and receiving medication</li> <li>• administering medication</li> </ul> 4.2 Identify the limitations of own role in relation to the medication process 4.3 Outline ways to get support and <b>information</b> in the workplace related to the medication process.
5. Know how to access information about medication	5.1 Identify the key approved national <b>sources</b> of information about medication 5.2 Describe the information which should be supplied with medication 5.3 Describe why it is important to seek information from the individual about their medication and condition

### **Delivery and assessment guidance**

- 1.1 **types:** antibiotics; analgesics; antihistamines; antacids; anti-coagulants; psychotropic medicine; diuretics; laxatives; hormones; cytotoxic medicines
- 1.2 **Routes:** oral, injection, nasal, sublingual, buccal, ocular, inhalation, transdermal, cutaneous
- 3.1 **legislation and guidance:** this should be current and up-to-date (for example, at the time of printing that produced by the Royal Pharmaceutical Society of Great Britain, Access to Health Records Act etc)
- 4.3 **information:** agreed ways of working
- 5.1 **sources:** prescriber, pharmacist, publications and websites (note a wide range of publications and internet sources are available related to medication, it is important to ensure that information learners reference is related to the United Kingdom (UK) and reflects UK requirements)

<b>Types of evidence</b>
<p><b>Oral or written questioning</b></p> <p>Assessment criteria: 1.1, 1.2, 2.1, 5.1</p> <p>Additional information: Learners could respond to a set of pre-prepared questions covering the learning outcomes. Questions and answers should be clearly recorded.</p>
<p><b>Assignment</b></p> <p>Assessment criteria: 3.1, 3.2, 5.2</p> <p>Additional information: Learners could complete an assignment based on the assessment criteria.</p>
<p><b>Learner report</b></p> <p>Assessment criteria: 4.1, 4.2, 4.3, 5.3</p> <p>Additional information: Learners could conduct research and prepare notes or a learner report.</p>

<b>Additional information</b>	
<p>Relationship to occupational standards/NOS mapping</p>	<p><b>Links to National Skills Standards</b></p> <p>For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.</p> <p>This qualification can be used to develop learners':</p> <ul style="list-style-type: none"> <li>• English skills</li> <li>• Information and Communication Technology skills</li> </ul> <p>If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.</p> <p><b>Links to the NHS Knowledge and Skills Framework</b></p> <p>This qualification could contribute towards aspects of the NHS Knowledge and Skills Framework in relation to the following Dimensions:</p> <ul style="list-style-type: none"> <li>• Core 3 Health, safety and security</li> <li>• HWB4 Enablement to address health and wellbeing needs</li> <li>• HWB5 Provision of care to meet health and wellbeing needs</li> <li>• HWB7 Interventions and treatments</li> </ul> <p><b><u><a href="#">Links to NOS</a></u></b></p> <p>The mapping is only at the level of the unit.</p> <p>Clinical Health Skills: SFHCHS1, SFHCHS2, SFHCHS3 Health and Social Care: SCDHSC0024</p>

## Unit 02: Supply, storage and disposal of medication



<b>Unit reference</b>	K/601/9574	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	3		
<b>Unit hours</b>	24		
<b>Unit summary</b>	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand how medicines are supplied and obtained	1.1. Identify the purpose of a prescription
	1.2. List the information that has to be checked and recorded once medication has been received
	1.3. Describe the procedure for: <ul style="list-style-type: none"> <li>• transferring medication from one setting to another</li> <li>• obtaining medication in an emergency situation</li> <li>• obtaining medication 'as and when required (Pro re nata )'</li> <li>• renewal of prescription</li> </ul>
2. Know the requirements for storing medication	2.1. Describe the requirements of medication storage within the following settings: <ul style="list-style-type: none"> <li>• clinical settings</li> <li>• residential care</li> <li>• day services</li> <li>• domiciliary care</li> </ul>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	2.2. Explain how <b>controlled drugs</b> should be stored  2.3. Outline how to support individuals to store medication securely for self- administration  2.4. Give examples of the types of medication that have <b>specific storage requirements</b>
3. Understand the requirements for the safe disposal of medication	3.1. Give examples of why drugs might need to be disposed of  3.2. Outline the <b>procedures</b> for the safe and secure disposal of medication and equipment for: <ul style="list-style-type: none"> <li>• nursing care settings</li> <li>• care settings</li> <li>• domiciliary care settings</li> <li>• controlled drugs</li> </ul> 3.3. Explain why it is important to dispose of medication and equipment in line with agreed procedures

**Delivery and assessment guidance**

2.2 **controlled drugs:** prescription medications that are subject to strict legal controls

2.4 **specific storage requirements:** for example, compromised medication awaiting disposal, some antibiotics

3.2 **procedures:** local, national or organisational protocols

**Types of evidence****Oral or written questioning**

Assessment criteria: 1.1, 1.2, 2.4, 3.1

Additional information: Learners could respond to a set of pre-prepared questions covering the learning outcomes. Questions and answers should be clearly recorded.

**Learner report**

Assessment criteria: 1.3, 2.1, 2.2, 2.3, 3.2, 3.3

Additional information: Learners could conduct research and prepare notes or a learner report.

<b>Additional information</b>	
<p>Relationship to occupational standards/NOS mapping</p>	<p><b>Links to National Skills Standards</b></p> <p>For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.</p> <p>This qualification can be used to develop learners':</p> <ul style="list-style-type: none"> <li>• English skills</li> <li>• Mathematics skills</li> <li>• Information and Communication Technology skills</li> </ul> <p>If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.</p> <p><b>Links to the NHS Knowledge and Skills Framework</b></p> <p>This qualification could contribute towards aspects of the NHS Knowledge and Skills Framework in relation to the following Dimensions:</p> <ul style="list-style-type: none"> <li>• Core 3 Health, safety and security</li> <li>• HWB4 Enablement to address health and wellbeing needs</li> <li>• HWB5 Provision of care to meet health and wellbeing needs</li> <li>• HWB7 Interventions and treatments</li> </ul> <p><b>Links to NOS</b></p> <p>The mapping is only at the level of the unit.</p> <p>Clinical Health Skills: SFHCHS1, SFHCHS2, SFHCHS3 Health and Social Care: SCDHSC0024</p>



## Unit 03: Understand the requirements for the safe administration of medication



<b>Unit reference</b>	T/601/9576	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	4		
<b>Unit hours</b>	39		
<b>Unit summary</b>	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the preparations to be taken prior to administering medication	1.1. Describe the roles and responsibilities of staff involved in: <ul style="list-style-type: none"> <li>• supporting individuals to take medication</li> <li>• administering medication</li> <li>• using <b>specialised techniques</b> to administer medication</li> </ul>
	1.2. Explain why it is important to follow instructions on the preparation and use of medication and the method of administration from the: <ul style="list-style-type: none"> <li>• individual</li> <li>• manufacturer</li> <li>• pharmacist</li> <li>• organisation</li> </ul>
	1.3. Explain why it is important to gain the individual's consent prior to administering medication

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
<p style="text-align: center; font-size: 48px; opacity: 0.2; transform: rotate(-30deg);">WITHDRAWN</p>	1.4. Identify the information that should be given to individuals to enable them to give valid consent
	1.5. Explain why it is important to agree with the individual: <ul style="list-style-type: none"> <li>• the medication to be taken</li> <li>• the support to be provided in relation to their own needs and preferences</li> </ul>
	1.6. Describe how and why the following should be checked prior to administering medication: <ul style="list-style-type: none"> <li>• identity of individual</li> <li>• Medication Administration Record (MAR)</li> <li>• medication</li> <li>• equipment</li> <li>• environment</li> </ul>
	1.7. Describe the hygiene precautions that should be taken when preparing to administer medication in relation to: <ul style="list-style-type: none"> <li>• the individual receiving medication</li> <li>• self and others who may be affected</li> </ul>
	1.8. 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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2. Understand how medication is administered safely and in a way that meets individual needs	2.1. Describe a range of aids and equipment available for administering medicine
	2.2. Give positive and negative points of using drug administration systems
	2.3. Give examples of special instructions that might need to be followed when giving medication
	2.4. Describe how to support individuals to take medication whilst promoting privacy, dignity, hygiene, safety and active participation
	2.5. Explain how to record the outcomes following administration of medication
	2.6. Give examples of when it may be necessary to seek additional support and guidance and who should provide it
	2.7. Identify the key requirements of <b>legislation and guidance</b> in relation to the administration of medicine
3. Understand how to support individuals to administer their own medication.	3.1. Explain why it is important to support an individual to administer their own medication
	3.2. Identify key aspects of legislation and guidelines related to self- administration of medication
	3.3. Explain how to carry out a risk assessment for an individual who prefers to administer their own medication

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.4. Outline the conditions that must be in place when a client self- medicates  3.5 Describe the records that must be kept in relation to self-medication
4. Understand the procedures to follow when there are problems with the administration of medication	4.1. Describe the actions to be taken in line with agreed ways of working in relation to the following situations: <ul style="list-style-type: none"> <li>• errors administering medication</li> <li>• individual declines prescribed medication</li> <li>• medication is compromised</li> <li>• discrepancies in records</li> <li>• administering controlled drugs</li> </ul> 4.2. Outline how to support an individual who has difficulty taking medication in the form it has been prescribed  4.3. Explain how to support the best interests of individuals who are unable to consent to prescribed medication
5. Understand how the effects of medication are monitored	5.1. Describe how to monitor the effects of medication on the individual and the condition it has been prescribed for  5.2. Identify common side effects of widely used medicines  5.3. Explain what is meant by an adverse reaction  5.4. Describe the actions to be taken if side effects or an adverse reaction to medication are suspected

	5.5. Outline how medication reviews should be carried out in line with <b>national guidelines</b>
	5.6. Explain how the outcomes of monitoring should be recorded and reported

WITHDRAWN

<b>Delivery and assessment guidance</b>
<p>1.1 <b>specialised techniques:</b> for example, injections, rectal administration, medication via PEG tube, inhalation, Monitored Dose Systems</p> <p>2.7 <b>legislation and guidance: for example,</b> Medicines Act (1968), The misuse of drugs regulations (2001), The Misuse of Drugs Act (1971)</p> <p>5.5 <b>national guidelines:</b> for example, National Service Framework, National Minimum Standards</p>
<b>Types of evidence</b>
<p><b>Learner Report</b></p> <p>Assessment criteria: 1.1, 1.7, 1.8</p> <p>Additional information: Learners could conduct research and prepare notes or a learner report.</p>
<p><b>Oral or written questioning</b></p> <p>Assessment criteria: 1.2, 1.3, 1.4, 1.5, 1.6</p> <p>Additional information: Learners could respond to a set of pre-prepared questions covering the learning outcomes. Questions and answers should be clearly recorded.</p>
<p><b>Assignment</b></p> <p>Assessment criteria: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Additional information: Learners could complete an assignment based on the assessment criteria.</p>
<p><b>Learner report</b></p> <p>Learning outcomes: 3.1, 3.2, 3.3, 3.4, 3.5</p> <p>Additional information: Learners could conduct research and prepare notes or a learner report.</p>
<p><b>Assignment</b></p> <p>Learning outcomes: 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p> <p>Additional information: Learners could conduct research and prepare notes or a candidate report.</p>

<b>Additional information</b>	
<p>Relationship to occupational standards/NOS mapping</p>	<p><b>Links to National Skills Standards</b></p> <p>For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.</p> <p>This qualification can be used to develop learners':</p> <ul style="list-style-type: none"> <li>• English skills</li> <li>• Mathematics skills</li> <li>• Information and Communication Technology skills</li> </ul> <p>If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.</p> <p><b>Links to the NHS Knowledge and Skills Framework</b></p> <p>This qualification could contribute towards aspects of the NHS Knowledge and Skills Framework in relation to the following Dimensions:</p> <ul style="list-style-type: none"> <li>• Core 3 Health, safety and security</li> <li>• HWB4 Enablement to address health and wellbeing needs</li> <li>• HWB5 Provision of care to meet health and wellbeing needs</li> <li>• HWB7 Interventions and treatments</li> </ul> <p><b>Links to NOS</b></p> <p>The mapping is only at the level of the unit.</p> <p>Clinical Health Skills: SFHCHS2, SFHCHS3            Health and Social Care: SCDHSC0021, SCDHSC0024, SCDHSC0224</p>

## Unit 04: Record-keeping and audit processes for medication administration and storage



<b>Unit reference</b>	F/601/9578	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	3		
<b>Unit hours</b>	24		
<b>Unit summary</b>	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 medicines, and issues of accountability, responsibility and confidentiality.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the audit process in relation to medication transactions and stock levels	1.1. Describe the requirements for medication transactions and stock levels in relation to: <ul style="list-style-type: none"> <li>• the role of the pharmacist</li> <li>• manufacturers' instructions</li> <li>• organisational policies</li> <li>• inspection and external audit</li> <li>• legal requirements</li> </ul>
	1.2. Explain how medication is recorded on: <ul style="list-style-type: none"> <li>• receipt</li> <li>• administration</li> <li>• disposal</li> </ul>



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2. Understand how information is recorded and confidentiality maintained	2.1. Describe the key aspects of record keeping in an environment where medicine is used in relation to: <ul style="list-style-type: none"> <li>• documentation</li> <li>• correct recording</li> <li>• signatures</li> </ul>
	2.2. Outline the requirements of the <b>regulatory authority</b> in relation to medication record keeping
	2.3. Outline what information needs to be recorded when compiling a medication profile for an individual
	2.4. Explain why all records relating to medicines must be kept up to date
	2.5. Outline the key points of <b>legislation relating to confidentiality</b> in relation to: <ul style="list-style-type: none"> <li>• who records what, where and when</li> <li>• who has access to records</li> <li>• individual rights</li> <li>• maintaining confidentiality</li> </ul>
	2.6. Identify own role in maintaining confidentiality and keeping information secure
3. Understand own role in relation to accountability and responsibility	3.1. Define the terms 'accountability' and 'responsibility'
	3.2. Explain the importance of accountability in relation to medication
	3.3. Describe the responsibilities of different people involved with storage or administration of medication

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.4. Outline the potential consequences of not following agreed ways of working as set out by an employer

### Delivery and assessment guidance

**2.2 Regulatory authority:** for example, Medicines and Healthcare products regulatory agency

**2.5 Legislation relating to confidentiality:** for example, The Data Protection Act (2018) and General Data Protection Regulation (GDPR)

### Types of evidence

#### Learner report

Learning outcomes: 1.1, 1.2, 2.1, 2.3, 2.4, 2.6, 3.3

Additional information: Learners could conduct research and prepare notes or a learner report.

#### Assignment

Assessment criteria: 2.2, 2.5, 3.1, 3.2, 3.4

Additional information: Learners could complete an assignment based on the assessment criteria

<b>Additional information</b>	
<p>Relationship to occupational standards/NOS mapping</p>	<p><b>Links to National Skills Standards</b></p> <p>For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.</p> <p>This qualification can be used to develop learners':</p> <ul style="list-style-type: none"> <li>• English skills</li> <li>• Information and Communication Technology skills</li> </ul> <p>If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.</p> <p><b>Links to the NHS Knowledge and Skills Framework</b></p> <p>This qualification could contribute towards aspects of the NHS Knowledge and Skills Framework in relation to the following Dimensions:</p> <ul style="list-style-type: none"> <li>• Core 3 Health, safety and security</li> <li>• HWB4 Enablement to address health and wellbeing needs</li> <li>• HWB5 Provision of care to meet health and wellbeing needs</li> <li>• HWB7 Interventions and treatments</li> </ul> <p><b>Links to NOS</b></p> <p>The mapping is only at the level of the unit.</p> <p>Clinical Health Skills: SFHCHS1, SFHCHS2, SFHCHS3            Health and Social Care: SCDHSC0021, SCDHSC0024, SCDHSC0224</p>

## **Section 4: Assessment and quality assurance information**

WITHDRAWN

### Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively

#### Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on our secure website

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

## **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

### **Presenting evidence**

#### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

#### **Recorded**

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable)

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.



## Section 5: Documents

WITHDRAWN

### Useful documents

This section refers to useful documents that can be found on the NCFE website, some of which may assist with the delivery of this qualification.

#### Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

The following documents may also be useful in the delivery of this qualification:

Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance  
QCF Glossary (Skills for Health)

### Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

Evidence Record  
Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

Completing the Evidence Record  
Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the NCFE website.

#### Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

## Section 6: General Information

WITHDRAWN

**Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Equal Opportunities Policy is available on request.

**Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

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