

Unit 23: **Support Use of Medication in Social Care Settings**

Unit reference number: F/601/4056

QCF level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit assesses the support necessary for the administration of medication in social care settings, covering broad types, classifications and forms of medication, as well as safe handling and storage. The unit addresses practical support for use of medication that reflects social care principles and values, including the need for accurate recording and reporting.

You will gain an understanding of the legislative framework for the use of medication in social care settings, including the legal classification system for medication. You will know common types of medication and conditions for which each type of medication can be prescribed. You will understand the roles and responsibilities of those involved with the use of medication in social care settings and techniques for the administration of medication.

You will be able to receive, store and dispose of medication supplies safely, in line with agreed ways of working, support the use of medication and be able to record and report on its use. You will also know how to promote the rights of the individual when managing medication and how to address ethical issues that may arise over the use of medication.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the legislative framework for the use of medication in social care settings	1.1 Identify legislation that governs the use of medication in social care settings 1.2 Outline the legal classification system for medication 1.3 Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements
2 Know about common types of medication and their use	2.1 Identify common types of medication 2.2 List conditions for which each type of medication may be prescribed 2.3 Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication
3 Understand roles and responsibilities in the use of medication in social care settings	3.1 Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication 3.2 Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements
4 Understand techniques for administering medication	4.1 Describe the routes by which medication can be administered 4.2 Describe different forms in which medication may be presented 4.3 Describe materials and equipment that can assist in administering medication
5 Be able to receive, store and dispose of medication supplies safely	5.1 Demonstrate how to receive supplies of medication in line with agreed ways of working 5.2 Demonstrate how to store medication safely 5.3 Demonstrate how to dispose of unused or unwanted medication safely

Learning outcomes	Assessment criteria
<p>6 Know how to promote the rights of the individual when managing medication</p>	<p>6.1 Explain the importance of the following principles in the use of medication</p> <ul style="list-style-type: none"> • consent • self-medication or active participation • dignity and privacy • confidentiality <p>6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication</p> <p>6.3 Describe how ethical issues that may arise over the use of medication can be addressed</p>
<p>7 Be able to support use of medication</p>	<p>7.1 Demonstrate how to access information about an individual's medication</p> <p>7.2 Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation</p> <p>7.3 Demonstrate strategies to ensure that medication is used or administered correctly</p> <p>7.4 Demonstrate how to address any practical difficulties that may arise when medication is used</p> <p>7.5 Demonstrate how and when to access further information or support about the use of medication</p>
<p>8 Be able to record and report on use of medication</p>	<p>8.1 Demonstrate how to record use of medication and any changes in an individual associated with it</p> <p>8.2 Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working</p>

Unit amplification

1 Understand the legislative framework for the use of medication in social care settings

Legislation that governs the use of medication in social care settings: e.g. relevant sections from: Medicines Act 1968 + amendments; Misuse of Drugs Act 1971 (Controlled Drugs) + amendments; Health and Safety at Work etc Act 1974; Access to Health Records Act 1990; Data Protection Act 1998; Control of Substances Hazardous to Health Regulations 2002, Care Standards Act 2000 (receipt, storage and administration of medicines); Administration and Control of Medicines in Care Homes and Children's Services June 2003; the Health and Social Care Act 2008; Hazardous Waste (England and Wales) Regulations 2005; the Controlled Drugs Regulations 2013

The legal classification system for medication: prescription only medicine (POM); over-the-counter medicine; under the supervision of a pharmacist (P); General Sales List (GSL); controlled drugs; complementary/homeopathic remedies

How and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements: implement an effective policy on administering medicines; policy must include effective management systems to support individual children and young people with medical needs; keep written records of all medicines administered to children and young people; inform parents/carers accordingly; prior written permission; medicines should not usually be administered unless they have been prescribed for that child or young person; non-prescription medication e.g. administration of pain and fever relief or teething gel; use of aspirin in under 16s; medicine storage; medicines must include prescriber's instructions for administration

2 Know about common types of medication and their use

Common types of medication and conditions for which each type of medication may be prescribed: antibiotics (used to fight infection); analgesics (used to relieve pain); antihistamines (used to relieve allergy symptoms, e.g. hay fever); anticoagulants (used to prevent blood clotting, e.g. following heart attack)

Changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication: physical changes e.g. rashes; breathing difficulties; swellings; nausea weight gain; whether changes are the result of medication

3 Understand roles and responsibilities in the use of medication in social care settings

The roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication:

Roles – prescribers (medical and non-medical); managers; social care staff; ancillary staff; clerical staff/administrators

Responsibilities – check that the medicine received matches the medication and dosage prescribed by the prescriber and is listed on the appropriate documentation; seek guidance and support about the medicine and dosage prescribed for any particular individual e.g. prescriber (medical or non-medical); NHS Direct; manager; nurse; supportive reference material; the need for confidentiality; when and to whom information about an individual's medication may be disclosed or discussed e.g. doctor; pharmacist; other care professionals; relatives/solicitor with enduring power of attorney

Where responsibilities lie in relation to use of 'over the counter' remedies and supplements: risk assessment; duty of care; self-administration; reporting; recording; contraindications; guidance; roles and responsibilities

4 Understand techniques for administering medication

The routes and forms by which medication can be administered: inhalation injection; ingestion; topical; infusion; instillation; PR – per rectum; PV – per vagina

Forms in which medication may be presented: transdermal; oxygen; nebuliser; creams or lotions tablets; pessaries; insulin; syrups; suspensions; drops

Materials and equipment that can assist in administering medication: percutaneous endoscopic gastrostomy (PEG); naso-gastric (NG) tubes; oral syringes; nebuliser; inhalers; droppers

6 Know how to promote the rights of the individual when managing medication

The importance of the following principles in the use of medication

- *consent:* agreement; duty of care; safeguarding; capacity; guidance
- *self-medication or active participation:* child/young person centred; risk assessment; support; guidance
- *dignity and privacy:* security; space; time; assessment; preferences
- *confidentiality:* safeguarding; duty of care; confidence; trust

How risk assessment can be used to promote an individual's independence in managing medication: skills development; independence; self-esteem; self-efficacy; understanding of the impact/outcome of risk-taking

How ethical issues that may arise over the use of medication can be addressed: collaboration; risk assessment; practitioner input; advice; guidance

Information for tutors

Suggested resources

Books

Brown A *Taking Risks: Young People and Risk-Taking Behaviour (Youth Series)* (Grove Books Ltd, 2009) ISBN 9781851747245

DK, *BMA Concise Guide to Medicine and Drugs*, Re-issue edition (Dorling Kindersley, 2012) ISBN 9781405393935

Ginsberg K *Building Resilience in Children and Teens: Giving Kids Roots and Wings* 2nd edition (American Academy of Pediatrics, 2011) ISBN 9781581105513

Lindon J *Safeguarding and Child Protection: 0-8 Years, 4th Edition: Linking Theory and Practice* (Hodder Education, 2012) ISBN 9781444145489

Tough P *How Children Succeed* (Arrow, 2014) ISBN 9780099588757

Websites

www.hse.gov.uk – the website of the Health and Safety Executive, which provides a wide variety of information and guidance, including on the topic of the use of medication

www.ncb.org.uk – the website of the National Children’s Bureau, where a variety of resources can be found, including downloadable resources

www.nhs.uk – the NHS Choices website, provides a wide variety information, including an A-Z of medicines

Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development QCF Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners are required to demonstrate an understanding of legislative requirements in relation to the administration of medication in social care settings. This could be addressed through learners using evidence relating to their own place of work or alternatively the learners could generate their evidence through a relevant case study. For example, for ACs 1.1 and 1.2 the learner could produce a report for colleagues analysing the effect legislation has on the use of medication, exploring the legal classification of medication used in such settings.

In addition, for AC1.3, learners should show they understand the relationship between work setting policies and procedures and legislative requirements.

For learning outcome 2, learners will need to demonstrate an understanding of the common types of medicines used and the conditions they are used to treat. Learners are required to describe the indicators of adverse reactions to medication. Anonymised evidence from the workplace could be used, reflective accounts or professional discussion, and learners should be encouraged to interact with the concepts as required by the assessment criteria and indicate how this knowledge and understanding impact on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice. This would address ACs 2.1, 2.2 and 2.3.

Evidence for learning outcome 3 requires the demonstration of understanding of roles and responsibilities of practitioners involved in the administration of medication in social care settings, including the allocation of responsibility for the use of 'over the counter' remedies and supplements. A reflective account, professional discussion, anonymised case study or report could be used for 3.1 and 3.2 where the learners will need to firstly identify who is involved in the prescribing, dispensing and supporting the use of medication and what their responsibilities are.

Finally, for this learning outcome, learners will have to identify responsibilities for the use of 'over the counter' remedies and supplements.

For learning outcome 4, learners will need to demonstrate an understanding of the routes and forms of medication, including materials and equipment used in the administration of medication. The main source of evidence for all ACs in this learning outcome can be through using evidence relating to their own place of work or alternatively the learners could generate their evidence through a relevant case study. For example, for ACs 4.1 and 4.2 the learner could produce a report exploring the routes of administration for medicines and materials and equipment available to facilitate medication administration.

For learning outcome 5, evidence is required from direct observation. The learners will need to demonstrate the receipt of medication, the storage of medication and the disposal of unwanted medication.

For learning outcome 6, learners will need to demonstrate an understanding of the rights of individuals when using medication, for example in relation to consent, self-medication and active participation, dignity and privacy and confidentiality. Learners should explain the effect risk assessments have on independence and self-management, identifying how ethical issues which may arise can be addressed. Reflective account or professional discussion would be a suitable method of assessment for this learning outcome.

For learning outcome 7, evidence could come from direct observation. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should demonstrate learners accessing the necessary information relating to an individual's medication, supporting safe and correct use of medication and identifying sources of support or guidance about the administration of medication. This evidence can be supplemented with a reflective account, addressing the learner's role in the use of medication.

For learning outcome 8, evidence is required from direct observation. The observation should demonstrate learners adhering to agreed ways of working when recording the use of medication and reporting any issues or problems they have encountered in relation to the use of medication. Professional discussion or personal statements could be used to support evidence drawn from observation.