



Oxford Cambridge and RSA

| | |
|----------------------------|---|
| Unit Title: | Assist in the administration of medication |
| OCR Unit No: | 39 |
| Sector Unit No: | TDA 2.20 |
| Level: | 2 |
| Credit value: | 4 |
| Guided learning hours: | 25 |
| Unit accreditation number: | A/601/9420 |

Unit purpose and aim

This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role.

This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a “drug round” may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.

| Learning Outcomes | Assessment Criteria | Exemplification |
|---|---|--|
| The learner will: | The learner can: | |
| 1. Know the current legislation, guidelines and policy relevant to the administration of medication | 1.1 Identify the current national legislation and guidelines relevant to the administration of medication 1.2 Outline the organisational policies for the management and administration of medication | Centres must ensure that all assessment criteria are met. Medication may be from various drug categories such as: <ul style="list-style-type: none">• general sales list• pharmacy only• prescription only |
| 2. Understand own role in assisting in the administration of medication | 2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication 2.2 Explain the importance of working under the | |

| | | |
|--|---|--|
| | <p>direction of a qualified health professional when assisting with the administration of medication</p> <p>2.3 Explain the importance of working within own sphere of competence and seeking advice when faced with situations outside own sphere of competence</p> | |
| <p>3. Understand the requirements and procedures for assisting in the administration of medication</p> | <p>3.1 Explain the purpose and significance of the information which should be provided on the label of a medication</p> <p>3.2 Describe the different routes for the administration of medication</p> <p>3.3 Describe the types, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility</p> <p>3.4 Describe the various aids which can be used to help individuals take their medication</p> <p>3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice</p> <p>3.6 Explain why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice</p> | <p>Routes for the administration of medication eg:</p> <ul style="list-style-type: none"> • oral • topical – including skin creams • eye/ear or nasal drops • inhaled • injection – intra-muscular/sub-cutaneous <p>Materials and equipment needed for the administration of medication eg:</p> <ul style="list-style-type: none"> • medicine trolley • medicine pots • spoons • syringes • containers • wipes • drinking glasses • water jug • disposal bag • medication administration record |

| | | |
|---|---|--|
| | | <p>sheets/charts</p> <p>Standard precautions for infection control including:</p> <ul style="list-style-type: none"> • handwashing/cleansing before, during and after the activity • the use of personal protective clothing • management of blood and bodily fluid spillage • waste management <p>Medication administration record: the documentation on which the medication has been ordered/ prescribed – this will vary across care settings and environments, such as hospital and community settings, including medications prescribed by GPs and dispensed by community pharmacists where the instructions will be found on the medication packaging</p> |
| 4. Understand the requirements and procedures for ensuring patient safety | <p>4.1 Explain the importance of identifying the individual for whom the medications are prescribed</p> <p>4.2 Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it</p> | <p>Person leading the administration will be the senior professional in overall charge of the administration of medication in the setting eg:</p> <ul style="list-style-type: none"> • a registered nurse • a registered midwife • social worker |
| 5. Be able to prepare for the administration of medication | <p>5.1 Obtain or confirm valid consent for the administration of medication</p> <p>5.2 Apply standard precautions for</p> | <p>Obtain consent according to current legislation and guidelines eg:</p> <ul style="list-style-type: none"> • for adults • for children and young |

| | | |
|---|--|---|
| | <p>infection control</p> <p>5.3 Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet</p> <p>5.4 Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist</p> <p>5.5 Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered</p> | <p>people</p> <ul style="list-style-type: none"> • for children and young people in schools • for adults who lack the capacity to give consent for themselves <p>Check and confirm the identity of the individual who is to receive the medication eg:</p> <ul style="list-style-type: none"> • verbally • using other appropriate communication eg. Makaton • using identity bracelets • using photo ID |
| <p>6. Be able to assist in the administration of medication</p> | <p>6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan</p> <p>6.2 Assist the individual to be as self managing as possible</p> <p>6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication</p> <p>6.4 Monitor the individual's condition throughout the administration process</p> <p>6.5 Explain the kinds of</p> | |

| | | |
|--|--|---|
| | <p>adverse effects that may occur and the appropriate action to take</p> <p>6.6 Check and confirm that the individual actually takes the medication and does not pass medication to others</p> | |
| 7. Be able to contribute to the management of medications and administration records | <p>7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication</p> <p>7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely</p> <p>7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage</p> <p>7.4 Maintain the confidentiality of information relating to the individual at all times</p> <p>7.5 Check the stock level of medications and take appropriate action to obtain new stocks when required</p> | <p>Appropriate action to obtain new stocks of medication:</p> <ul style="list-style-type: none"> inform the individual or the parent/guardian if appropriate, of the need to order new stocks of the medication(s) inform the relevant health professional assist in reordering if applicable |

Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent

assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Assessment criteria 5.1, 5.2, 5.3, 5.5, 6.2, 6.4, 6.6, 7.2, 7.3, 7.4 and 7.5 must be assessed in the workplace. Simulation may be used for assessment criterion 6.1.

Details of relationship between the unit and national occupational standards

01 Health, public services and care

01.3 Health and social care

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

| Functional Skills Standards | | | | | |
|-----------------------------|---|--------------|--|-----------------------------|---|
| English | | Mathematics | | ICT | |
| Speaking and Listening | ✓ | Representing | | Use ICT systems | ✓ |
| Reading | ✓ | Analysing | | Find and select information | ✓ |

| | | | | | |
|---------|---|--------------|--|--|---|
| Writing | ✓ | Interpreting | | Develop, present and communicate information | ✓ |
|---------|---|--------------|--|--|---|

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.