



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN **HEALTH AND SOCIAL CARE**

SUPPORT USE OF MEDICATION IN SOCIAL CARE SETTINGS

M/505/7779

LEVEL 3 UNIT 33

GUIDED LEARNING HOURS: 90

UNIT CREDIT VALUE: 15

Version 2: Updated to reflect current
legislation and Acts.

PROMOTE POSITIVE BEHAVIOUR OF MEDICATION IN SOCIAL CARE SETTINGS

M/505/7779

LEVEL 3 UNIT 33

AIM AND PURPOSE OF THE UNIT

In the social care sector practitioners are often responsible for supporting service users with their medication. This support can take a variety of forms from the administration of the medication to a timely reminder. Practitioners in social care settings need to have an awareness of how the safe use of medication can contribute to positive wellbeing for individuals.

This unit provides the knowledge and understanding of the role of practitioners in supporting the use of medication in a social care setting. Learners will gain knowledge of current legislation which impacts on the classification of medications.

Learners will develop and understanding of the roles and responsibilities of individuals in the administration and use of medication. They will learn about different forms of medication, how they are stored and administered in a social care setting and the variety of equipment that can support administration.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The assessment criteria are the pass requirements for this unit. The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know current policy and legislation in relation to the use of medication in social care settings	P1 summarise current policy and legislation that governs the handling of medication in social care settings	M1 describe the legal classification system for medication	
2 Understand the roles and responsibilities of those involved in supporting the use of medication in social care settings	P2 explain the roles and responsibilities of those involved in supporting the use of medication in social care settings		
3 Understand the administration of medication in social care settings	P3 explain how information about an individual's medication can be accessed		D1 describe changes to a person's physical or mental well-being that may indicate an adverse reaction to a medication
	P4 describe the routes by which medication can be administered	M2 explain how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation	
	P5 Identify different forms in which medication may be presented		
	P6 explain how equipment can assist in the administration of medication		

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:		
4	Understand how to record and report on use of medication	P7 describe the data that must be recorded about the use of medication for individuals in social care settings	M3 explain why it is necessary to record the use of medication in social care settings	D2 explain how to report problems associated with use of medication in social care settings
5	Understand the safe storage and disposal of medication in social care settings	P8 explain the safe storage of different medications		
		P9 explain how to dispose of un-used or unwanted medications safely		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

1 Know current policy and legislation in relation to the use of medication in social care settings

P1 Current policy and legislation: Medicines Act, The Health Act, The Controlled Drugs Regulations, The Misuse of Drugs Act, Care Quality Commission (CQC): Essential Standards of Quality and Safety*.

M1 Legal classification: the British system for classification of medication

2 Understand the roles and responsibilities of those involved in supporting the use of medication in social care settings

P2 Roles and responsibilities: (e.g. care worker/support worker, registered manager, nurse, pharmacist)

3 Understand the administration of medication in social care settings

P3 Information: (eg. Medication Administration Record sheet (MAR), care plan, medical records)

D1 Changes: (eg physical condition, mental condition, visible signs)

P4 Routes: oral (ingestion), inhalation (inhaler, nebuliser), injection (intra-dermal, sub-cutaneous), Infusion, topical, installation (eye, ear, nose drops) rectal, vaginal,

M2 Support: (eg process, physical, medical, emotional)

P5 Forms: solid (eg tablets, pessaries), liquid (e.g. insulin, syrups, suspensions, drops), gas (e.g oxygen, nebuliser), topical (e.g. transdermal, creams/lotions). Brand name and generic name.

P6 Equipment: (e.g. spacer devices, oral syringes, nebuliser, drink)

4 Understand how to record and report on use of medication

P7 Data: (eg MAR sheet, care records, Controlled Drug book)

M3 why it is necessary: (eg regulation.)

D2 Problems: (eg refusal, adverse reaction, spillage, loss, error)

5 Understand the safe storage and disposal of medication in social care settings

P8 Safe storage: (eg COSHH, Locked, heat regulated, original packaging.)

P9 Disposal: (eg hazardous waste regulations, local guidance and regulation.)

*Learners must be taught the legislation or its equivalent, should it be revised during the lifetime of the qualifications in which this unit is taught.

DELIVERY GUIDANCE

LO1 Know current policy and legislation in relation to the use of medication in social care settings

P1 - This could be delivered in card matching activity where the key act and regulations are prepared for learners to match up, following this the learners can carry out a research activity on the acts and regulations they matched to investigate and deliver a summary to the rest of the group. A pre prepared summary document will aid learning if learners are unable to complete this activity effectively.

M1- Learners need to understand the legal classification of medication, for example POM, CD and Class A, B, C including the therapeutic use of Controlled Drugs, and also the ways in which medication can be prescribed or purchased. It may be useful to get a policy from a care setting to share with learners so that they understand that there are instances where clients are free to purchase their own medication; learners could be asked to suggest ways in which this impacts on the setting.

LO2 Understand the roles and responsibilities of those involved in supporting the use of medication in social care settings

P2 – the delivery of this outcome could be based around a range of case studies or scenarios where following delivery of information about the roles of those involved, learners are asked to identify where errors were made and how these could be rectified.

LO3 Understand the administration of medication in social care settings

P3 – learners would benefit from seeing examples of MAR sheets, and care plans relating to medication. Issues of consent and authority and Data protection are all important considerations.

D1- Learners need to recognise that no medication is without risk, and side effects and contraindications must be considered. Learners may benefit from seeing an example of a drug information sheet from a common medication such as paracetamol or ibuprofen, to illustrate both side effects and contraindications. Websites such as NHS choices may provide a valuable tool to illustrate this.

Common side effects include; rashes, breathing difficulties, swellings, nausea, vomiting, diarrhoea, stiffness, shaking, headaches, drowsiness, constipation, weight gain.

P4 – Learners may be unaware of routes of administration of different drugs, so each of the routes and potential benefits

and considerations can be discussed. Sources such as the Nursing press may provide useful source evidence for delivery. A matching activity could be created with learners selecting the route for different forms of medication.

M2 – learners would benefit from looking at source documents such as the common core principles dignity, infection control and hand washing procedures. As well as the no touch preparation of medication. The ethics of covert administration may prompt a useful discussion in the group.

The administration principles of • Give the right dose • Of the right medicine • To the right person • At the right time

• With the right preparation (tablet, elixir, suppository etc) • In the right place (oral, intramuscular etc) • And record in the right format. Will support this and may be a fun activity for the learners to demonstrate through mime or charades.

P5 – Learners will need to understand the different forms in which medication can be presented. A useful exercise would be for learners to research how many different formats a given medication can be presented. This could be presented to the group, with members offering up any options that may have been missed.

P6 – Learners need to be introduced to a range of different equipment that may be used in the administration process. A research activity or if you have access to equipment a “what’s in the box” activity could be of benefit. Let learners inspect devices and offer suggestions on how it would be used to administer medication.

LO4 Understand how to record and report on use of medication

P7 – learners would benefit from understanding a range of abbreviations used in the administration of drugs. Examples of MAR sheets and monitored dosage systems will also aid the illustration of this content. Learners can discuss the importance of accurate recording and the potential consequences if records are not accurate (this will lead into M3 delivery).

M3 – documents such as the NMC/RCN or HCPC guidance on the use of medication will aid the teaching of this area.

D2 – examples of local policy will support learners understanding of how to report on problems associated with administration. Issues about disposal and re administration of medication could also be approached here. In addition

common side effects

- Rashes • Breathing Difficulties • Swellings
- Nausea • Vomiting • Diarrhoea
- Stiffness • Shaking • Headaches
- Drowsiness • Constipation • Weight Gain

are each important to be covered. Links here to choice and capacity are important, with attention paid to the difference between a side effect and an adverse reaction.

LO5 Understand the safe storage and disposal of medication in social care settings

P8 – learners could consider a pictorial scenario where they are challenged with identifying the storage errors, following this your delivery would be focused on the rationale for safe storage and can link to the considerations noted in the CQC's essential standards of Quality and Safety.

P9 – An activity to identify why such controls need to be in place

ASSESSMENT GUIDANCE

For this unit it may be useful to set the scene, for example learners are acting in the role of home manager where Care Quality Commission has identified issues with the management of medication in the home, following the discovery of drug errors. In their report they have made recommendations for improvement, including the inclusion of further information in the induction process and staff handbook as well as follow up on the drug error identified.

LO1 - P1 You as home manager have been tasked with rewriting a section of the staff handbook – prepare a section that provides a summary of the current policy and legislation that governs the handling of medication in a Social Care setting.

M1 For the staff handbooks provide a section that describes the legal classification of medication.

LO2 - P2 For the staff handbook you are required to produce a structure chart that explains the roles and responsibilities within the home for those supporting the use of medication.

LO3 You are a manager responsible for the induction a new member of staff and need to explain the drug administration policy, this could be through a role play, but must be supported by notes that cover **P3, P4, P5, P6**.

M2 Using a range of case studies, learners could explain how they could support the individual to use their medication in a way that promotes hygiene, safety, dignity and active participation.

D1 for the staff induction and handbook you need to prepare an information sheet which describes changes to be aware of that may indicate an adverse reaction to their medication.

LO4 following the CQC inspection it was noted that recording errors were a contributing factor to further drug administration errors.

P7 For the staff handbook provide a written section that describes the data that must be recorded about the use of medication for individuals in a social care setting

As a result of the drug error discovered by CQC you have had to discipline a member of staff.

M3 In your report you have to provide a written statement to the staff member and for inclusion in their staff file, explaining why it is necessary to record the use of medication in social care settings

During the inspection it was recognised that not all staff were aware of the actions to take if there were problems with using medication.

D2 For the staff handbook produce a section that explains how to report problems associated with the use of medication in a social care settings.

LO5 - P8,P9. Writing a final section for the staff handbook explain the safe storage and disposal of different medication in the home.

RESOURCES

Textbooks

Maclean S, Social Care and the Law, Kirwin Maclean Associates, (2012)

Journals

- Care talk
- Nursing Times
- Community care.
- Care Quality Commission (CQC): Essential Standards of Quality and Safety 2010 – Outcome 9, and also outcomes related to staffing Outcomes 14-16 and a training standards and the role of the manager.

Websites

<http://www.legislation.gov.uk/ukpga/1968/67>

http://www.cqc.org.uk/sites/default/files/media/documents/gac_-_dec_2011_update.pdf

<http://www.talktofrank.com/> Talk to Frank



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