

Unit Title: **HSC 3047 Support use of medication in social care settings**
 Level: 3
 Credit value: 5
 Guided learning hours: 40
 Unit accreditation number: F/601/4056

Unit purpose and aim

This unit aims to provide the knowledge, skills and understanding for the use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.

| Learning Outcomes The learner will: | Assessment Criteria The learner can: | Exemplification |
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| 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 | An individual is someone requiring care or support |
| 3 Understand roles and responsibilities in the use | 3.1 Describe the roles and responsibilities of those | |

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| | of medication in social care settings | 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 un-used or unwanted medication safely | |
| 6 | Know how to promote the rights of the individual when managing medication | 6.1 Explain the importance of the following principles in the use of medication <ul style="list-style-type: none"> • consent • self-medication or active participation • dignity and privacy • confidentiality 6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication 6.3 Describe how ethical issues that may arise over the use of medication can be addressed | Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient |
| 7 | Be able to support use of medication | 7.1 Demonstrate how to access information about | |

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| | <p>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>Using medication correctly must ensure that the individual receives:</p> <ul style="list-style-type: none"> • the correct medication • in the correct dose • by the correct route • at the correct time • with agreed support • with respect for dignity and privacy <p>Practical difficulties may include:</p> <ul style="list-style-type: none"> • lost medication • missed medication • spilt medication • an individual's decision not to take medication • difficulty in taking medication in its prescribed form • wrong medication used • vomiting after taking medication • adverse reaction • discrepancies in records or directions for use |
| <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> | |

Assessment

This unit needs to be assessed in line with the Skills for Care and Development 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.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- HSC375
- HSC221
- HSC236

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.