

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 3 Certificate in the Safe  
Handling of Medication  
QN: 603/2814/9**

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### Summary of changes

This document summarises the changes to this qualification specification since the last version (Version 2.0 July 2018).

Version	Publication Date	Summary of amendments
v2.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a> .

## **Section 1: General introduction**

### About this Qualification Specification

This qualification specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

### How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know substances which are commonly misused.	1.1. List <b>categories</b> of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

### Total Qualification Time/Guided Learning: Definitions

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.

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.

### Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided 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 Advisor.

## 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 the chart in the 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.

### 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 qualification, including a qualification factsheet and other support materials.

### The Public Website

The NCFE website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications
- other support materials

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure Website

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

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

### **Plagiarism**

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

#### **Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

### **Equal opportunities**

We fully support the principle of equal opportunities and oppose 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. We aim 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 Diversity and Equality policy is available on the NCFE website.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation 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.

## **Section 2: About this qualification**

<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 3 Certificate in the Safe Handling of Medication
<b>Qualification number</b>	603/2814/9
<b>Aim</b>	<p>The aim of this qualification is to increase the knowledge, understanding and skills required for the safe handling of medication.</p> <p>Successful completion of this qualification may allow learners to progress onto other appropriate qualifications. It may also enhance or progress their current role in healthcare or social care.</p> <p>The objectives of this qualification are to help learners to:</p> <ul style="list-style-type: none"> <li>• support the use of medication in social care settings, and the need for accurate recording and reporting on the use of medication</li> <li>• understand how to promote and safeguard the well-being of individuals in relation to medication use</li> <li>• know how to provide person-centred care to individuals with dementia through the appropriate and effective use of medication</li> <li>• understand the importance of physiological measurements, and how to prepare and undertake these measurements.</li> </ul>
<b>Total Qualification Time (hours)</b>	140
<b>Guided Learning (hours)</b>	112
<b>Credit value</b>	14
<b>Minimum age of learner</b>	18
<b>Real work environment (RWE) requirement / recommendation</b>	Unit 01 learning outcomes 5, 7 and 8 must be assessed in the workplace using observation of practice as the primary source of evidence. See the Skills for Care and Development Assessment Principles for full requirements.
<b>Rules of combination</b>	To achieve this qualification, learners are required to successfully complete the 4 mandatory units.

<p><b>Progression</b> including job roles (where applicable)</p>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 3 Diploma in Adult Care</li> <li>• Level 3 Diploma in Healthcare Support</li> <li>• Level 3 Certificate in the Principles of End of Life Care</li> <li>• Level 3 Certificate in Understanding the Principles of Dementia Care.</li> </ul>
<p><b>Recommended assessment methods</b></p>	<p>All units will be internally assessed individually using a range of methods which could include:</p> <ul style="list-style-type: none"> <li>• written assignments or tasks</li> <li>• case studies</li> <li>• observation.</li> </ul>
<p><b>Additional assessment requirements</b></p>	<p>This qualification must be assessed in line with the Skills for Care and Development Assessment Strategy.</p>
<p><b>Grading system</b></p>	<p>Achieved/Not Yet Achieved</p>
<p><b>Entry requirements / recommendations</b></p>	<p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 2 qualification in medication, healthcare or social care.</p> <p>Entry is at the discretion of the Centre. However, learners should be aged 18 or above to undertake this qualification.</p> <p>Learners will need to be working, volunteering or on practical placement as they need to show competence in both knowledge and skills.</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> <p>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.</p>
<p><b>Regulation information</b></p>	<p>This is a regulated qualification. The regulated number for this qualification is 603/2814/9.</p>

## **Section 3: Units**

<b>Unit achievement log – Level 3 Certificate in the Safe Handling of Medication</b>
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Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
Unit 01	F/601/4056	Support use of medication in social care settings	Knowledge/Skills	3	5	40	
Unit 02	L/616/7071	Understand how to safeguard the well-being of individuals in relation to medication use	Knowledge	3	3	25	
Unit 03	K/601/9199	Understand the administration of medication to individuals with dementia using a person-centred approach	Knowledge	3	2	15	
Unit 04	R/616/7072	Understand physiological measurements	Knowledge	3	4	32	

### Unit layout

**For each unit the following information has been provided:**

Unit title	Provides a clear, concise explanation of the content of the unit.
Organisation unit reference number	The unique number assigned by the owner 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.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit aim	Provides a brief outline of the unit content.
Learning outcomes	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.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours (GL)	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit non-guided learning hours	The average number of hours of private study, or other unsupervised activities, required to achieve a qualification or a unit of a qualification.
Assessment task (set by us)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information, unit assessment guidance and assessment tasks* may not be provided for all units.

**NB:** Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

**Explanation of terms used at Level 3:  
(not all verbs are used in this qualification)**

<b>Analyse</b>	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequence or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Critically compare</b>	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea which ...)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between two or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between two or more items, resources or pieces of information.
<b>Draw conclusions (which ...)</b>	Make a final decision or judgement based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgement using previous knowledge or considering other information.

<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes which might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking.)
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of these for their practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.

**Unit 01: Support use of medication in social care settings**

<b>Unit reference</b>	F/601/4056	<b>Unit level</b>	3
<b>Credit value</b>	5		
<b>Unit hours</b>	Guided learning	40	Non-guided learning 10
<b>Unit aim</b>	This unit assesses support 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 the use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>agreed ways of working</b> must reflect and incorporate legislative requirements.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		
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"> <li>• consent</li> <li>• self-medication or <b>active participation</b></li> <li>• dignity and privacy</li> <li>• confidentiality.</li> </ul>		
	6.2. Explain how risk assessment can be used to promote an <b>individual's</b> independence in managing medication.		
	6.3. Describe how ethical issues that may arise over the use of medication can be addressed.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
7. Be able to support use of medication.	7.1. Demonstrate how to access information about an individual's medication.		
	7.2. Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation.		
	7.3. Demonstrate strategies to ensure that medication is used or administered <b>correctly</b> .		
	7.4. Demonstrate how to address any <b>practical difficulties</b> that may arise when medication is used.		
	7.5. Demonstrate how and when to access further information or support about the use of medication.		
8. Be able to record and report on use of medication.	8.1. Demonstrate how to record use of medication and any changes in an individual associated with it.		
	8.2. Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit:** Unit 01

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	<p>Learning outcomes 5, 7 and 8 must be assessed in the workplace using observation of practice as the primary source of evidence.</p> <p>This unit must be assessed in line with Skills for Care and Development's Assessment Principles.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p> <p><b>Active participation</b> 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.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Correctly</b> using medication must ensure that the individual receives:</p> <ul style="list-style-type: none"> <li>• the correct medication</li> <li>• in the correct dose</li> <li>• by the correct route</li> <li>• at the correct time</li> <li>• with agreed support</li> <li>• with respect for dignity and privacy.</li> </ul> <p><b>Practical difficulties</b> may include:</p> <ul style="list-style-type: none"> <li>• lost medication</li> <li>• missed medication</li> <li>• spilt medication</li> <li>• an individual's decision not to take medication</li> <li>• difficulty in taking medication in its prescribed form</li> <li>• wrong medication used</li> <li>• vomiting after taking medication</li> <li>• adverse reaction</li> <li>• discrepancies in records or directions for use.</li> </ul>

Unit assessment guidance	<p><b>Type of evidence:</b> Assignment</p> <p><b>Assessment criteria:</b> 1.1–1.3, 2.1–2.3, 3.1, 3.2, 4.1–4.3, 6.1–6.3</p> <p><b>Additional information:</b> Learners could carry out research into current legislation and guidelines relating to medication supply, storage, use and administration. They could investigate a range of different types of medication commonly used in their workplace using approved sources.</p> <p>Tutors could set a series of assessment tasks based on the research activity, with a list of headings for learners to follow as guidance to ensure the assessment criteria are addressed.</p> <p>The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured.</p>
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**Unit 02: Understand how to safeguard the well-being of individuals in relation to medication use**

<b>Unit reference</b>	L/616/7071	<b>Unit level</b>	3
<b>Credit value</b>	3		
<b>Unit hours</b>	Guided learning	25	Non-guided learning 5
<b>Unit aim</b>	This unit will give learners the knowledge and understanding required to identify, report and prevent medicines-related problems. They will understand how to promote and safeguard the well-being of individuals in relation to medication use.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how to identify, report and prevent medicines-related problems.	1.1. Describe how errors can occur during: <ul style="list-style-type: none"> <li>• prescribing</li> <li>• dispensing</li> <li>• administration</li> <li>• monitoring.</li> </ul>		
	1.2. Describe the actions to be taken in the event of <b>medicines-related problems</b> .		
	1.3. Explain what is meant by a medicines-related safeguarding incident.		
	1.4. Describe the reporting and recording requirements following a: <ul style="list-style-type: none"> <li>• medicines-related problem</li> <li>• medicines-related safeguarding incident.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Give examples of changes to practice that would be implemented as a result of a medicines-related problem.		
	1.6. Explain the importance of reporting adverse effects of medication using the 'Yellow Card' system.		
2. Understand how to promote the well-being of individuals in relation to medication.	2.1. Identify individual factors that may contribute to risks associated with medication use.		
	2.2. Describe how to monitor and report on the use and <b>effects</b> of medication.		
	2.3. Explain the importance of undertaking regular medication reviews.		
	2.4. Describe the requirements for medication reviews: <ul style="list-style-type: none"> <li>• frequency</li> <li>• content</li> <li>• process.</li> </ul>		
	2.5. Describe how to support individuals to manage medication in ways that are safe and effective.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 02**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development's Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<p><b>Medicines-related problems</b> – errors, problems with supply (failing to order), adverse reactions, 'near-misses', potential or actual harm, failure to monitor.</p> <p><b>Effects</b> – should include both efficacy, therapeutic effects and any side effects.</p>
Unit assessment guidance	<p><b>Type of evidence:</b> Case studies</p> <p><b>Assessment criteria:</b> 1.1–1.5</p> <p><b>Additional information:</b> Tutors could design a series of case studies to illustrate scenarios involving a range of medicines-related problems including medicines-related safeguarding incidents. Learners may also access scenarios from serious case reviews or inspection reports demonstrating unsafe practice. Learners could discuss how these could have been prevented and changes in practice that could be implemented to prevent recurrence, and the correct reporting and recording procedure.</p> <p>Tutors could set a series of assessment tasks based on the research activity, with a list of headings for learners to follow as guidance to ensure the assessment criteria are addressed.</p> <p><b>Type of evidence:</b> Simulated records and commentary</p> <p><b>Assessment criteria:</b> 1.6, 2.1–2.4</p> <p><b>Additional information:</b> Learners could complete simulated records relating to risk assessment, monitoring, reviewing and reporting medicine use and effects based on a fictional individual.</p> <p>Tutors could provide details of the individual's health conditions and prescribed medication, and devise a template to be used that would provide opportunity for the assessment criteria to be met. Learners should include a commentary about requirements for</p>

	<p>monitoring and reviewing effects of medication, including reporting procedures.</p> <p>The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured.</p>
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**Unit 03: Understand the administration of medication to individuals with dementia using a person-centred approach**

<b>Unit reference</b>	K/601/9199		<b>Unit level</b>	3
<b>Credit value</b>	2			
<b>Unit hours</b>	Guided learning	15	Non-guided learning	5
<b>Unit aim</b>	This unit will give learners knowledge and understanding of the common medications available to, and appropriate for, individuals with dementia. They will understand how to provide person-centred care to individuals with dementia through the appropriate and effective use of medication.			

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the common medications available to, and appropriate for, individuals with dementia.	1.1. Outline the most common medications used to treat symptoms of dementia.		
	1.2. Describe how commonly used medications affect individuals with dementia.		
	1.3. Explain the risks and benefits of anti-psychotic medication for individuals with dementia.		
	1.4. Explain the importance of recording and reporting side effects/ adverse reactions to medication.		
	1.5. Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand how to provide person-centred care to individuals with dementia through the appropriate and effective use of medication.	2.1. Describe person-centred ways of <b>administering</b> medicines whilst adhering to administration instructions.		
	2.2. Explain the importance of advocating for an individual with dementia who may be prescribed medication.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Unit 03  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development's Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<p><b>Administering</b>, e.g.:</p> <ul style="list-style-type: none"> <li>• fitting with the routines of the individual</li> <li>• meeting the preferences of the individual (tablets/solutions)</li> <li>• enabling techniques</li> <li>• self-administration.</li> </ul>
Unit assessment guidance	<p><b>Type of evidence:</b> Assignment</p> <p><b>Assessment criteria:</b> 1.1–1.5</p> <p><b>Additional information:</b> Learners could investigate, using approved sources, a range of different types of medication commonly prescribed to individuals living with dementia.</p> <p>Tutors could set a series of assessment tasks based on the research activity, with a list of headings for learners to follow as guidance to ensure the assessment criteria are addressed.</p> <p><b>Type of evidence:</b> Case study</p> <p><b>Assessment criteria:</b> 2.1, 2.2</p> <p><b>Additional information:</b> Tutors could devise a series of case studies to illustrate person-centred approaches used to meet the different routines and preferences relating to taking medication that might be important to individuals. Learners could answer questions based on the assessment criteria.</p> <p>The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured.</p>

**Unit 04: Understand physiological measurements**

<b>Unit reference</b>	R/616/7072	<b>Unit level</b>	3
<b>Credit value</b>	4		
<b>Unit hours</b>	Guided learning	32	Non-guided learning 8
<b>Unit aim</b>	The aim of this unit is for learners to understand the importance of physiological measurements. They will learn about the physiological states that can be measured, and understand how to prepare and undertake these measurements. They will also understand how to record and report results, and explain the importance of monitoring the individual throughout the physiological measurement.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the necessity of physiological measurements.	1.1. Explain the importance of undertaking physiological measurements.		
	1.2. Explain the factors that influence changes in physiological measurements.		
	1.3. Explain common conditions which require the monitoring of physiological measurements.		
	1.4. Explain how medication can affect physiological measurements.		
	1.5. Provide examples of conditions that require monitoring in relation to specific medication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the physiological states that can be measured.	2.1. Explain the principles of blood pressure, including: <ul style="list-style-type: none"> <li>• blood pressure maintenance</li> <li>• differentiation between systolic and diastolic blood pressure</li> <li>• normal limits of blood pressure</li> <li>• conditions of high or low blood pressure.</li> </ul>		
	2.2. Explain the principles of body temperature, including: <ul style="list-style-type: none"> <li>• body temperature maintenance</li> <li>• normal body temperature</li> <li>• pyrexia, hyper-pyrexia and hypothermia.</li> </ul>		
	2.3. Explain the principles of respiratory rates, including: <ul style="list-style-type: none"> <li>• normal respiratory rates</li> <li>• factors affecting respiratory rates.</li> </ul>		
	2.4. Explain the principles of pulse rates, including: <ul style="list-style-type: none"> <li>• normal pulse rate limits</li> <li>• factors affecting pulse rates</li> <li>• pulse sites on the body.</li> </ul>		
	2.5. Explain the principles of Body Mass Index (BMI) in relation to physical well-being.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.6. Explain the principles of monitoring blood glucose levels, including: <ul style="list-style-type: none"> <li>• normal range of blood glucose levels</li> <li>• hypoglycaemia and hyperglycaemia</li> <li>• factors affecting blood sugar levels.</li> </ul>		
3. Understand how to prepare to take physiological measurements.	3.1. Describe the importance of explaining to the individual what measurements will be undertaken and why these are done.		
	3.2. Explain the importance of confirming an individual's identity and obtaining valid consent.		
	3.3. Explain the support individuals may need before taking their physiological measurements, including: <ul style="list-style-type: none"> <li>• adjusting clothing</li> <li>• positioning.</li> </ul>		
	3.4. Identify materials and equipment used to undertake physiological measurements.		
	3.5. Identify standard precautions for infection prevention and control.		
4 Understand how to undertake physiological measurements.	4.1. Explain how to use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. Explain the importance of monitoring the individual throughout the measurement.		
	4.3. Describe how to respond to any significant changes in the individual's condition.		
	4.4. Describe the actions to take when unable to obtain or read a physiological measurement.		
5. Understand how to record and report results of physiological measurements.	5.1. Describe how to record physiological measurements accurately using the correct documentation.		
	5.2. Describe the correct process for reporting measurements that fall outside the normal levels.		
	5.3. Explain when and how to refer issues outside of own responsibility to others.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit:** Unit 04

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development's Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance	<p><b>Type of evidence:</b> Assignment</p> <p><b>Assessment criteria:</b> 1.1–1.5, 2.1–2.6</p> <p><b>Additional information:</b> Learners could investigate the range of physiological measurements, when they are necessary and associated conditions. They could explore what are considered to be 'normal' values and factors that might cause change, and how measurements should be recorded and reported.</p> <p><b>Type of evidence:</b> Infographic</p> <p><b>Assessment criteria:</b> 3.1–3.5, 4.1–4.4, 5.1–5.3</p> <p><b>Additional information:</b> Learners could produce an information sheet or infographic showing the equipment used and setting out the procedure to follow for each of the physiological measurements. Headings could be provided for guidance to ensure that learners include all aspects in order to meet the assessment criteria.</p> <p>The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured.</p>

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

### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your External Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **expert witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> <li>• by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness evidence* <ul style="list-style-type: none"> <li>• when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> <li>• may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes
<p>* <b>Expert witness testimony</b> should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> <li>• when assessment may cause distress to an individual, such as supporting a child with a specific need</li> <li>• a rarely occurring situation, such as dealing with an accident or illness</li> <li>• confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.</li> </ul> <p>** <b>Simulation.</b> A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

### Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the CACHE website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

### Skills for Care and Development Assessment Principles

#### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### Competence/Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Staffing requirements

Centres delivering any of our 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.

## **Section 5: Documents**

### Useful documents

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

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance
- Skills for Care and Development Assessment Principles.

### 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.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle

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

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle

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

### Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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Information in this qualification specification is correct at the time of publishing but may be subject to change.

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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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