

**NCFE**

**CACHE**

# Qualification Specification

**NCFE CACHE Level 2 Certificate in  
Understanding the Safe Handling of Medication  
in Health and Social Care  
QN: 601/3404/5**

## Qualification summary

<b>Qualification title</b>	<b>NCFE CACHE Level 2 Certificate in Understanding the Safe Handling of Medication in Health and Social Care</b>		
<b>Ofqual qualification number (QN)</b>	601/3404/5	<b>Aim reference</b>	60134045
<b>Guided learning hours (GLH)</b>	120	<b>Total qualification time (TQT)</b>	150
<b>Credit value</b>	15		
<b>Minimum age</b>	18		
<b>Qualification purpose</b>	<p>This qualification is designed for learners wishing to develop their understanding of the safe handling of medication. It provides the knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• different types of medication and their use</li> <li>• the procedures for obtaining, storing, administering and disposing of medication</li> <li>• legislation and the audit process related to medication and issues of responsibility and accountability</li> <li>• the record-keeping process for medication</li> </ul>		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.		
<b>Work/industry placement experience</b>	This is a knowledge-only qualification. Work/industry placement experience is not required.		
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 601/3404/5.		
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

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## Summary of changes

This section summarises the changes to this Qualification Specification since the previous version.

Version	Publication date	Summary of amendments
v3.1p	March 2020	Added information about wellbeing and safeguarding of learners to <a href="#">Resources</a>
V3.2p	June 2022	<p>Further information added to <a href="#">how the qualification is assessed</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support handbook</a> section about how to access support handbooks.</p>
V3.3	September 2024	<p>There are minor changes to wording that are not content specific.</p> <p>See below for details of which sections, unit details, learning outcomes (LOs), assessment criteria (AC) and range have been amended.</p> <ul style="list-style-type: none"> <li>• Unit 1 <ul style="list-style-type: none"> <li>○ range added to <a href="#">AC3.1</a></li> </ul> </li> <li>• Unit 2 <ul style="list-style-type: none"> <li>○ verb change to <a href="#">AC1.1</a></li> <li>○ amended settings in <a href="#">AC2.1</a></li> <li>○ amended settings in <a href="#">AC3.2</a></li> </ul> </li> <li>• Unit 3 <ul style="list-style-type: none"> <li>○ AC1.1 and 1.2 have been removed</li> <li>○ AC1.3 moved from LO1 to LO3 and is now <a href="#">AC2.5</a></li> <li>○ LO1 removed so all subsequent LOs have now been renumbered (for example, what was LO2 is now LO1)</li> <li>○ AC4.2 removed so all subsequent AC has now been renumbered (4.3 is now 4.2, 4.4 is now 4.3 and 4.5 is now 4.4)</li> </ul> </li> <li>• Unit 4 <ul style="list-style-type: none"> <li>○ <a href="#">AC1.1</a> reworded</li> <li>○ AC1.2 removed</li> <li>○ <a href="#">AC2.7</a> reworded</li> <li>○ <a href="#">LO3</a> reworded</li> <li>○ word change in <a href="#">AC4.4</a></li> </ul> </li> <li>• <a href="#">NOS mapping</a> added</li> </ul>

## Section 1: introduction

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version.

### Aims and objectives

This qualification aims to:

- focus on the study of the safe handling of medicines
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- help learners develop a general understanding of different types of medication and their use
- help learners develop knowledge of the procedures for obtaining, storing, administering and disposing of medication
- help learners develop an understanding of legislation and the audit process related to medication and issues of responsibility and accountability
- help learners to develop an understanding of the record-keeping process for medication

### Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

### Guidance for entry and registration

This qualification is designed for learners at least 18 years of age wishing to develop their understanding of the safe handling of medication.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There is no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **four** mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

## Progression

Learners who achieve this qualification could progress to the following:

- further education:
  - Level 2 and 3 Diplomas in Health and Social Care (Adults) for England
  - Level 2 and 3 Diplomas in Clinical Healthcare Support
  - Level 2 and 3 Certificates in Preparing to Work in Adult Social Care
  - Level 2 and 3 Apprenticeships in Healthcare Support Worker
  - Level 2 Apprenticeship in Healthcare Science Assistant

## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## Real work environment (RWE) requirement/recommendation

This is a knowledge-only qualification. Experience in the real work environment is not required.

## Work/industry placement experience

This is a knowledge-only qualification. Work/industry placement experience is not required.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

We have created some assessment tasks for the internally assessed four units which can be found within a separate document in the member's area of the NCFE website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover the knowledge LOs for four units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

## Not yet achieved grade

A result that does not achieve a pass grade will be graded as a not yet achieved grade. Learners may have the opportunity to resit.

## **Section 2: unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.



## Unit 01 Understand medication and prescriptions (Y/601/9571)



Unit summary				
This unit provides the learner with knowledge and understanding in relation to medication and prescriptions.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>23 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the use of different types of medication	1.1 Identify the different <b>types</b> of medicines available and why they are used
	1.2 Describe the different routes by which medicines can be administered
2. Understand how medicines are classified	2.1 Describe the following classifications of medicine: <ul style="list-style-type: none"> <li>• General Sales List (GSL)</li> <li>• Pharmacy (P)</li> <li>• Prescription Only Medicines (POM)</li> <li>• controlled drugs</li> </ul>
	2.2 Describe the following classifications of medicine: <ul style="list-style-type: none"> <li>• General Sales List (GSL)</li> <li>• Pharmacy (P)</li> <li>• Prescription Only Medicines (POM)</li> <li>• controlled drugs</li> </ul>
3. Understand legislation and guidelines related to medication	3.1 Outline the key points of current <b>legislation and guidance</b> relating to medication
	3.2 Outline the consequences of not following relevant legislation and guidance
4. Understand the roles of self and others in the medication process	4.1 Outline the roles of self and others in the process of: <ul style="list-style-type: none"> <li>• prescribing medication</li> <li>• dispensing medication</li> <li>• obtaining and receiving medication</li> <li>• administering medication</li> </ul>
	4.2 Identify the limitations of own role in relation to the medication process
	4.3 Identify ways to get support and <b>information</b> in the workplace related to medication
5. Know how to access information about medication	5.1 Identify the key approved national <b>sources</b> of information about medication
	5.2 Describe the information which should be supplied with medication
	5.3 Describe why it is important to seek information from the individual about their medication and condition

Range
1. Understand the use of different types of medication
1.1 <b>Types</b> may include: <ul style="list-style-type: none"> <li>• antibiotics</li> <li>• analgesics</li> <li>• antihistamines</li> <li>• antacids</li> <li>• anticoagulants</li> </ul>

<b>Range</b>
<ul style="list-style-type: none"> <li>• psychotropic medicines</li> <li>• diuretics</li> <li>• laxatives</li> <li>• hormones</li> <li>• cytotoxic medicines</li> </ul>
<b>3. Understand legislation and guidelines related to medication</b>
<b>3.1 Legislation and guidance</b>
<p>Learners should reflect the current legislative framework (such as the Human Medicines Regulations 2012) and up-to-date guidance documents (for example, at the time of printing, as set out by the Royal Pharmaceutical Society of Great Britain, National Institute for Health and Care Excellence).</p> <p>Learners should also include details on the administration of medication including self-administration.</p>
<b>4. Understand the roles of self and others in the medication process</b>
<b>4.3 Information</b> such as agreed ways of working.
<b>5. Know how to access information about medication</b>
<b>5.1 Sources</b> such as prescriber, pharmacist, publications and websites – note that a wide range of publications and internet sources are available relating to medication. It is important to ensure that the information learners' reference is related to the United Kingdom (UK) and reflects UK requirements.
<b>Delivery and assessment guidance</b>
Where 'own role' is mentioned in the unit, this refers to 'the role of the health and social care worker'.

## Unit 02 Supply, storage and disposal of medication (F/506/3800)



Unit summary				
This unit provides the learner with knowledge and understanding in relation to the supply, storage and disposal of medication.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>24 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how medicines are supplied and obtained	1.1 Outline the purpose of a prescription
	1.2 List the information that has to be checked and recorded once medication has been received
	1.3 Describe the procedure for: <ul style="list-style-type: none"> <li>• transferring medication from one setting to another</li> <li>• obtaining medication in an emergency situation</li> <li>• obtaining medication for use 'when required'</li> <li>• renewal of prescription</li> </ul>
2. Know the requirements for storing medication	2.1 Describe the requirements of medication storage within the following settings: <ul style="list-style-type: none"> <li>• clinical settings</li> <li>• non-clinical settings</li> </ul>
	2.2 Explain how controlled drugs should be stored within the settings listed in 2.1
	2.3 Outline how to support individuals to store medication securely for self-administration
	2.4 Outline the <b>storage requirements</b> for two types of medication
	2.5 Describe how medicines awaiting disposal should be stored
3. Understand the requirements for the safe disposal of medication	3.1 Give examples of why drugs might need to be disposed of
	3.2 Outline the requirements for the safe and secure disposal of medication and equipment for: <ul style="list-style-type: none"> <li>• clinical settings</li> <li>• non-clinical settings</li> <li>• controlled drugs</li> </ul>
	3.3 Explain why it is important to dispose of medication and equipment in line with agreed procedures

Range
2. Know the requirements for storing medication
2.4 <b>Storage requirements</b> may include: <ul style="list-style-type: none"> <li>• manufacturer's instructions</li> <li>• safety and legal requirements</li> <li>• organisational</li> <li>• specific requirements such as refrigeration</li> </ul>

<b>Delivery and assessment guidance</b>
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No delivery and assessment guidance for this unit.
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## Unit 03 Understand the requirements for the safe administration of medication (Y/506/3799)



Unit summary				
This unit provides the learner with knowledge and understanding in relation to the requirements for the safe administration of medication.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>5 credits</b>	<b>44 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the preparation to be taken prior to administering medication	1.1 Explain why it is important to follow instructions on the preparation and use of medication and the method of administration provided by the: <ul style="list-style-type: none"> <li>• individual</li> <li>• manufacturer</li> <li>• pharmacist</li> <li>• prescriber</li> <li>• organisation</li> </ul>
	1.2 Explain why it is important to gain an individual's consent prior to administering medication
	1.3 Identify the information to be given to individuals to enable them to give valid consent
	1.4 Explain why it is important to agree with the individual the nature of support in relation to their needs and preferences
	1.5 Describe how the following should be checked prior to administering medication: <ul style="list-style-type: none"> <li>• identity of individual</li> <li>• Medication Administration Record (MAR)</li> <li>• medication</li> <li>• equipment</li> <li>• environment</li> </ul>
	1.6 Describe the infection control precautions to be taken during preparation to administer medication
	1.7 Explain the importance of each of the six rights (Rs) of administration: <ul style="list-style-type: none"> <li>• right individual</li> <li>• right medicine</li> <li>• right route</li> <li>• right dose</li> <li>• right time</li> <li>• right to refuse</li> </ul>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
2. Understand how medication is administered safely and in a way that meets individual needs	2.1 Describe a range of aids and equipment used for administering medication 2.2 Outline the advantages and disadvantages of using monitored dosage systems 2.3 Give examples of special instructions that might need to be followed when giving medication 2.4 Explain the importance of monitoring an individual's needs in relation to medication to be administered 'when required' 2.5 Describe ways of working to ensure that distractions to the person administering medication are minimised 2.6 Explain the importance of observing that the medication has been taken by the individual 2.7 Describe the actions to be taken if an individual does not take their medication 2.8 Explain how to record the outcomes following administration of medication 2.9 Give examples of situations where additional support and guidance may be necessary
3. Understand how to support individuals to administer their own medication	3.1 Explain why it is important to support an individual to administer their own medication 3.2 Describe the points that are considered when carrying out a risk assessment for self-medication 3.3 Outline the conditions that must be in place to support an individual who is administering their own medication 3.4 Describe the records that must be kept in relation to self-medication
4. Understand the procedures to follow when there are problems with the administration of medication	4.1 Describe the actions to be taken in line with agreed ways of working in relation to the following situations: <ul style="list-style-type: none"> <li>• errors administering medication</li> <li>• individual declines prescribed medication</li> <li>• medication is compromised</li> <li>• discrepancies in records</li> </ul> 4.2 Outline how to support an individual who has difficulty taking medication in the form it has been prescribed 4.3 Explain how to support the best interests of individuals who are unable to consent to prescribed medication 4.4 Describe the procedure for administering controlled drugs
5. Understand how the effects of medication are monitored	5.1 Describe how to monitor the effects of the medication on the individual and the condition it has been prescribed for 5.2 Give examples of how physiological measurements are used to monitor the effects of, or need for, specific medication 5.3 Identify common side effects of widely used medicines 5.4 Explain what is meant by an adverse reaction 5.5 Describe the actions to be taken if side effects or an adverse reaction to medication are suspected 5.6 Outline how medication reviews should be carried out in line with <b>national guidelines</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
	5.7 Explain how the outcomes of monitoring should be recorded and reported

<b>Range</b>
5. Understand how the effects of medication are monitored
5.6 <b>National guidelines</b> such as National Institute for Health and Care Excellence (NICE), National Service Frameworks.

<b>Delivery and assessment guidance</b>
No delivery and assessment guidance for this unit.

## Unit 04 Record keeping and audit processes for medication (J/506/3801)



Unit summary				
This unit provides the learner with knowledge and understanding in relation to record keeping and audit processes for medication.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>4 credits</b>	<b>29 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the audit process in relation to medication transactions and stock levels	1.1 Outline key points of an audit process in relation to medication transactions and stock levels.
2. Understand how information is recorded and confidentiality maintained	2.1 Describe the key aspects of record keeping in an environment where medicine is used in relation to: <ul style="list-style-type: none"> <li>• documentation</li> <li>• correct recording</li> <li>• signatures</li> </ul>
	2.2 Outline the requirements of the regulatory authorities in relation to medication record keeping
	2.3 Identify the information that needs to be recorded for <b>medicines reconciliation</b> in relation to each individual
	2.4 Outline the requirements for the frequency and content of medication reviews
	2.5 Explain why all records relating to medication must be kept up to date
	2.6 Outline the key points of legislation relating to confidentiality in relation to: <ul style="list-style-type: none"> <li>• who records what, where and when</li> <li>• who has access to records</li> <li>• individual rights</li> <li>• maintaining confidentiality</li> </ul>
	2.7 Outline the importance of maintaining confidentiality and keeping information secure



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
3. Understand the terms accountability and responsibility in relation to medication	3.1 Define the terms 'accountability' and 'responsibility'
	3.2 Explain the importance of accountability in relation to medication
	3.3 Describe the responsibilities of different people involved with storage or administration of medication
	3.4 Outline the potential consequences of not following agreed ways of working as set out by an employer
	3.5 Explain the importance of working within own limitations
4. Understand the importance of safeguarding individuals in relation to medication use	4.1 Explain what is meant by a medicines-related safeguarding incident
	4.2 Describe the reporting and recording requirements in the event of a medicines-related safeguarding incident
	4.3 Give examples of changes in practice that would be implemented as a result of a medicines-related safeguarding incident
	4.4 Explain the importance of reporting adverse effects of medication using the 'Yellow Card' scheme

<b>Range</b>
2. Understand how information is recorded and confidentiality maintained
2.3 Medicines reconciliation refers to information shared about an individual's medication needs, used when an individual transfers to another service or care setting.

<b>Delivery and assessment guidance</b>
Where 'own role' is mentioned in the unit, this refers to 'the role of the health and social care worker'.

## 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 the 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 EQA with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that 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 (SSC'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 testimony*: <ul style="list-style-type: none"> <li>when directed by the SSC 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
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	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

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
J	Reflection on own practice in real work environment (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **Expert witness testimony** 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:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

\*\* **Simulation**: a learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

## Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

### Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) that the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet

### Other support materials

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.

Products to support the delivery of this qualification are offered by the following suppliers:

- The Skills Network
- Learning Curve Group
- Hallmark Education

For more information about these resources and how to access them, please visit the NCFE website.

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

## Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH
	Unit 01	Y/601/9571	Understand medication and prescriptions	2	3	23
	Unit 02	F/506/3800	Supply, storage and disposal of medication	2	3	24
	Unit 03	Y/506/3799	Understand the requirements for the safe administration of medication	2	5	44
	Unit 04	J/506/3801	Record keeping and audit processes for medication	2	4	29

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



## Appendix B: NOS mapping

Unit reference number	Unit title	NOS number	NOS title
Y/601/9571	Understand medication and prescriptions	SCDHSC0024	Support the safeguarding of individuals
		SFHCHS2	Assist in the administration of medication
		SFHCHS1	Receive and store medication and products
F/506/3800	Supply, storage and disposal of medication	SCDHSC0024	Support the safeguarding of individuals
		SFHCHS2	Assist in the administration of medication
		SFHCHS1	Receive and store medication and products
Y/506/3799	Understand the requirements for the safe administration of medication	SCDHSC0024	Support the safeguarding of individuals
		SFHCHS2	Assist in the administration of medication
		SFHCHS1	Receive and store medication and products
		SCDHSC0224	Monitor the condition of individuals
J/506/3801	Record keeping and audit processes for medication	SCDHSC0024	Support the safeguarding of individuals
		SCDHSC0224	Monitor the condition of individuals
		SFHCHS1	Receive and store medication and products