



Handbook

SHMC2 – VTCT (Skillsfirst) Level 2 Certificate in
Understanding the Safe Handling of Medicines (RQF)
600/5591/1

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Certificate in Understanding the Safe Handling of Medicines (RQF)
Qualification number	600/5591/1
Product code	SHMC2
Age range	Learners undertaking this qualification must be 18 and over.
Credits	13
Total Qualification Time (TQT)	130
Guided Learning (GL) hours	110
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Legal considerations	There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification is designed for those aged 18 and over who wish to develop their understanding of the safe handling of medicines. These may be learners who wish to access this training with a view to progress on to further qualifications, or learners who wish to study this programme to complement other programmes.

2.2 Progression opportunities

This qualification provides pathways into the sector for anyone considering a career in health and/or social care. It will not confirm competence in a job role but will provide an opportunity for learners to develop knowledge about the wider health and social care sector before they decide whether working in the sector is for them and gain information to make decisions about career progression.

The Level 2 Certificate in Understanding the Safe Handling of Medicines (RQF) allows for progression to the following qualifications:

- Level 3 Certificate in the Principles of End of Life care (RQF)
- Level 2 Award in Awareness of Dementia (RQF)

or other similar qualifications. The knowledge gained from this qualification will provide valuable learning should a learner choose to progress onto an Apprenticeship in a related area.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in Understanding the Safe Handling of Medicines (RQF) learners must achieve all mandatory units. All **13** credits must be achieved.

The minimum TQT required to achieve this qualification is **130**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 13 credits				
SHM1	Understand medication and prescriptions		3	Y/601/9571
SHM2	Supply storage and disposal of medication		3	K/601/9574
SHM3	Understand the requirements for the safe administration of medication		4	T/601/9576
SHM4	Record-keeping and audit processes for medication administration and storage		3	F/601/9578

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Skills for Care

Level 2 Certificate in Understanding the Safe Handling of Medicines (RQF) is based on the units developed by Skills for Care who are the sector skills council for people working in social work and social care for adults in the UK. Their contact details are:

Skills for Care
West Gate
6 Grace Street
Leeds
LS1 2RP
Tel: 0113 245 1716

Email info@skillsforcare.org.uk

This handbook provides details from Skills for Care assessment strategy, which centres will need to apply in order to assess and quality assure the Level 2 Certificate in Understanding the Safe Handling of Medicines (RQF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the Skills for Care website www.skillsforcare.org.uk

4.3 Occupational expertise of those who assess performance, and moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

4.3.1 Deliverers, assessors and internal verifiers

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training

While the assessor/verifier (A/V) and the assessor/internal quality assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

4.4 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived. The employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and Skills for Care may choose between:

- achieving the appropriate approved qualifications for assessment/verification
- or
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and internal verifiers will be registered with their recognised centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined above) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of a health and social care RQF unit. The assessor will need to be assured that the learner can:

- consistently perform the job or tasks to the required level of competence
- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner, the assessor and, perhaps, their employer.

5.4 Simulation and witness testimony

5.4.1 Simulation

When simulation is used, those who assess the learner should be confident that the simulation replicates the workplace to such an extent that learner's will be able to fully transfer their occupational competence to the workplace and real situations.

5.4.2 Witness testimony

Expert witnesses may observe learners practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their learner she/he will identify an expert witness in the workplace, who will provide testimony of the learner's work based performance.

5.5 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

SHM1 – Understand medication and prescriptions

Unit reference number: Y/601/9571

Level: 2

Credit value: 3

Guided Learning (GL) hours: 23

Unit aim

This unit provides an introduction to the types of medicines learners are likely to encounter in a work environment. It introduces some of the legislation about medication and sources of information and guidance.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the use of different types of medication

LO2 Understand how medicines are classified

LO3 Understand legislation and guidelines related to medication

LO4 Understand the roles of self and others in the medication process

LO5 Know how to access information about medication

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit maps to the following national occupational standards - units CHS1, CHS2, CHS3 and units HSC 24, HSC221, HSC236

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care SSC

Evidence requirements

Learners must provide a portfolio of evidence in accordance with Skills for Care's assessment principles

Assessment guidance

Types: antibiotics, analgesics, antihistamine, antacids, anti-coagulants, psychotropic medicine, diuretics, laxatives, hormones, cytotoxic medicines.

Legislation and guidance: this should be current and up-to-date

Information: agreed ways of working

Sources: e.g. pharmacist, publications and websites (it is important when using a website that it relates to the UK and reflects UK requirements.)

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the use of different types of medication	1.1 Identify the different types of medicines available and why they are used
	1.2 Describe the different routes by which medicines can be administered

Learning Outcome	Assessment Criteria
LO2 Understand how medicines are classified	2.1 Describe the following classifications of medicine: <ul style="list-style-type: none"> • General Sales List (GSL) • Pharmacy (P) • Prescription Only Medicines (POM) • Controlled drugs

Learning Outcome	Assessment Criteria
LO3 Understand legislation and guidelines related to medication	3.1 Outline the key points of current legislation and guidance relating to medication
	3.2 Outline the consequences of not following relevant legislation and guidance

Learning Outcome	Assessment Criteria
LO4 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"> • prescribing medication • dispensing medication • obtaining and receiving medication • administering medication
	4.2 Identify the limitations of own role in relation to the medication process
	4.3 Identify ways to get support and information in the workplace related to medication

Learning Outcome	Assessment Criteria
LO5 Know how to access information about medication	5.1 Identify the key approved national sources 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

SHM1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

SHM2 – Supply, storage and disposal of medication

Unit reference number: K/601/9574

Level: 2

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit provides learners with an understanding of the requirements for safe handling, storage and disposal of medication and the roles and responsibilities of staff in relation to these procedures

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand how medicines are supplied and obtained

LO2 Know the requirements for storing medication

LO3 Understand the requirements for the safe disposal of medication

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit maps to the following national occupational standards - units CHS1, CHS2, CHS3 and units HSC 24, HSC221, HSC236

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care SSC

Evidence requirements

Learners must provide a portfolio of evidence in accordance with Skills for Care's assessment principles.

Assessment guidance

Specific storage requirements: e.g. compromised medication awaiting disposal, some antibiotics

Procedures: e.g. local, national or organisational protocols

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how medicines are supplied and obtained	1.1 Identify 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"> • transferring medication from one setting to another • obtaining medication in an emergency situation • obtaining medication 'as and when required (PRN)' • renewal of prescription

Learning Outcome	Assessment Criteria
LO2 Know the requirements for storing medication	2.1 Describe the requirements of medication storage within the following settings: <ul style="list-style-type: none"> • clinical settings • residential care • day services • domiciliary care • non care settings
	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 Give examples of the types of medication that have specific storage requirements

Learning Outcome	Assessment Criteria
LO3 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 procedures for the safe and secure disposal of medication and equipment for: <ul style="list-style-type: none"> • nursing care settings • care settings • domiciliary care settings • controlled drugs
	3.3 Explain why it is important to dispose of medication and equipment in line with agreed procedures

SHM2 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

SHM3 – Understand the requirements for the safe administration of medication

Unit reference number: T/601/9576

Level: 2

Credit value: 4

Guided Learning (GL) hours: 39

Unit aim

This unit will provide learners with an understanding of the safe administration of medication. It covers the process, routes and methods of administration and some of the more common side-effects and adverse reactions to medication.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the preparations to be taken prior to administering medication

LO2 Understand how medication is administered safely and in a way that meets individual needs

LO3 Understand how to support individuals to administer their own medication

LO4 Understand the procedures to follow when there are problems with the administration of medication

LO5 Understand how the effects of medication are monitored

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit maps to the following national occupational standards - units CHS2, CHS3 and units HSC21, HSC24, HSC221, HSC236

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care SSC

Evidence requirements

Learners must provide a portfolio of evidence in accordance with Skills for Care's assessment principles

Assessment guidance

Specialise techniques: e.g. injections, medication via PEG tube, inhalation, monitored dosage system and rectal administration

National guidelines: e.g. National Service Framework, National Minimum Standards

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the preparations to be taken prior to administering medication	1.1 Describe the roles and responsibilities of staff involved in: <ul style="list-style-type: none"> • supporting individuals to take medication • administering medication • using specialised techniques to administer medication
	1.2 Explain why it is important to follow instructions on the preparation and use of medication and the method of administration from the: <ul style="list-style-type: none"> • individual • manufacturer • pharmacist • organisation
	1.3 Explain why it is important to gain the individual's consent prior to administering medication
	1.4 Identify the information that should be given to individuals to enable them to give valid consent
	1.5 Explain why it is important to agree with the individual: <ul style="list-style-type: none"> • the medication to be taken • the support to be provided in relation to their own needs and preferences
	1.6 Describe how and why the following should be checked prior to administering medication: <ul style="list-style-type: none"> • identity of individual • Medication Administration Record (MAR) • medication • equipment • environment
	1.7 Describe the hygiene precautions that should be taken when preparing to administer medication in relation to: <ul style="list-style-type: none"> • the individual receiving medication • self and others who may be affected
	1.8 Explain why it is important to ensure that the correct dose, of the correct medication, is given to the correct person at the correct time, by the correct route or method

Learning Outcome	Assessment Criteria
LO2 Understand how medication is administered safely and in a way that meets individual needs	2.1 Describe a range of aids and equipment available for administering medicine
	2.2 Give positive and negative points of using drug administration systems
	2.3 Give examples of special instructions that might need to be followed when giving medication
	2.4 Describe how to support individuals to take medication whilst promoting privacy, dignity, hygiene, safety and active participation
	2.5 Explain how to record the outcomes following administration of medication
	2.6 Give examples of when it may be necessary to seek additional support and guidance and who should provide it
	2.7 Identify the key requirements of legislation and guidance in relation to the administration of medicine

Learning Outcome	Assessment Criteria
LO3 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 Identify key aspects of legislation and guidelines related to self-administration of medication
	3.3 Explain how to carry out a risk assessment for an individual who prefers to administer their own medication
	3.4 Outline the conditions that must be in place when a client self-medicates
	3.5 Describe the records that must be kept in relation to self-medication

Learning Outcome	Assessment Criteria
LO4 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"> • errors administering medication • individual declines prescribed medication • medication is compromised • discrepancies in records • administering controlled drugs
	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

Learning Outcome	Assessment Criteria
LO5 Understand how the effects of medication are monitored	5.1 Describe how to monitor the effects of medication on the individual and the condition it has been prescribed for
	5.2 Identify common side effects of widely used medicines
	5.3 Explain what is meant by an adverse reaction
	5.4 Describe the actions to be taken if side effects or an adverse reaction to medication are suspected
	5.5 Outline how medication reviews should be carried out in line with national guidelines
	5.6 Explain how the outcomes of monitoring should be recorded and reported

SHM3 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

SHM4 – Record-keeping and audit processes for medication administration and storage

Unit reference number: F/601/9578

Level: 2

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit provides an opportunity for learners to develop an understanding of the audit process, the records that must be maintained regarding the administration of medication, and issues of responsibility, accountability and confidentiality.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the audit process in relation to medication transactions and stock levels

LO2 Understand how information is recorded and confidentiality maintained

LO3 Understand own role in relation to accountability and responsibility

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit maps to the following national occupational standards - units CHS1, CHS2, CHS3 and units HSC21, HSC24, HSC221, HSC236

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care SSC

Evidence requirements

Learners must provide a portfolio of evidence in accordance with Skills for Care's assessment principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the audit process in relation to medication transactions and stock levels	1.1 Describe the requirements for medication transactions and stock levels in relation to: <ul style="list-style-type: none"> • the role of the pharmacist • manufacturer's instructions • organisational policies • inspection and external audit • legal requirements
	1.2 Explain how medication is recorded on: <ul style="list-style-type: none"> • receipt • administration • disposal

Learning Outcome	Assessment Criteria
LO2 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"> • documentation • correct recording • signatures
	2.2 Outline the requirements of the regulatory authorities in relation to medication record keeping
	2.3 Identify what information needs to be recorded when compiling a medicine profile for a client
	2.4 Explain why all records relating to medicines must be kept up-to-date
	2.5 Outline the key points of legislation relating to confidentiality in relation to: <ul style="list-style-type: none"> • who records what, where and when • who has access to records • individual rights • maintaining confidentiality
	2.6 Identify own role in maintaining confidentiality and keeping information secure

Learning Outcome	Assessment Criteria
LO3 Understand own role in relation to accountability and responsibility	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

SHM4 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

SHMC2 Document History

Version	Issue Date	Changes	Role
V2	08/02/2023	Formatting and re-branding. No content amendment.	Data Administrator