

# Specification

## BTEC Specialist qualifications

### Edexcel BTEC Level 3 Award in Working with Medication (QCF)

For first teaching January 2011



Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

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Publications Code BA025358

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# BTEC Specialist qualification titles covered by this specification

## Edexcel BTEC Level 3 Award in Working with Medication (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website [www.education.gov.uk/](http://www.education.gov.uk/). The QCF Qualification Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Edexcel BTEC Level 3 Award in Working with Medication (QCF)                      600/0304/2

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This qualification is accredited by Ofqual as being Stand Alone.

# Welcome to the BTEC Level 3 Award in Working with Medication

We are delighted to introduce our new qualification, available for teaching from January 2011. This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

## Focusing on the BTEC Level 3 Award in Working with Medication (QCF)

This qualification provides education and training for those in the health and social care sector with a responsibility for working with medication. Learners will gain knowledge that will underpin a competence based qualification.

## Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

## Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

## Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case Skills for Care and Development**. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

## All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence

- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.



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# What are BTEC Level 3 Specialist qualifications?

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BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks. They attract achievement and attainment table points that equate to similar-sized general qualifications.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

## Edexcel BTEC Level 3 Award

The Edexcel BTEC Level 3 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

### Key features of the Edexcel BTEC Level 3 Award in Working with Medication (QCF)

The Edexcel BTEC Level 3 Award in Working with Medication (QCF) has been developed to give learners:

- education and training for those in the health and social sector with a responsibility for working with medication. Learners will gain knowledge that will underpin a competence based qualification
- opportunities for workers in the health and social care industry to achieve a nationally-recognised level 3 vocationally-specific qualification
- opportunities for full-time learners to gain a nationally-recognised vocationally-specific qualification to enter employment in the field of health and social care or to progress to further vocational qualifications such as the Edexcel Level 3 Diplomas in Health and Social Care, the level 3 Diploma in Healthcare Support Services, the Level 3 Diploma in Clinical Healthcare Support and the Level 3 BTEC Nationals in Health and Social Care
- the knowledge and understanding learners need to work with medication. The qualification will provide underpinning knowledge for competence based qualifications. This qualification does not convey competence to administer medication
- opportunities for learners to focus on the development of the Functional Skills in English and ICT in a health and social care context
- opportunities for learners to develop a range of personal qualities and attitudes essential for performance in working life.

This qualification has been accredited for learners in England and Northern Ireland only.

### National Occupational Standards

Where relevant, Edexcel BTEC Level 3 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 3 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The unit in this specification links to elements of the NOS identified in *Annexe C*.

The Edexcel BTEC Level 3 Award in Working with Medication (QCF) relates to the NOS for Health and Social Care.

# Rules of combination

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The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

## **Rules of combination for the Edexcel BTEC Level 3 Award in Working with Medication (QCF)**

When combining units for an Edexcel BTEC Level 3 Award in Working with Medication (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

- 1 Qualification credit value: a minimum of 5 credits.
- 3 All credits must be achieved from the unit listed in this specification.

## Edexcel BTEC Level 3 Award in Working with Medication (QCF)

The Edexcel BTEC Level 3 Award in Working with Medication (QCF) is a 5-credit and 40-guided-learning-hour (GLH) qualification consisting of 1 mandatory unit.

Edexcel BTEC Level 3 Award in Working with Medication (QCF)			
Unit	Mandatory unit	Credit	Level
1	Support Use of Medication in Social Care Settings	5	3

# Assessment

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The unit within this qualification is internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

## Quality assurance of centres

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For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 3 Award in Working with Medication (QCF) must be committed to ensuring the quality of the unit and qualification they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Level 3 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

## Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

## Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 3 qualifications are set out in centre guidance which is published on our website ([www.edexcel.com](http://www.edexcel.com)).

## Programme design and delivery

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### Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

### Resources

Edexcel BTEC Level 3 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 3 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

## Additional and Specialist Learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed in the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications ([www.ofqual.gov.uk](http://www.ofqual.gov.uk)). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should regularly refer to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

## Functional Skills

Edexcel Level 3 BTEC Specialist qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional Skills are offered as stand alone qualifications.

## Access and recruitment

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Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the



assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

## **Restrictions on learner entry**

The Edexcel BTEC Level 3 Award in Working with Medication (QCF) is accredited on the QCF for learners in England and Northern Ireland, aged 16 and above.

The restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to Criminal Records Bureau (CRB) checks.

## **Access arrangements and special considerations**

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

## **Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

# Unit format

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All units in the Edexcel BTEC Level 3 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

## Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

## QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

## Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

## Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

### **Relationship between content and assessment criteria**

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

### **Content structure and terminology**

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

# Unit 1: Support Use of Medication in Social Care Settings

**Unit code:** F/601/4056

**QCF Level 3:** BTEC Specialist

**Credit value:** 5

**Guided learning hours:** 40

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## Unit aim

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

## Unit introduction

Supporting the administration of medicines is a core element in the role of many practitioners in social care sectors. This unit gives learners the opportunity to learn about commonly prescribed types of medication and the ways in which they are administered. Learners will also learn about the changes or side effects that an individual may experience after taking medication.

The unit examines the importance of informed consent and mental capacity and legislation surrounding the ordering, receiving, storage and administration of medication. It also examines the guidelines that underpin safe practice.

Learners will be required to demonstrate how to handle medication safely in relation to receiving, storing and supporting individuals when administering medication, as well as recording and reporting procedures in line with working practices.

This unit will be useful for people working in all types of social care settings.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the legislative framework for the use of medication in social care settings	1.1 Identify legislation that governs the use of medication in social care settings 1.2 Outline the legal classification system for medication 1.3 Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements
2 Know about common types of medication and their use	2.1 Identify common types of medication 2.2 List conditions for which each type of medication may be prescribed 2.3 Describe changes to an individual's physical or mental wellbeing 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
5 Be able to receive, store and dispose of medication supplies safely	5.1 Demonstrate how to receive supplies of medication in line with agreed ways of working 5.2 Demonstrate how to store medication safely 5.3 Demonstrate how to dispose of un-used or unwanted medication safely

Learning outcomes	Assessment criteria
<p>6 Know how to promote the rights of the individual when managing medication</p>	<p>6.1 Explain the importance of the following principles in the use of medication</p> <ul style="list-style-type: none"> <li>• consent</li> <li>• self-medication or active participation</li> <li>• dignity and privacy</li> <li>• confidentiality</li> </ul> <p>6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication</p> <p>6.3 Describe how ethical issues that may arise over the use of medication can be addressed</p>
<p>7 Be able to support use of medication</p>	<p>7.1 Demonstrate how to access information about an individual's medication</p> <p>7.2 Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation</p> <p>7.3 Demonstrate strategies to ensure that medication is used or administered correctly</p> <p>7.4 Demonstrate how to address any practical difficulties that may arise when medication is used</p> <p>7.5 Demonstrate how and when to access further information or support about the use of medication</p>
<p>8 Be able to record and report on use of medication</p>	<p>8.1 Demonstrate how to record use of medication and any changes in an individual associated with it</p> <p>8.2 Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working</p>

## Unit content

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### 1 Understand the legislative framework for the use of medication in social care settings

*Legislation and guidance that governs the prescribing, dispensing, administration, storage and disposal of medicines:* relevant sections from eg Medicines Act 1968 and amendments, Misuse of Drugs Act 1971 (Controlled Drugs) and amendments, COSHH Regulations 1999, Health and Safety at Work Act 1974, Hazardous Waste Regulations 2005, Access to Health Records Act 1990, Data Protection Act 1998, Care Standards Act 2000 (receipt, storage and administration of medicines), Administration and Control of Medicines in Care Homes and Children's Services June 2003, Mental Capacity Act 2005

*Implementation of legislation and guidance:* legal classification system; how agreed ways of working (including policies and procedures) reflect legislation for safe handling of medicines by all workers (prescribing, dispensing, administration, storage and disposal)

### 2 Know about common types of medication and their use

*Types of medication:* antibiotics (used to fight infection); analgesics (used to relieve pain); antihistamines (used to relieve allergy symptoms, eg hay fever); antacids (used to relieve indigestion); anticoagulants (used to prevent blood clotting eg following heart attack, thrombosis, some surgical procedures); psychotropic medicine (eg used to treat depression); diuretics (used to get rid of excess fluids in the body); laxatives (used to alleviate constipation); hormones (eg insulin, contraceptives, steroids, hormone replacement therapy); cytotoxic medicines (used to treat some forms of cancer)

*Classification of medication:* prescription only medicine (POM); over-the-counter medicine (P – in the presence of pharmacist, GSL – General Sales List); controlled drugs; complementary/homeopathic remedies

*Changes to individuals following administration of medicine:* physical changes eg rashes, breathing difficulties, swellings, nausea, vomiting, diarrhoea, stiffness, shaking, headaches, drowsiness, constipation, weight gain; whether changes are the result of medication; need to check contraindications and medicine interactions before administration, including home or over-the-counter remedies, or complementary therapies or remedies

### 3 Understand roles and responsibilities in the use of medication in social care settings

*Those involved in the process:* prescribers (medical and non-medical); managers; social care staff; ancillary staff; clerical staff/administrators

*Responsibilities and boundaries of all workers with regard to the safe handling of medicines (prescribing, dispensing, administration, storage and disposal):* various care contexts, eg care homes, day services, an individual's own home, sheltered accommodation, supported housing, other networks and services for individuals (such as education, religious establishments, voluntary agencies, activities and entertainment); the need to check that the medicine received



matches the medication and dosage prescribed by the prescriber and is listed on the appropriate documentation; the need to seek guidance and support about the medicine and dosage prescribed for any particular individual eg prescriber (medical or non-medical), NHS Direct, manager, nurse, or from supportive reference material; the need for confidentiality; when and to whom information about an individual's medication may be disclosed or discussed eg doctor, pharmacist, other care professionals, relatives/solicitor with enduring power of attorney

#### 4 **Understand techniques for administering medication**

*Routes by which medicines are administered:* inhalation (use of inhalers – nasal or oral); injection (by piercing the skin); ingestion (medicines/tablets taken orally, including under the tongue); topical (application of creams, lotions, ointments); infusion (intravenous drips); instillation (administration of drops to ears/nose/eyes); PR – per rectum (enemas, suppositories); PV – per vagina (pessaries, creams)

#### 5 **Be able to receive, store and dispose of medication supplies safely**

*Audit and storage of stock:* receive medication in line with agreed ways of working, recorded receipt of medication and check for accuracy; store medication according to manufacturers' instructions and agreed ways of working (in a clean, ordered and secure environment, at the correct temperature)

*Disposing of medication:* disposing of out-of-date, unwanted or unused medicines according to agreed ways of working; maintain records and ensure completed by all relevant practitioners eg pharmacists

#### 6 **Know how to promote the rights of the individual when managing medication**

*Promoting the rights of the individual:* mental capacity and informed consent; use of independent advocate, family member, medical professional to assist in achieving informed consent; situations where informed consent is not possible; acting in the best interests of the individual where informed consent is not possible

*Encouraging active participation of the individual:* an individual's right to participate in the activities and relationships of everyday life as independently as possible; regarding the individual as an active partner in their own care and support; ensuring the individual's dignity and privacy are respected; maintaining confidentiality according to agreed ways of working

*Risk assessments:* use of risk assessments as working practice to promote individuals' rights in managing medication eg self-medication

*Ethical issues:* non-compliance and best interest eg involving medical professionals, family

#### 7 **Be able to support the use of medication**

*Preparation prior to administration:* risk assessment in relation to self-administration, secondary administration; gaining consent; preparation prior to administration (basic hygiene procedures, correct equipment eg gloves, dosette box), correct recording documents

*Administration of medicines:* ensuring the correct medication, (correct dose, correct person, correct time, correct route or method); patient self-administration of medicines; organisational policy; patient choice; checking whether individuals have taken medication

*Practical difficulties:* addressing difficulties eg lost medication, missing medication, split medication, individual's decision not to take medication, individuals having difficulty taking medication, wrong medication, vomiting after taking medication, adverse reactions, discrepancies in records or directions for use

*Accessing further information or support:* when to access information eg adverse reactions, non-compliance, practical difficulties; who to contact eg prescriber (medical or non-medical), manager, nurse, senior staff, medical professionals, NHS Direct, pharmacist, family, supportive reference material

## **8 Be able to record and report on use of medication**

*Recording, reporting and seeking advice:* what to record (the medication given, to whom the medication is given, the time it is given, the dosage given, the method of administration); comments and signature after each administration; reporting and seeking advice (about reactions, refusal of individual to take medication, where errors occur in administration)

## Essential guidance for tutors

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### Delivery

This unit needs to be delivered by an appropriately qualified tutor.

The unit could be introduced through discussions to encourage thinking about the administration of medicines. Learners should be encouraged to consider and share previous experiences in relation to the topic, for example compliance and why people may not take prescribed medication as instructed. Learners should be encouraged to relate their learning in this unit to their placements, and draw on examples from the social care workplace as much as possible.

Following this introduction, the unit could be delivered using a combination of tutor input, individual/small group research on the different groups of medicines followed by presentations, and case studies, visits or guest speakers. Observation of practice is essential for the delivery of this unit, where possible direct observation by the assessor; alternatively, expert witness testimonies could be used. Throughout the unit, learners should be encouraged to draw on and reflect on practices in the workplace setting. Misconceptions about medicines should be identified, discussed and rectified.

Learners should be able to match routes of administration to the individual and different forms of medication. When discussing physical or other changes to individuals following the administration of medication, it should be emphasised that changes may not be as a result of the administration and, irrespective of the cause of the changes, the importance of the need to seek advice should be stressed. Learners need to be clear about the levels of responsibility, accountability and lines of reporting in the social care setting that they are working in.

Learners need to understand the issues surrounding consent and informed consent, particularly in relation to the Mental Capacity Act 2005. These issues could be addressed using case study material. Learners could carry out internet research into aspects of legislation relevant to the administration of medicines, summarise them, share their findings and relate them to the social care workplace setting. When considering roles, responsibilities and boundaries in relation to medication, learners should use examples from the workplace setting. They should then be encouraged to share these examples in small groups or with the whole class in order to broaden knowledge.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Discussion: sharing previous experiences of administration of medication.
Tutor input: introducing different types of medication, their classifications and uses; use of visual/interactive learning; diseases and conditions treated by medication.
Tutor input: introduction to routes of administration and side effects of medication; use of case studies.
Learner research: in groups, research different groups of medication and present findings to the whole class.
<b>Assignment 1 – Classifying Medication – [2.1, 2.2, 2.3, 4.1, 4.2, 4.3]</b>
Tutor input: introduction to the process of administering medication and safe practices, this will provide the foundation for the unit. It will also provide the underpinning knowledge for the practical assessments.
Guest speaker/visit: local GP to discuss the process of prescribing medication and common side effects of taking different types of medication; link to legislation; follow-up discussion.
Learner research: using workplace guidelines and procedures, learners research legislation and guidelines that control the prescribing, dispensing, administration, storage and disposal of medication.
Discussion: on the role of legislation. Why does it exist? What are the consequences of noncompliance? How does legislation affect organisational policies and procedures? Learners could bring in copies of policies from their work placements, if appropriate, to use as a tool for discussion.
Mix and match cards: matching scenarios to sections of legislation or guidelines, followed by discussion of answers or possible difficulties encountered.
<b>Assignment 2 – Legislation [1.1, 1.2, 1.3]</b>
Tutor input: introduction to roles and responsibilities of individuals involved in various stages of administering medication (prescribers, managers, social care staff, ancillary staff, clerical staff etc); responsibilities and boundaries of each role should be discussed; lines of reporting; levels of accountability, procedures etc.
Discussion based on workplace experience: How does it work in practice? Learners to prepare suitable questions on procedures and roles related to administering medication; follow-up discussion.
Group work: using a case study, learners will consider issues surrounding consent, confidentiality, disclosure etc; groups to present their findings.

<b>Assignment 3 – Roles and responsibilities [3.1, 3.2]</b>
Tutor input: how to administer medication safely, preparation of self, client and environment. How to obtain consent and encourage active participation. What to do if a client refuses medication and other problems encountered. Learners should be reflecting on experiences from work placement.
Group discussion: recording and reporting procedure, what to report and when to do this. Importance of auditable documents and audit trail.
Tutor input: receiving, storing and disposal of medication. Learners to provide examples of how it works in practice.
<b>Assessment 4 – Practical Assessment: Safe Handling of Medication [5.1, 5.2, 5.3, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2]</b>
Tutor input: returning to the procedures and safe practices in the administration of medication. Tutor to outline the safe practices related to, for example, obtaining consent, preparation before administration, administration, recording, reporting, seeking advice, audit and storage, disposal.
Discussion: bring the unit together by considering the purpose of safe practices at all stages in administering medication. Learners should use examples from work placements to supplement discussion. How can we ensure safe practices? How effective are current safe practices? Could they be improved?
Group work: to prepare for the final assignment, learners will use case studies to discuss and research whether individuals involved in the scenarios are following safe practices and are working within the boundaries of their responsibilities.
<b>Assignment 5 – Safe Practices – [6.1, 6.2, 6.3]</b>
Review of unit and programme of assignments.

### Assessment

For learning outcome 1 learners must show understanding of which sections of current legislation and guidelines relate to and inform the various stages in the administration of medicines (prescription, dispensation, administration, storage and disposal). It is not necessary for learners to regurgitate large sections of these documents as the skill is in identifying the relevant legislation and linking it to the various tasks involved in administering medicines by explaining how agreed ways of working must reflect legislative requirements. Learners must outline the legal classification system for medication.

For learning outcome 2 learners need to describe the different types of medicines used to treat common conditions such as coronary artery disease and thrombosis, stroke, cancer, diabetes, infections, allergies and mental ill health. They need to show their knowledge of the classifications of these medicines, the route of administration (oral, intravenous, intramuscular injection, inhaler etc) and they must describe common side effects associated with these medicines.

Learning outcome 4 could be incorporated by learners' describing routes, forms of medication and materials and equipment used.

For learning outcome 3 learners are required to show some understanding of who is involved in the production and manufacture of medicines, and the prescribing, dispensing and administering of medicines, including safe transportation and storage. This includes the responsibilities of each role and the various boundaries associated with it. Learners should provide evidence that they have compared the

roles and responsibilities and levels of accountability assigned to each role, especially in relation to 'over the counter' medication and its usage. It should also cover issues around disclosure and consent, demonstrating an understanding of mental capacity and how to ensure consent is given.

Learning outcomes 5, 7 and 8 must be directly observed as learners need to be able to demonstrate how to correctly receive, store and administer medication using correct procedures. Learners need to be able to support clients through this process and complete all auditable records as well as reporting on any aspects of the process. Learners need to be able to demonstrate how to access information on clients' medication and how to address any practical difficulties.

For learning outcome 6 learners need to explain the importance of following principles of safe administration such as informed consent, self-medication or active participation, dignity and confidentiality, as well as the use of risk assessments in promoting independence. Learners are required to describe any ethical issues and suggest ways that they could be addressed.

#### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
2.1, 2.2, 2.3, 4.1, 4.2, 4.3	Classifying Medication	As part of your role, your employer has asked you to put together some introductory notes for new staff on common types of medication used in the workplace setting.	Written notes/ report or online database of information
1.1, 1.2, 1.3	Legislation	Your employer has asked you to produce some information leaflets that inform other staff and members of the public of the relevant legislation involved in safe handling of medication.	Leaflet/booklet  Visual display that can be photographed

Criteria covered	Assignment title	Scenario	Assessment method
3.1, 3.2	Roles and Responsibilities	Using your workplace setting, you are required to produce a report on roles and responsibilities.	Report
5.1, 5.2, 5.3, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2	Practical Assessment: Safe Handling of Medication	In your workplace you need to demonstrate effective practice of receiving, storing, administration and disposal of medication completing correct records and reporting systems.	Direct observation Expert witness testimony Question and answers
6.1, 6.2, 6.3	Safe Practices	As part of the audit procedures your organisation has asked you to produce evidence of the practices and procedures for handling, administering and storing medication.	Report/review

### Essential resources

The following resources are essential for delivery of this unit: an appropriately qualified tutor, a suitable work placement within the social care sector, library resources with key texts and other reference materials, work experience placements.

Case study materials and guest speakers are also valuable.

### Indicative resource materials

#### Textbooks

Railton D – *Knowledge Sets: Handling Medication* (Heinemann, 2007)  
ISBN 978435402310

Simonsen T, Aarbakke J, Kay I, Sinnott P and Coleman I – *Illustrated Pharmacology for Nurses* (Hodder Arnold, 2006) ISBN 9780340809723

Stretch B – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B – *BTEC Level 3 Nationals in Health and Social Care Student Book 2*  
(Pearson, 2010) ISBN 9781846907470

Wilcher M – *Handbook on Medication for Carers of People with Learning Disabilities*  
(South Birmingham Primary Care Trust, 2005) ISBN 9780954970000

**Journals**

*Community Care*

*Nursing Times*

**Websites**

<a href="http://www.nmcuk.org/aArticle.aspx?ArticleID=3056">www.nmcuk.org/aArticle.aspx?ArticleID=3056</a>	Nursing and Midwifery Council Code of Practice
<a href="http://www.opsi.gov.uk/acts/acts2005/en/ukpgaen_20050009_en_1">www.opsi.gov.uk/acts/acts2005/en/ukpgaen_20050009_en_1</a>	Explanatory notes on the Mental Capacity Act
<a href="http://www.skillsforcare.org.uk">www.skillsforcare.org.uk</a>	Sector Skills Council for Care
<a href="http://www.rpsgb.org.uk">www.rpsgb.org.uk</a>	Royal Pharmaceutical Society of Great Britain
<a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a>	Sector Skills Council for the UK Health Sector



## Further information

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For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website ([www.edexcel.com](http://www.edexcel.com)).

## Useful publications

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Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

Please contact:

Skills for Health  
2nd Floor  
Goldsmiths House  
Broad Plain  
Bristol BS20JP

Telephone: 01179221155

Fax: 01179251800

Email: [office@skillsforhealth.org.uk](mailto:office@skillsforhealth.org.uk)

Website: [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

# Professional development and training

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Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

## Annexe A

### The Edexcel qualification framework for the Health sector

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
5		Edexcel BTEC Level 4 HNC Diploma in Health and Social Care		<p>Edexcel Level 5 Diploma in Leadership for Health and Social Care and Children's Services for England (QCF)</p> <p>Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Advanced Practice) Wales and Northern Ireland (QCF)</p> <p>Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Management) Wales and Northern Ireland (QCF)</p> <p>Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Residential Management) Wales (QCF)</p>

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
5				<p>Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Residential Management) Wales and Northern Ireland (QCF)</p> <p>Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Advanced Practice) Wales and Northern Ireland (QCF)</p> <p>Edexcel Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Management) Wales (QCF)</p>
4		Edexcel BTEC Level 5 HND Diploma in Health and Social Care		

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
3	GCE Health and Social Care Higher Diploma in Society, Health and Development	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care	BTEC Level 3 Certificate in Preparing to Work in Adult Social Care (QCF)	Level 3 Diploma in Health and Social Care (Adults) for England Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland
2	GCSE (Double and Single Award) in Health and Social Care Advanced Diploma in Society, Health and Development Foundation Diploma in Society, Health and Development	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care	Edexcel BTEC Level 2 Certificate in Preparing to Work in Adult Social Care (QCF) Edexcel BTEC Level 2 Award in Awareness of Dementia (QCF) Edexcel BTEC Level 2 Certificate in Dementia Care (QCF) Edexcel BTEC Level 2 Certificate in Supporting Individuals with Learning Disabilities	Level 2 diploma in Health and Social Care (Adults) for England Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland
1		BTEC Level 1 Award/Certificate/Diploma in Health and Social Care		

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
Entry		BTEC Entry Level Award in Health and Social Care (Entry 3)		

# Annexe B

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## Wider curriculum mapping

Edexcel BTEC Level 3 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

### **Spiritual, moral, ethical, social and cultural issues**

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

### **Citizenship**

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

### **Environmental issues**

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

### **European developments**

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

### **Health and safety considerations**

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

### **Equal opportunities issues**

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.





# Annexe C

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## National Occupational Standards mapping

The grid below maps the knowledge covered in the Edexcel BTEC Level 3 Specialist qualification in Working with Medication (QCF) against the National Occupational Standards in Health and Social Care.

### KEY

# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Unit	1
HSC 375 Administer Medication to Individuals	#



## Annexe D

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### Mapping to Level 2 Functional Skills

Level 2	Unit number
<b>English – Speaking, Listening and Communication</b>	1
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	✓
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	✓
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	✓

<b>Level 2</b>	<b>Unit number</b>
<b>ICT – using ICT</b>	<b>1</b>
Plan solutions to complex tasks by analysing the necessary stages	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	
Manage information storage to enable efficient retrieval	
<b>ICT – finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	✓
Select information from a variety of sources to meet requirements of a complex task	✓
<b>ICT – developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	✓
Use appropriate software to meet the requirements of a complex data-handling task	
Use communications software to meet requirements of a complex task	
Combine and present information in ways that are fit for purpose and audience	✓
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	

# Annexe E

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## Unit mapping overview

BTEC Level 3 Short Course in Working with Medication legacy (specification end date 31/12/2010)/new QCF version of the BTEC Level 3 Specialist qualification in Working with Medication (specification start date 01/09/2010) – the Level 3 BTEC Award in Working with Medication (QCF)

Old unit	Unit 1
New unit	Unit 1
Unit 1	F

### KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))



## Annexe F

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### Glossary of accreditation terminology

The following information about this qualification can also be found on the Edexcel website.

<b>Accreditation start/end date</b>	The first/last dates that Edexcel can register learners for a qualification.
<b>Certification end date</b>	The last date on which a certificate may be issued by Edexcel.
<b>Credit value</b>	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
<b>Guided Learning Hours (GLH)</b>	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
<b>Learning Aims Database</b>	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
<b>Learning Aim Reference</b>	Unique reference number given to the qualification by the funding authorities on accreditation.
<b>Level</b>	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
<b>Performance tables</b>	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
<b>Qualification Number (QN)</b>	Unique reference number given to the qualification by the regulatory authorities on accreditation.
<b>Register of Regulated Qualifications</b>	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

<b>Section 96</b>	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
<b>Section 97</b>	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
<b>Title</b>	The accredited title of the qualification.
<b>UCAS points</b>	This qualification is listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.



## Annexe G

### BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
<b>BTEC Level 7 Advanced Professional Qualifications</b> BTEC Advanced Professional Award, Certificate and Diploma	<b>7</b>	<b>BTEC Level 7 Professional qualifications</b> BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 6 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>6</b>	<b>BTEC Level 6 Professional qualifications</b> BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 5 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>5</b>	<b>BTEC Level 5 Professional qualifications</b> BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 5 Higher Nationals</b> BTEC Level 5 HND Diploma
<b>BTEC Level 4 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>4</b>	<b>BTEC Level 4 Professional qualifications</b> BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 4 Higher Nationals</b> BTEC Level 4 HNC Diploma
<b>BTEC Level 3 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>3</b>	<b>BTEC Level 3 Specialist qualifications</b> BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 3 Nationals</b> BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

<b>BTEC qualifications on the NQF</b>	<b>Level</b>	<b>BTEC Specialist and Professional Qualifications on the QCF</b>	<b>BTEC qualification suites on the QCF</b>
<b>BTEC Level 2 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>2</b>	<b>BTEC Level 2 Specialist qualifications</b> BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 2 Firsts</b> BTEC Level 2 Certificate, Extended Certificate and Diploma
<b>BTEC Level 1 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>1</b>	<b>BTEC Level 1 Specialist qualifications</b> BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 1 qualifications</b> BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	<b>E</b>	<b>BTEC Entry Level Specialist qualifications</b> BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	<b>BTEC Entry Level qualifications (E3)</b> BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

**NQF** = National Qualifications Framework

**QCF** = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

<b>QCF qualification sizes</b>	
<b>Award</b>	1-12 credits
<b>Certificate</b>	13-36 credits
<b>Diploma</b>	37+ credits

Publications Code BA025358 January 2011

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