Qualification Specification

NCFE CACHE Level 2 Certificate in Understanding the Safe Handling of Medication in Health and Social Care

QRN: 601/3404/5

Contents

Summary of changes

This section summarises the changes to this Qualification Specification since the last version (Version 3.0p – September 2018)

Version	Publication Date	Summary of amendments
v3.1p	March 2020	Added information about wellbeing and safeguarding of learners to Resources

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain the qualification. It also contains extra information for your tutor or assessor.

Total Qualification Time

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

How the qualification works

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

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

Each unit has:

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

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

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

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

Knowledge based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.

For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is www.cache.org.uk. The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications
- other support materials

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

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

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

The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

Plagiarism

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

Buying and selling assignments

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

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.qualhub.co.uk

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 2 Certificate in Understanding the Safe Handling of Medication in Health and Social Care
Qualification number	601/3404/5
Aim	This knowledge only qualification is designed for learners wishing to develop their understanding of the safe handling of medication.
Purpose Ofqual code and description (where applicable)	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B2. Develop knowledge and/or skills in a subject area
Total Qualification Time (hours)	150
Guided learning hours	120
Credit value	15	**Minimum credit at / above Level**	15
Minimum age of learner	18
Age ranges covered by the qualification	N/A
Real work environment (RWE) requirement / recommendation	Learners do not need to be working as this is a knowledge only qualification.
Rules of Combination	Learners must complete all four mandatory units to achieve 15 credits.

Progression including Job Roles (where applicable)	This qualification does not qualify the learner to work but does support them in moving towards employment in health or health and social care. Learners can also progress to a range of qualifications including: Level 2 and 3 Diplomas in Health and Social Care (Adults) for England Level 2 and 3 Diplomas in Clinical Healthcare Support Level 2 and 3 Certificates in Preparing to Work in Adult Social Care Intermediate and Advanced Level Apprenticeships in Health and Social Care Intermediate and Advanced Level Apprenticeships in Clinical Healthcare Support
Recommended assessment methods	All units will be individually internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams, or setting up an information board. * NB: assessment task are provided for tutors' convenience. They are not mandatory.
Additional assessment requirements	All units must be assessed in line with the NCFE Assessment Principles.
Grading system	Achieved/Not Yet Achieved
How long will it take to complete?	Learners will usually be able to complete this qualification in 6 months or less.
Entry requirements / recommendations	There are no formal entry requirements for this qualification but learners must be at least 18 years of age.

Qualification introduction and purpose

This knowledge-only qualification is designed for learners wishing to develop their understanding of the safe handling of medication.

It provides the knowledge and understanding of:

- different types of medication and their use
- the procedures for obtaining, storing, administering and disposing of medication
- legislation and the audit process related to medication and issues of responsibility and accountability
- the record keeping process for medication.

Unit achievement log

NCFE CACHE Level 2 Certificate in Understanding the Safe Handling of Medication in Health and Social

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
	Y/601/9571	MED 1	Understand medication and prescriptions	Knowledge	2	3	23	
	F/506/3800	MED 2	Supply, storage and disposal of medication	Knowledge	2	3	24	
	Y/506/3799	MED 3	Understand the requirements for the safe administration of medication	Knowledge	2	5	44	
	J/506/3801	MED 4	Record-keeping and audit processes for medication	Knowledge	2	4	29	

Explanation of terms used at Level 2:
(not all verbs are used in this qualification)

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points…)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.

Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 3: Units

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. TDA, NCFE).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.

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

MED 1: Understand medication and prescriptions

Unit reference	Y/601/9571	**Unit level**	2
Credit value	3	**GLH**	23

Unit aim   This unit provides the learner with knowledge and understanding in relation to medication and prescriptions.

Learner name:		Centre no:	
PIN:		**ULN:**	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. 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.		
2. Understand how medicines are classified.	2.1. Describe the following classifications of medicine: • General Sales List (GSL) • Pharmacy (P) • Prescription Only Medicines (POM) • controlled drugs.		
3. Understand legislation and guidelines related to medication.	3.1. Outline the key points of current **legislation and guidance** relating to medication.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Outline the consequences of not following relevant legislation and guidance.		
4. Understand the roles of self and others in the medication process.	4.1. Outline the roles of self and others in the process of: • 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.		
5. 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Describe why it is important to seek information from the individual about their medication and condition.		

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

Learner signature: Date:

Assessor sign off of completed unit: MED 1
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	SCDHSC0024 Support the safeguarding of individuals SFHCHS2 Assist in the administration of medication SFHCHS1 Receive and store medication and products
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Types**: e.g. • antibiotics • analgesics • antihistamines • antacids • anticoagulants

	• psychotropic medicines • diuretics • laxatives • hormones • cytotoxic medicines. **Legislation and guidance:** should reflect the current legislative framework (such as the Human Medicines Regulations 2012) and up-to-date guidance documents (for example, at the time of printing, as set out by the Royal Pharmaceutical Society of Great Britain, National Institute for Health and Care Excellence etc.). **Information**: e.g. agreed ways of working. **Sources**: e.g. prescriber, pharmacist, publications and websites - note that a wide range of publications and internet sources are available relating to medication. It's important to ensure that the information learners reference is related to the United Kingdom (UK) and reflects UK requirements.
Unit assessment guidance – provided by us	Where 'own role' is mentioned in the unit, this refers to 'the role of the health and social care worker'.

MED 2: Supply, storage and disposal of medication

Unit reference	F/506/3800	**Unit level**	2
Credit value	3	**GLH**	24

Unit aim   This unit provides the learner with knowledge and understanding in relation to the supply, storage and disposal of medication.

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. 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: • transferring medication from one setting to another • obtaining medication in an emergency situation • obtaining medication for use 'when required' • renewal of prescription.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know the requirements for storing medication.	2.1. Describe the requirements of medication storage within the following settings: • 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. Outline the **storage requirements** for different types of medication.		
	2.5. Describe how medicines awaiting disposal should be stored.		
3. Understand the requirements for the safe disposal of medication.	3.1. Give examples of why drugs might need to be disposed of.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Outline the requirements for the safe and secure disposal of medication and equipment for: • 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.		

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

Learner signature: Date:

Assessor sign off of completed unit: MED 2
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	SCDHSC0024 Support the safeguarding of individuals SFHCHS2 Assist in the administration of medication SFHCHS1 Receive and store medication and products
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Storage requirements**: e.g. • manufacturer's instructions • safety and legal requirements • organisational • specific requirements such as refrigeration.

MED 3: Understand the requirements for the safe administration of medication

Unit reference	Y/506/3799	**Unit level**	2
Credit value	5	**GLH**	44
Unit aim	This unit provides the learner with knowledge and understanding in relation to the requirements for the safe administration of medication.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the legislation and guidance in relation to administration of medicine.	1.1. Identify the key requirements of legislation and guidance in relation to the administration of medication.		
	1.2. Describe the roles and responsibilities of staff in relation to: • supporting individuals to take medication • administering medication • using **specialised techniques** to administer medication.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Describe ways of working to ensure that distractions to the person administering medication are minimised.		
2. Understand the preparation to be taken prior to administering medication.	2.1. Explain why it is important to follow instructions on the preparation and use of medication and the method of administration provided by the: • individual • manufacturer • pharmacist • prescriber • organisation.		
	2.2. Explain why it is important to gain an individual's consent prior to administering medication.		
	2.3. Identify the information to be given to individuals to enable them to give valid consent.		
	2.4. Explain why it is important to agree with the individual the nature of support in relation to their needs and preferences.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Describe how the following should be checked prior to administering medication: • identity of individual • Medication Administration Record (MAR) • medication • equipment • environment.		
	2.6. Describe the infection control precautions to be taken during preparation to administer medication.		
	2.7. Explain the importance of each of the six R's of administration: • right individual • right medicine • right route • right dose • right time • right to refuse.		
3. Understand how medication is administered safely and in a way that meets individual needs.	3.1. Describe a range of aids and equipment used for administering medication.		
	3.2. Outline the advantages and disadvantages of using monitored dosage systems.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Give examples of special instructions that might need to be followed when giving medication.		
	3.4. Explain the importance of monitoring an individual's needs in relation to medication to be administered 'when required'.		
	3.5. Explain the importance of observing that the medication has been taken by the individual.		
	3.6. Describe the actions to be taken if an individual does not take their medication.		
	3.7. Explain how to record the outcomes following administration of medication.		
	3.8. Give examples of situations where additional support and guidance may be necessary.		
4. Understand how to support individuals to administer their own medication.	4.1. Explain why it is important to support an individual to administer their own medication.		
	4.2. Identify key aspects of legislation and guidelines related to self-administration of medication.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Describe the points that are considered when carrying out a risk assessment for self-medication.		
	4.4. Outline the conditions that must be in place to support an individual who is administering their own medication.		
	4.5. Describe the records that must be kept in relation to self-medication.		
5. Understand the procedures to follow when there are problems with the administration of medication.	5.1. Describe the actions to be taken in line with agreed ways of working in relation to the following situations: • errors administering medication • individual declines prescribed medication • medication is compromised • discrepancies in records.		
	5.2. Outline how to support an individual who has difficulty taking medication in the form it has been prescribed.		
	5.3. Explain how to support the best interests of individuals who are unable to consent to prescribed medication.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.4. Describe the procedure for administering controlled drugs.		
6. Understand how the effects of medication are monitored.	6.1. Describe how to monitor the effects of the medication on the individual and the condition it has been prescribed for.		
	6.2. Give examples of how physiological measurements are used to monitor the effects of, or need for, specific medication.		
	6.3. Identify common side effects of widely used medicines.		
	6.4. Explain what is meant by an adverse reaction.		
	6.5. Describe the actions to be taken if side effects or an adverse reaction to medication are suspected.		
	6.6. Outline how medication reviews should be carried out in line with **national guidelines**.		
	6.7. Explain how the outcomes of monitoring should be recorded and reported.		

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

Learner signature: Date:

Assessor sign off of completed unit: MED 3
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	SCDHSC0021 Support effective communication
	SCDHSC0024 Support the safeguarding of individuals
	SFHCHS2 Assist in the administration of medication
	SFHCHS1 Receive and store medication and products
	SCDHSC0224 Monitor the condition of individuals
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Specialised techniques:** e.g. • injections • rectal administration • administration via PEG tube • inhalation. **National guidelines**: e.g. National Institute for Health and Care Excellence (NICE), National Service Frameworks.

MED 4: Record keeping and audit processes for medication

Unit reference	J/506/3801	**Unit level**	2
Credit value	4	**GLH**	29
Unit aim	This unit provides the learner with knowledge and understanding in relation to record keeping and audit processes for medication.		

Learner name:		Centre no:	
PIN:		**ULN:**	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. 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: • the role of the pharmacist • manufacturer's instructions • organisational policies • inspection and external audit • legal requirements.		
	1.2. Explain how medication is recorded on: • receipt • administration • disposal.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how information is recorded and confidentiality maintained.	2.1. Describe the key aspects of record keeping in an environment where medicine is used in relation to: • documentation • correct recording • signatures.		
	2.2. Outline the requirements of the regulatory authorities in relation to medication record keeping.		
	2.3. Identify the information that needs to be recorded for **medicines reconciliation** in relation to each individual.		
	2.4. Outline the requirements for the frequency and content of medication reviews.		
	2.5. Explain why all records relating to medication must be kept up-to-date.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.6. Outline the key points of legislation relating to confidentiality in relation to: • who records what, where and when • who has access to records • individual rights • maintaining confidentiality.		
	2.7. Identify own role in maintaining confidentiality and keeping information secure.		
3. 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.		
	3.5. Explain the importance of working within own limitations.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand the importance of safeguarding individuals in relation to medication use.	4.1. Explain what is meant by a medicines-related safeguarding incident.		
	4.2. Describe the reporting and recording requirements in the event of a medicines-related safeguarding incident.		
	4.3. Give examples of changes in practice that would be implemented as a result of a medicines-related safeguarding incident.		
	4.4. Explain the importance of reporting adverse effects of medication using the 'Yellow Card' system.		

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

Learner signature: Date:

Assessor sign off of completed unit: MED 4
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards	SCDHSC0021 Support effective communication
	SCDHSC0024 Support the safeguarding of individuals
	SCDHSC0224 Monitor the condition of individuals
	SFHCHS1 Receive and store medication and products
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	**Medicines reconciliation**: information shared about an individual's medication needs, used when an individual transfers to another service or care setting.
Unit assessment guidance – provided by us	Where 'own role' is mentioned in the unit, this refers to 'the role of the health and social care worker'.

Section 4: Assessment and quality assurance information

Recommended assessment methods

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

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

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor • by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* • when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence • may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

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

** **Simulation**. A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

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

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

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

NCFE CACHE Assessment Strategy

Knowledge learning outcomes

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

Competence / Skills learning outcomes

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents

Useful documents

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

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

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

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

These documents can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**.

Learning resources

We offer a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre secure website for more information.

Third-party products

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

- The Skills Network
- Learning Curve Group
- Hallmark Education

For more information about these resources and how to access them please visit our website.

Resources

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