

Unit 39: Assist in the Administration of Medication

Unit code: A/601/9420

QCF Level 3 Specialist

Credit value: 4

Guided learning hours: 25

Unit aim

This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role.

This unit is about assisting in the administration of medication to an individual. It will always involve working with other staff within this context whose role is to lead the process.

Unit introduction

Most school children will at some time have short-term medical needs, perhaps requiring finishing a course of antibiotics. Some children however have longer-term medical needs and may require medication on a longer-term basis, for example children with diabetes or cystic fibrosis. Others may require medicines in particular circumstances, such as children with severe allergies and those who need inhalers during an asthma attack. It is essential that children with medical needs are supported in school to ensure they are able to participate fully in school life. This requires schools to develop robust policies and procedures for the safe management of medicines, including procedures for managing prescription medicines which need to be taken during the school day and providing training for staff to manage medicines safely and provide support for identified individual children.

In this unit learners will study the current legislation, guidelines and policies relevant to the administration of medication to children and young people in school.

Learners consider their own role in assisting with the administration of medication in school and the need to work within their own area of competence.

Learners investigate the requirements and procedures for assisting in the administration of medication and for ensuring patient safety.

Learners will demonstrate their skills in preparing to administer medication, their ability to assist in the administration of medication and contribute to the management of medications and administration records.

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 Know the current legislation, guidelines and policies relevant to the administration of medication	1.1 Identify the current national legislation and guidelines relevant to the administration of medication 1.2 Outline the organisational policies for the management and administration of medication
2 Understand own role in assisting in the administration of medication	2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication 2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence
3 Understand the requirements and procedures for assisting in the administration of medication	3.1 Explain the purpose and significance of the information which should be provided on the label of a medication 3.2 Describe the different routes for the administration of medication 3.3 Describe the types, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility 3.4 Describe the various aids which can be used to help individuals take their medication 3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice 3.6 Explain why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice

Learning outcomes	Assessment criteria
4 Understand the requirements and procedures for ensuring patient safety	<p>4.1 Explain the importance of identifying the individual for whom the medications are prescribed</p> <p>4.2 Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it</p>
5 Be able to prepare for the administration of medication	<p>5.1 Obtain or confirm valid consent for the administration of medication</p> <p>5.2 Apply standard precautions for infection control</p> <p>5.3 Select, check and prepare the medication according to the medication administration record or medication information leaflet</p> <p>5.4 Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist</p> <p>5.5 Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered</p>
6 Be able to assist in the administration of medication	<p>6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan</p> <p>6.2 Assist the individual to be as self managing as possible</p> <p>6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication</p> <p>6.4 Monitor the individual's condition throughout the administration process</p> <p>6.5 Explain the kinds of adverse effects that may occur and the appropriate action to take</p> <p>6.6 Check and confirm that the individual actually takes the medication and does not pass medication to others</p>

Learning outcomes	Assessment criteria
7 Be able to contribute to the management of medications and administration records	<p>7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication</p> <p>7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely</p> <p>7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage</p> <p>7.4 Maintain the confidentiality of information relating to the individual at all times</p> <p>7.5 Check the stock level of medications and take appropriate action to obtain new stocks when required</p>

Unit Content

1 **Know the current legislation, guidelines and policies relevant to the administration of medication**

National legislation and guidelines: types eg Special Educational Needs and Disability Act 2005, Control of Substances Hazardous to Health Regulations 2002, Health and Safety at Work Regulations 1999, Medicines Act 1968, Data Protection Act 1998, National Service Framework on Medicines for Children (2004), Implementing the Disability Discrimination Act in Schools and Early Years Settings, Managing Medicines in Schools and Early Years Settings (2005), Including Me: Managing Complex Health Needs in Schools and Early Years Settings, Every Child Matters, Healthy Schools framework, Ofsted regulations, Guidance on infection control in schools and nurseries (1999)

Organisational policies: types eg Local Authority Policy Framework, medical conditions policy, health and safety policy, first aid policy, healthy school policy; training eg all staff trained to deal with common serious medical conditions, training for staff contracted to administer medicines by a qualified healthcare professional; medicines may be from general sales list, pharmacy only, prescription only

2 **Understand own role in assisting in the administration of medication**

Own responsibilities and accountability: ways eg follow policies and procedures of school, voluntary role to administer medication which does not require special training to children under 16 years only with parents written consent, common law duty of care to act as a responsibly prudent parent in an emergency, no legal duty to administer medication unless contracted to do so, training given to staff who agree to administer medication, indemnity provided by local authority

Working with qualified health professional: roles eg school nurse, work within healthcare plan developed by health professionals, to ensure health and safety, to give parents/carers reassurance, training for competence and confidence

Seeking advice when faced with situations outside own area of competence: advice eg comply with policies and procedures of setting, ensure health and safety, give parents/carers reassurance

3 **Understand the requirements and procedures for assisting in the administration of medication**

Purpose and significance of label on medication: information eg name of child, name of medication, dosage, route of administration, storage, expiry date, administration in relation to food/meals

Administration of medication: routes of administration eg oral, topical including skin cream, eye/ear or nasal drop, inhaled, injection eg intra-muscular/subcutaneous; storage, expiry date, administration in relation to food/meals

Types, purpose and function of materials and equipment: materials eg medicine pots, spoons, syringes, containers, wipes, drinking glasses, water jug, disposal bag, medication, administration record sheets/charts

Aids to help individuals take their medication: aids eg spacers to use with asthma inhalers, tablet cutters, oral syringe

Infection control and the potential consequences of poor practice: precautions eg implications of cross infection for children and young people, adults in the school, role model good hygiene practice

Why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice: dangers associated with overdose eg another member of staff may have administered medication, dosage may be changed

4 Understand the requirements and procedures for ensuring patient safety

The importance of identifying the individual for whom the medication is prescribed: ensure the correct individual receives the correct medication

Confirm the medication against the prescription/ protocol with the person leading the administration before administering it: ways eg check the name of the medication, check instructions on the medication packaging, correct dosage, correct route of administration, check correct time for administering medication, check medication is in date, check contraindications and side effects

5 Be able to prepare for the administration of medication

Obtaining or confirming valid consent for the administration of medication: ways eg written consent to be given by parents for the administration of medication for children under 16 years, children encouraged to carry and administer their own emergency medication, written consent of parents needed for children under 16 years who may need emergency medication

Standard precautions for infection control: techniques eg hand washing/cleansing before, during and after the activity, use of personal protective clothing, management of blood and bodily fluid spillage; waste management eg sharps disposal

Selecting, checking and preparing medication: ways eg follow procedures of setting, check name of the medication, check instructions on medication packaging, ensure the correct dosage, check the correct route of administration, check the correct time for administering the medication, check the medication is in date

Referring confusing or incomplete instructions back to person leading the administration or the pharmacist: reasons eg dangers associated with administering medication eg if the dosage, the method of administration or frequency of administration is unclear

Checking and confirming the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered: methods eg verbally, using other appropriate communication such as Makaton, using identity bracelets, using photo ID

6 Be able to assist in the administration of medication

Contributing to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan: relevant to the medication eg asthma inhaler/nebuliser, insulin pens; oral medication; support appropriate to individual needs/stage of development of child

Assisting the individual to be as self-managing as possible: ways eg provide privacy, encourage, praise, establish routine

Seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication: relevant to medication eg short- and long-term effects, recording, informing parents

Monitoring the individual's condition throughout the administration process: awareness of possible side effects eg recognition of adverse signs, observation, reporting and recording

Adverse effects that may occur and the appropriate action to take: relevant to medication eg emergency aid if no improvement in breathing after using asthma inhaler, deterioration in condition after using EpiPi/AnaPen

Checking and confirming that the individual actually takes the medication and does not pass medication to others: ways eg appropriate supervision, avoid risk to health and safety of child, avoid risk to health and safety of other children

7 Be able to contribute to the management of medications and administration records

Accurate and up-to-date records of the administration of medication: reasons eg to ensure health and safety of child, reference for parents, may be required by health professionals to monitor condition of child, required by Ofsted

Completing records relating to administration of medications legibly, accurately and completely : records to include name of supervising staff member, child name, dose, date, time; accuracy and legibility essential for safety; for reference by parents and health professionals

Maintaining the security of medication and related records throughout the administration process and return them to the correct place for storage: follow procedures of the setting for dispensing and storing medication; ensure the security of medication records

Maintaining the confidentiality of information relating to the individual at all times: follow procedure of setting for confidentiality and data protection

Checking the stock level of medications and take appropriate action to obtain new stocks when required: parents responsibility to supply medication; inform parents when new stock will be required

Essential guidance for tutors

Delivery

The unit could be delivered through a combination of tutor input, individual/small-group research followed by presentations, and the use of case studies, visits or guest speakers. Active learning techniques should be used as much as possible, and learners should be encouraged to share their experiences of working in schools through employment, as a parent-helper or work experience. Learners could be encouraged to carry out internet research into aspects of legislation relevant to the administration of medicines in schools and then share their findings in small groups.

Learners should be given the opportunity to look at a range of school policies and procedures relevant to the administration of medicines and consider how these may impact on working practices.

Case studies could be used to consider roles, responsibilities and boundaries in relation to administering medication in school.

Learners could work in groups to research the medication required for different long-term conditions, for example diabetes, cystic fibrosis, anaphylaxis, asthma, and give a presentation about their findings to the whole group to help understanding of requirements and procedures for assisting in the administration of medication.

Having an opportunity to observe medicines being administered in school will help to consolidate learner knowledge.

Assessment

Assessment criteria 5.1, 5.2, 5.3, 5.5, 6.2, 6.4, 6.6, 7.2, 7.3, 7.4 and 7.5 must be assessed in the workplace. Simulation may be used for assessment criterion 6.1.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria.

Below, for guidance only, are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

The evidence for learning outcomes 1, 2, 3, 4 and assessment criteria 5.4, 6.3, and 7.1 could be provided by production of a reference document for staff working in a school about their roles and responsibilities when assisting in the administration of medication. The document needs to include:

- the current national legislation and guidelines relevant to the administration of medication
- an outline of the organisational policies for the management and administration of medication

- a description of own responsibilities and accountability in relation to assisting with the administration of medication
- reasons why it is important to work under the direction of a qualified health professional when assisting with the administration of medication
- reasons why it is important to work within own area of competence and seeking advice when faced with situations outside own area of competence
- an explanation of the purpose and significance of the information which should be provided on the label of medication
- a description of the different routes for the administration of medication
- a description of the types, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility
- a description of the various aids which can be used to help individuals take their medication
- reasons why it is important to apply standard precautions for infection control and the potential consequences of poor practice
- reasons why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice
- reasons why it is important to identify the individual for whom the medications are prescribed
- reasons why it is important to confirm the medication against the prescription/ protocol with the person leading the administration before administering it
- reasons why it is important to refer confusing or incomplete instructions back to person leading the administration or the pharmacist
- reasons why it is important to seek help and advice from a relevant member of staff if the individual will not or cannot take the medication
- reasons why it is important to keep accurate and up-to-date records of the administration of medication.

Learners must be assessed directly on workplace performance for assessment criteria 5.1, 5.2, 5.3, 5.5, 6.2, 6.4, 6.6, 7.2, 7.3, 7.4 and 7.5 to demonstrate their competence in assisting in the administration of medication. Evidence will need to be provided of the learner:

- obtaining or confirming valid consent for the administration of medication
- applying standard precautions for infection control
- selecting, checking and preparing the medication according to the medication administration record or medication information leaflet
- checking and confirming the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered
- contributing to administering the medication to the individual using the correct technique and at the prescribed time (this may be evidenced by simulation)
- assisting the individual to be as self-managing as possible
- monitoring the individual's condition throughout the administration process

- checking and confirming that the individual actually takes the medication and does not pass it to others
- contributing to completing the necessary records relating to the administration of medications legibly, accurately and completely
- maintaining the security of medication and related records throughout the administration process and returning them to the correct place for storage
- maintaining the confidentiality of information relating to the individual at all times
- checking the stock level of medications and taking appropriate action to obtain new stocks when required.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for this unit

Learners will need access to legislation and guidance documents for the relevant home nation and examples of school policies and procedures for the administration of medicines.

Indicative resource materials

Textbooks

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Journals

Early Childhood Education

Early Years Educator

Junior Education

Times Education Supplement (TES)

Websites

www.anaphylaxis.org.uk	The Anaphylaxis Campaign
www.asthma.org.uk	Asthma UK
www.cftrust.org.uk	Cystic Fibrosis Trust
www.diabetes.org.uk	Diabetes UK
www.education.gov.uk	Department for Education
www.epilepsy.org.uk/education	Epilepsy Action
www.everychildmatters.gov.uk	Every Child Matters
www.medicalconditionsatschool.org.uk	Medical Conditions at School
www.teachernet.gov.uk/wholeschool/healthandsafety/medical	Teachernet