Qualification Specification

TQUK Level 2 Certificate in Understanding the Safe Handling of Medication in Health and Social Care (RQF)

Qualification Number: 603/3217/7

Version 7

Contents

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 5, May 2024	Rebranded
Version 6, June 2024	Revision of TQT and GLH
Version 7 Sept 2025	Update of Unit: Understand how to administer and support individuals to self-administer medication M/616/9928 LO5 & AC 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 Progression route updated

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Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our website for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

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Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Details of TQUK's procedures and policies can be found on our website.

Qualification specifications can also be found on our website. If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

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Introduction to the Qualification

The TQUK Level 2 Certificate in Understanding the Safe Handling of Medication in health and Social Care (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge and understanding of how to administer, store, dispose of and process medicines safely, and provides learners with an understanding of medication and prescriptions. This qualification is intended to prepare learners' skills in this subject area and to prepare them for further learning or training.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level one in literacy and numeracy or equivalent.

The qualification is suitable for learners of 18 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- Level 2 Diploma in Care (RQF)
- Level 3 Diploma in Adult Care (RQF)
- Level 3 Diploma in Healthcare Support Work (RQF).

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Structure

Learners must achieve all mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Understand medication	M/616/9931	2	23	3
Understand how to administer and support individuals to self-administer medication	M/616/9928	2	44	5
Logistical aspects of handling medication	T/616/9929	2	24	3
Legislation, guidance, and audit processes for medication in health and social care settings	K/616/9930	2	30	3

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 121 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 25 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 140 hours.

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Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

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External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- Office of Qualifications and Examinations Regulation
- Register of Regulated Qualifications

For further details regarding approval and funding eligibility please refer to the following websites:

- Education & Skills Funding Agency for public funding information for 14+ learners in England
- Learning Aim Reference Service (LARS)

Mandatory units

Title:		Understand medication	
Unit reference number:		M/616/9931	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand types and classifications of medication.	1.1	Name different types of medication and explain what they are used for.
		1.2	Outline a range of medication classifications including: • general sales list • pharmacy • prescription only medicines • controlled drugs.
2.	Understand roles of those involved in medication handling.	2.1	Outline own role, including its limitations, in prescribing, dispensing, receiving and administering medication.
		2.2	Outline the roles of other individuals in prescribing, dispensing, receiving and administering medication.
3.	Know how to develop own knowledge and understanding of medication.	3.1	Know the circumstances under which advice should be sought from others.
		3.2	Identify national resources that can be consulted for guidance in relation to medication.
		3.3	Outline information which should be included in patient information leaflets.
		3.4	Explain why it is important to understand the individual's current medication regime before administering more medication.
4.	Know how to monitor effects of medication.	4.1	Describe how the effects of medication on the individual taking it are monitored.
		4.2	Describe how to monitor the impact of the medication on the condition it was taken to treat.
		4.3	Outline the role of physiological measurements in monitoring effects of medication.
		4.4	Identify side effects of different groups of medications.
		4.5	Define the term 'adverse reaction'.
		4.6	Describe what should be done if you think an individual is experiencing a side effect.
		4.7	Describe what should be done if you think an individual is experiencing an adverse reaction.
		4.8	Outline the widely used national guidelines for reviewing medication.
		4.9	Explain how to record and report outcomes of medication reviews.

Title:		Understand how to administer and support individuals to self-administer medication	
Unit reference number:		M/616/9928	
Level:		2	
Credit value:		5	
Guided learning hours:		44	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the steps to be taken before administering medication to an individual.	1.1	Explain the importance of: • getting consent from an individual before giving them medication • giving information to an individual in order for them to give valid consent • agreeing the level of support the individual needs or would like to receive.
		1.2	Outline the hygiene measures that should be taken before administering medication.
2.	Understand the checks to be made before administering medication to an individual.	2.1	Explain why checks on instructions relating to the preparation and method of administration of medication are necessary.
		2.2	Explain why it is important to check instructions from the: • dispenser of the medication • prescriber of the medication • individual using the medication.
		2.3	Outline the checks that should be made on the ID of the individual, Medication Administration Record, medications, and facilities in advance of administering medication.
		2.4	Explain why it is crucial to assess the 'six rights' when administering medication.
3.	Understand the process for administering medication to an individual.	3.1	Explain how to ensure the individual administering medication is not disturbed.
		3.2	Outline the benefits of a monitored dosage system.
		3.3	Outline why a monitored dosage system might not be suitable for an individual.
		3.4	Describe types of medical equipment used to assist with the administration of medication to an individual.
		3.5	Identify the different ways that an individual can take medication.
		3.6	Explain the role of monitoring where 'as required' medication is being administered.
		3.7	Give examples of the types of specific instructions that some medications may have above and beyond details of dose and frequency.
		3.8	Give examples of when to obtain support and/or

			guidance when administering medication.
4.	Understand how to support self-administration of medication in a health and social care setting.	4.1	Explain why individuals need assistance to self-administer their medication.
		4.2	Give examples of points to look out for whilst assessing the risk associated to self-administration.
		4.3	Identify relevant legislation and guidance which are in place to cover the self-administration of medication.
		4.4	Describe the ideal environment which is preferable for an individual to self-medicate.
		4.5	Outline what must be included when recording that an individual has self-administered medication.
5.	Understand safeguarding concerns in relation to the administration of medication	5.1	Describe how the deliberate withholding of medication without a valid reason may raise safeguarding concerns.
		5.2	Describe how using medication for purposes other than treatment of benefit may raise safeguarding concerns.
		5.3	Describe how medication may be used to deliberately harm an individual.
		5.4	Describe how accidental harm may occur through incorrect administration or medication errors.
		5.5	Describe how to record and report the following incidents: • a near miss • medicine error • adverse drug reaction.
		5.6	Describe appropriate actions to take when an individual: • refuses prescribed medication • cannot provide consent • experiences difficulties taking medication.
		5.7	Describe the actions to take if any of the following are compromised during the administration process: • medication • medical equipment.

Title:		Logistical aspects of handling medication.	
Unit reference number:		T/616/9929	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know how to acquire medication.	1.1	Outline the role of the prescription in obtaining medication.
		1.2	Detail the information that must be confirmed upon receipt of medication into a health and social care setting.
		1.3	Outline how medication is safely transported.
		1.4	Outline how to access emergency supplies of medication.
		1.5	Outline how to renew a prescription and gain medication as and when required.
2.	Know how to safely store medication.	2.1	Explain how medication and controlled drugs must be stored within a range of health and social care settings.
		2.2	Explain what advice should be given to individuals who are self-administering medication to ensure that it is stored safely.
		2.3	Give examples of how specific storage instructions might differ depending on the medication.
3.	Know how to safely dispose of unused medication and equipment.	3.1	Explain how medications should be stored in preparation for discarding.
		3.2	Explain why unused or part-used drugs may need to be discarded.
		3.3	Describe how to safely discard medication and related aids in a range of health care settings.
		3.4	Explain the importance of discarding of drugs and medications through agreed ways of working.

Title:		Legislation, guidance, and audit processes for medication in health and social care settings	
Unit reference number:		K/616/9930	
Level:		2	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand legislation and guidance underpinning the safe handling of medication.	1.1	Outline legislation that is pertinent to administering medication in health and social care.
		1.2	Outline the responsibilities of staff who administer medication and support self-medication.
2.	Understand audit processes relevant to handling medication.	2.1	Describe the role of the Pharmacist in supporting the audit processes associated with medications.
		2.2	Describe the role of manufacturer's instructions in the audit process of medications.
		2.3	Describe how internal organisational policies can support audit processes in relation to medication transactions and stock levels.
		2.4	Describe the requirements of external audit and inspection processes.
3.	Understand the role of record-keeping relating to medication.	3.1	Describe the records that are made when medication is received, administered and disposed of.
		3.2	Describe the key documents which are required when recording medication.
		3.3	Explain why it is important to keep good records of medicine administration.
		3.4	Identify factors to take into account to ensure records can be understood by all.
		3.5	Outline the requirements of regulatory authorities in relation to medication recording.
		3.6	Explain why it is important to ensure that all records relating to medication are up to date.
		3.7	Explain why the 'yellow card' system is commonly used for reporting adverse effects.
4.	Understand the principles of confidentiality in relation to medication records in health and social care settings.	4.1	Identify data principles that should be followed when handling confidential information in a health and social care setting.
		4.2	Identify who has a right to access health records.
		4.3	Explain why it is important to maintain confidentiality.
		4.4	Identify what individual rights are granted to service users by the General Data Protection Regulations.
		4.5	Outline steps taken to ensure confidentiality is maintained at all times.
5.	Understand accountability and responsibility of self in relation to administering medication.	5.1	Define 'accountability' and 'responsibility' in the context of administrating medication.
		5.2	Explain why accountability is an important concept in the context of medication administration.
		5.3	State the responsibilities of a range of different

			individuals who store or administer medication.
		5.4	Summarise the potential ramifications of bypassing internal processes when administering medications.