

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Medication Administration (Delegated Tasks)

Unit Reference Number: D/652/0825

Level: Three (3)

Credit Value: Six (6)

Minimum Guided Learning Hours: 50

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand safe medication practices and delegated responsibility	1.1 Explain the purpose of medication in supporting individuals' health and wellbeing
	1.2 Explain own role and responsibilities when medication administration is delegated
	1.3 Describe the importance of working within the limits of own competence, training and authority
2. Know how to prepare for the safe administration of medication	2.1 Outline organisational procedures for preparing to administer medication
	2.2 Explain how to confirm the identity of the individual and obtain valid consent prior to administration
3. Know how to administer medication safely and accurately	3.1 Outline organisational procedures for administering medication using agreed techniques and routes
	3.2 Describe how to apply safe practice principles to reduce the risk of errors
4. Know how to monitor, record and report medication administration	4.1 Explain how to accurately record medication administration in line with agreed systems
	4.2 Explain how to monitor individuals for side effects or adverse reactions and take appropriate action

5. Know how to work in partnership to support safe medication practices	5.1 Describe how to communicate effectively with others involved in medication management
	5.2 Explain how to seek support and advice when concerns arise

Indicative Content	
LO1	<p>AC1.1 The purpose of medication in adult social care, including:</p> <ul style="list-style-type: none"> • Treating illness and long-term conditions • Managing symptoms (e.g. pain, breathlessness, infection) • Supporting physical and mental wellbeing <p>Different types of medication commonly used in care settings How safe and effective medication use contributes to:</p> <ul style="list-style-type: none"> • Stability of health conditions • Improved quality of life <p>Risks associated with incorrect medication use</p> <p>AC1.2 What is meant by delegated medication administration Who may delegate medication tasks (e.g. registered healthcare professionals) Own responsibilities when medication is delegated, including:</p> <ul style="list-style-type: none"> • Accepting tasks only when trained, competent and authorised • Following instructions, care plans and medication policies • Working under agreed supervision arrangements <p>Understanding accountability and responsibility within delegated tasks</p> <p>AC1.3 The meaning of scope of role and competence Why it is essential to:</p> <ul style="list-style-type: none"> • Follow training and organisational procedures • Refuse or escalate tasks beyond own competence <p>Risks of working outside authority, including:</p> <ul style="list-style-type: none"> • Medication errors • Harm to individuals • Legal, professional and disciplinary consequences <p>Knowing when and how to seek advice or clarification</p>
LO2	<p>AC2.1 Organisational medication policies and procedures Preparing safely by:</p> <ul style="list-style-type: none"> • Reading and interpreting Medication Administration Records (MAR charts) • Checking medication labels, dose, timing and route <p>Infection prevention and control measures, including:</p> <ul style="list-style-type: none"> • Hand hygiene • Use of PPE where required <p>Ensuring the environment is:</p> <ul style="list-style-type: none"> • Safe • Free from distractions

	<p>AC2.2</p> <p>Methods of confirming identity, such as:</p> <ul style="list-style-type: none"> • Verbal confirmation • Care records or photographs where appropriate <p>The meaning of valid consent, including:</p> <ul style="list-style-type: none"> • Voluntary • Informed • Given by a person with capacity <p>Mental capacity considerations and:</p> <ul style="list-style-type: none"> • What to do if consent cannot be obtained <p>Respecting the individual's right to:</p> <ul style="list-style-type: none"> • Refuse medication • Ask questions
LO3	<p>AC3.1</p> <p>Agreed routes of administration for delegated tasks, including:</p> <ul style="list-style-type: none"> • Oral • Topical • Eye drops • Inhalers <p>Correct use of equipment and aids</p> <p>Maintaining dignity, privacy and respect during administration</p> <p>Supporting independence where appropriate</p> <p>AC3.2</p> <p>Safe practice principles, including the:</p> <ul style="list-style-type: none"> • Right person • Right medication • Right dose • Right time • Right route <p>Avoiding interruptions and distractions</p> <p>Recognising and responding to:</p> <ul style="list-style-type: none"> • Errors • Near misses <p>Understanding duty of care and duty of candour</p>
LO4	<p>AC4.1</p> <p>Accurate and timely recording of medication administration</p> <p>Use of:</p> <ul style="list-style-type: none"> • Manual records • Electronic systems <p>Recording:</p> <ul style="list-style-type: none"> • Administration • Refusals • Omissions • Errors <p>The importance of clear, factual and legible records</p> <p>AC4.2</p> <p>Common side effects and adverse reactions</p> <p>Monitoring individuals after medication is given</p> <p>Actions to take if concerns arise, including:</p>

	<ul style="list-style-type: none"> • Reporting promptly • Seeking medical advice • Following escalation procedures <p>Sharing information with relevant professionals</p>
LO5	<p>AC5.1</p> <p>Partnership working with:</p> <ul style="list-style-type: none"> • Individuals • Families • Colleagues • Healthcare professionals <p>Clear and timely communication about:</p> <ul style="list-style-type: none"> • Medication changes • Concerns or errors <p>Information sharing in line with:</p> <ul style="list-style-type: none"> • Confidentiality • Data protection requirements <p>AC5.2</p> <p>When and how to:</p> <ul style="list-style-type: none"> • Seek advice from supervisors or healthcare professionals • Escalate concerns appropriately <p>Using:</p> <ul style="list-style-type: none"> • Organisational reporting procedures • Whistleblowing where necessary <p>The importance of supervision, reflection and continuous improvement in medication safety</p>

Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care and Development assessment principles. Assessment must be work-based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate assessment evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for the unit.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations of validity and authenticity.

Assessment evidence may be drawn from a range of methods, selected to ensure validity, reliability and sufficiency, and may include, but is not limited to:

- Direct observation of practice in the workplace
- Reflective accounts demonstrating the application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (for example: policies, procedures, care plans, risk assessments, audits or reports)

- Witness testimony from managers, colleagues or other relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate and permitted.

Where learning outcomes require demonstration of competence or practical skills, direct observation of practice must form the primary source of evidence. Observation should normally take place in person within the learner's work setting, unless otherwise permitted by awarding organisation guidance.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence:

- is fit for purpose
- reflects the learner's role, responsibilities and level of autonomy
- demonstrates both knowledge and effective practice, where required by the unit.

Evidence must clearly relate to the learner's own practice and must not rely solely on hypothetical, simulated or generic examples unless explicitly permitted.

Confidential, sensitive or personal information must not be included in learner portfolios. Where such information is relevant, evidence must be anonymised, summarised or referenced in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified and occupationally competent assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care expectations.