

# Qualification Handbook

## BIIAB Level 2 Certificate in Understanding the Safe Handling of Medicines

601/6133/4

Version 2

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## **1. About the BIIAB Level 2 Certificate in Understanding the Safe Handling of Medicines**

BIIAB is regulated to deliver this qualification by Ofqual in England and Northern Ireland. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

<b>Qualification Title</b>	<b>Qualification Number (QN)</b>
BIIAB Level 2 Certificate in Understanding the Safe Handling of Medicines	601/6133/4

## **2. Objective and Purpose of this Qualification**

This qualification is suitable for learners in the health and social care sector who wish to develop their knowledge of handling medicines. It is a knowledge-based qualification and therefore achievement does not enable learners to be considered competent in the safe handling of medicines.

The primary purpose of this qualification is to enable the learner to develop knowledge in the subject of handling medicines and to prepare for further learning or training.

This qualification is not a component of an apprenticeship framework.

### **3. About this Pack**

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

## **5. What are Rules of Combination (ROC)?**

Under the Regulatory Framework, qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## **6. BIIAB Level 2 Certificate in Understanding the Safe Handling of Medicines Rules of Combination (ROC) and structure**

To achieve the BIIAB Level 2 Certificate in Understanding the Safe Handling of Medicines learners **must** gain a **total of 13** credits. This **must** consist of:

- **Minimum total credit: 13**
- Mandatory Group A **minimum** credit: **13**
- GLH: **110**
- TQT: **131**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

### **Mandatory Group A**

<b>Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Method</b>
CA42	Y/601/9571	Understand medication and prescriptions	3	2	23	Assessment Knowledge Module
CA35	K/601/9574	Supply, storage and disposal of medication	3	2	24	Assessment Knowledge Module
CA36	T/601/9576	Understand the requirements for the safe administration of medication	4	2	39	Assessment Knowledge Module
CA37	F/601/9578	Record-keeping and audit processes for medication administration and storage	3	2	24	Assessment Knowledge Module

## **7. Age Restriction**

Both qualifications in this handbook are appropriate for use in the following age ranges:

- 16-18
- 19+.

## **8. Entry Requirements and Progression**

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

Achievement of this qualification shows that the learner has level 2 knowledge about the safe handling of medicines in health care settings which is important for a wide range of health and social care job roles. It may help the learner to get a job, to improve performance at work or get promoted.

If, upon completion of this qualification, the learner wishes to proceed to a higher level of learning then the following qualifications may be suitable:

- BIIAB Level 3 Diploma in Health and Social Care (Adults) for England
- BIIAB Level 3 Award in Awareness of Dementia
- BIIAB Level 3 Award in Awareness of End of Life Care

## **9. Assessment**

### **Overview of assessment strategy**

The qualification contains knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Devised Assessments. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres **must** obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

### **Assessment process**

Assessment is the process used to judge the competence of a learner against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.



## **Assessment Strategy**

The Assessment Strategy has been designed by Skills for Care. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current Skills for Care designed assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certifying the qualification.

## **Skills for Care Assessment Principles**

### **1 Introduction**

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: : Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

### **2 Assessment Principles**

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

### **3 Internal Quality Assurance**

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

### **4 Definitions**

#### **4.1 Occupationally competent**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

#### **4.2 Occupationally knowledgeable**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

#### 4.3 Qualified to make assessment decisions

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

#### 4.4 Qualified to make quality assurance decisions

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

#### 4.5 Expert witness:

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

### **Appeals**

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to [www.biiab.org](http://www.biiab.org)

## 10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## 11. Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

## 12. Resources

BIIAB provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- a Learner Summative Reflection template
- Access to the units.

All of these resources are available for download via The Hub on [centrezon.bii.org](https://centrezon.bii.org).

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

### Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezon.bii.org](https://centrezon.bii.org)

### Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## 13. Design and delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

## **14. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### **Unit Number / Unique Reference Number (URN)**

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies within whichever qualification the unit is included. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## **15. Initial Registration**

### **Registration and certification**

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

### **Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

### **Reasonable Adjustment Policy**

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.



## **16. Mandatory Units**

The following units are mandatory for this qualification. For access to all optional units please visit [centrezone.bii.org](http://centrezone.bii.org).

<b>Unit Title</b>	<b>Understand medication and prescriptions</b>	
<b>BIIAB Reference</b>	<b>CA42</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>23</b>	
<b>Unit Reference No.</b>	<b>Y/601/9571</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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: <ul style="list-style-type: none"> <li>• General Sales List (GSL)</li> <li>• Pharmacy (P)</li> <li>• Prescription Only Medicines (POM)</li> <li>• controlled drugs</li> </ul>
3 Understand legislation and guidelines related to medication	3.1	Outline the key points of current legislation and guidance relating to medication
	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: <ul style="list-style-type: none"> <li>• prescribing medication</li> <li>• dispensing medication</li> <li>• obtaining and receiving medication</li> <li>• administering medication</li> </ul>
	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
	5.3	Describe why it is important to seek information from the individual about their medication and condition

<b>Assessment Requirements and Evidence Requirements</b>
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

<b>Additional information</b>	
Assessment Criterion 1.1	<b>Types:</b> <ul style="list-style-type: none"> <li>• Antibiotics</li> <li>• Analgesics</li> <li>• Antihistamines</li> <li>• Antacids</li> <li>• Anti-coagulants</li> <li>• Psychotropic medicine</li> <li>• Diuretics</li> <li>• Laxatives</li> <li>• Hormones</li> <li>• Cytotoxic medicines</li> </ul>
Assessment Criterion 3.1	<b>Legislation and guidance:</b> This should be current and up to date (for example at the time of printing that produced by the Royal Pharmaceutical Society of Great Britain, Access to Health Records Act etc).
Assessment Criterion 4.3	<b>Information</b> , e.g. agreed ways of working
Assessment Criterion 5.1	<b>Sources</b> e.g.: <ul style="list-style-type: none"> <li>• Prescriber</li> <li>• Pharmacist</li> <li>• Publications and websites (note a wide range of publications and internet sources are available related to medication, it is important to ensure that information learners reference is related to the United Kingdom and reflects UK requirements)</li> </ul>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Supply, storage and disposal of medication</b> <b>CA35</b> <b>2</b> <b>3</b> <b>24</b> <b>K/601/9574</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
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: <ul style="list-style-type: none"> <li>• transferring medication from one setting to another</li> <li>• obtaining medication in an emergency situation</li> <li>• obtaining medication 'as and when required (PRN)'</li> <li>• renewal of prescription</li> </ul>
2 Know the requirements for storing medication	2.1 Describe the requirements of medication storage within the following settings: <ul style="list-style-type: none"> <li>• clinical settings</li> <li>• residential care</li> <li>• day services</li> <li>• domiciliary care</li> <li>• non care settings</li> </ul> 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 Give examples of the types of medication that have specific storage requirements
3 Understand the requirements for the safe disposal of medication	3.1 Give examples of why drugs might need to be disposed of 3.2 Outline the procedures for the safe and secure disposal of medication and equipment for: <ul style="list-style-type: none"> <li>• nursing care settings</li> <li>• care settings</li> <li>• domiciliary care settings</li> <li>• controlled drugs</li> </ul> 3.3 Explain why it is important to dispose of medication and equipment in line with agreed procedures

<b>Assessment Requirements and Evidence Requirements</b>
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

<b>Additional information</b>	
Assessment Criterion 2.4	<b>Specific storage requirements</b> e.g. comprised medication awaiting disposal, some antibiotics
Assessment Criterion 3.2	<b>Procedures</b> e.g. local, national or organisational protocols





<b>Unit Title</b>	<b>Understand the requirements for the safe administration of medication</b>	
<b>BIIAB Reference</b>	<b>CA36</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>39</b>	
<b>Unit Reference No.</b>	<b>T/601/9576</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
5 Understand how the effects of medication are monitored	5.1	Describe how to monitor the effects of medication on the individual and the condition it has been prescribed for
	5.2	Identify common side effects of widely used medicines
	5.3	Explain what is meant by an adverse reaction
	5.4	Describe the actions to be taken if side effects or an adverse reaction to medication are suspected
	5.5	Outline how medication reviews should be carried out in line with national guidelines
	5.6	Explain how the outcomes of monitoring should be recorded and reported

<b>Assessment Requirements and Evidence Requirements</b>
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

<b>Additional information</b>	
Assessment Criterion 1.1	<b>Specialised techniques e.g.:</b> <ul style="list-style-type: none"> <li>• Injections</li> <li>• Rectal administration</li> <li>• Medication via PEG tube</li> <li>• Inhalation</li> <li>• Monitored Dose Systems</li> </ul>
Assessment Criterion 5.5	<b>National guidelines e.g.:</b> <ul style="list-style-type: none"> <li>• National Service Framework</li> <li>• National Minimum Standards</li> </ul>





<b>Assessment Requirements and Evidence Requirements</b>
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This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.
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### 17. BIIAB Level 2 Certificate in Understanding the Safe Handling of Medicines sign-off sheet

To achieve the BIIAB Level 2 Certificate in Understanding the Safe Handling of Medicines learners **must** gain a **total of 13** credits. This **must** consist of:

- **Minimum total credit: 13**
- Mandatory Group A **minimum credit: 13**
- GLH: **110**
- TQT: **131**

Learners and centres should complete the table overleaf to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

**Mandatory Group A**

<b>Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Learner Signature</b>	<b>Date</b>	<b>Assessor Signature</b>	<b>Date</b>	<b>Internal Quality Assurer signature (if sampled)</b>	<b>Date</b>
CA42	Y/601/9571	Understand medication and prescriptions						
CA35	K/601/9574	Supply, storage and disposal of medication						
CA36	T/601/9576	Understand the requirements for the safe administration of medication						
CA37	F/601/9578	Record-keeping and audit processes for medication administration and storage						

## Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provide below and sign & date the document, or you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: \_\_\_\_\_

### Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

### Learner Reflection

Learner Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**BIIAB Level 2 Certificate in Understanding  
the Safe Handling of Medicines**



Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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Infor House  
1 Lakeside Road  
Farnborough  
Hampshire  
GU14 6XP