

H5M2 04 (SCDCCLD0324) — Support the Use of Medication for Children

Overview

This standard identifies the requirements when supporting the use of medication for children. The standard covers preparing for and supporting the use of medication, as well as implementing practices to ensure medication supplies are received, stored and disposed of safely.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

NOTE: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Children or young people are the children and/or young people you support and care for in your work.

To **communicate** may include using the child or young person's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non-verbal forms of communication; human and technological aids to communication.

Information from the parent, in the prescription details, the medication information leaflet, medication records.

Key people are those who are important to a child or young person and who can make a difference to his or her wellbeing. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the child or young person's wellbeing and who enable you to carry out your role.

Parents are those who have the legally acknowledged responsibilities for the continuous care, wellbeing and decision-making relating to the children or young people in question.

Records should include details about the child, emergency contact, the name of the medication, dosage, route, times to be taken, known adverse reactions and any other special requirements. Completed records for medication need to state the dose administered by whom and the time given noting any particular difficulties.

Specific requirements for when and how the medication must be used — may include time of day, frequency, interval since the previous dose, before/with/after food in a particular form, via a particular route.

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community.

Scope/range related to Knowledge and Understanding

All knowledge statements must be applied in the context of this standard

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include:

family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 26 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Implement safe practices when receiving, storing and disposing of medication supplies

	Performance Criteria	Evidence Number where this criteria has been met
1	Assess information about the child's medication.	
2	Record and pass on information about the child's medication to others in accordance with work setting requirements.	
3	Ensure that parents understand the work setting requirements for the use of medication.	
4	Ensure that the parent has formally consented to the administration of medication to their child within the work setting.	
5	Ensure that any medication received into the work setting is in its' original container and has a clear pharmacy label with the child's name, date of birth, the dosage, date and any specific requirements .	
6	Check with the parent any known reactions that the child has to the medication.	
7	Check the last time medication was used for the child with the parent and ensure that this has been recorded.	
8	Store the medication securely according to any special requirements and work setting requirements.	
9	Complete records and reports about medication supplies in accordance with work setting requirements.	

Implement safe practices when receiving, storing and disposing of medication supplies

	Performance Criteria	Evidence Number where this criteria has been met
10	Dispose of any unused medication safely according to work setting requirements.	
11	Check that the correct medication for the child is returned to parents or key people along with a record of usage.	

Prepare for the use of and administer medication

12	Prepare the environment for the use of medication ensuring privacy for the child and security for the medication.	
13	Check that the medication to be administered is for the correct child.	
14	Check the medication record for the last time of administration and the dosage used.	
15	Check any special requirements for the administration of the medication.	
16	Clarify with appropriate people any discrepancies, conflicting instructions or missing medication, in accordance with work setting requirements.	
17	Promote recommended hygiene practice with the child when preparing for the use of, and administering, medication.	
18	Communicate to the child about the administration of the medication and reassure them about the process.	
19	Administer the medication according to special requirements and work setting requirements.	
20	Observe the use of medication to identify any practical difficulties .	

Prepare for the use of and administer medication (cont)

	Performance Criteria	Evidence Number where this criteria has been met
21	Address any practical difficulties sensitively and in accordance with work setting requirements.	
22	Ensure that medication is stored securely after use and that the environment is returned to its' original state.	
23	Complete accurate, dated and signed records on the use of medication for the child according to work setting requirements.	
24	Observe the child for any reactions to the medication.	
25	Consult with health staff when necessary when clarification on the type of, or use of, medication and any potential side effects is required.	
26	Seek additional help of support about the use of medication where there are any difficulties.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 46 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	The child or young person's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

28	Principles of reflective practice and why it is important.	
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Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	The importance of obtaining parental consent for the administration of medication.	
39	The roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication.	
40	Common types of medication and their general uses.	
41	Requirements for storing and disposing of specific medications.	
42	Practices for maintaining hygiene and preventing cross infection and contamination while handling medication.	
43	The routes by which medication can be taken into the body.	
44	Materials and equipment that can assist in administering medication.	
45	Changes to a child's physical or mental state that may indicate an adverse reaction to medication.	
46	Work setting requirements for recording the use of medication.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	