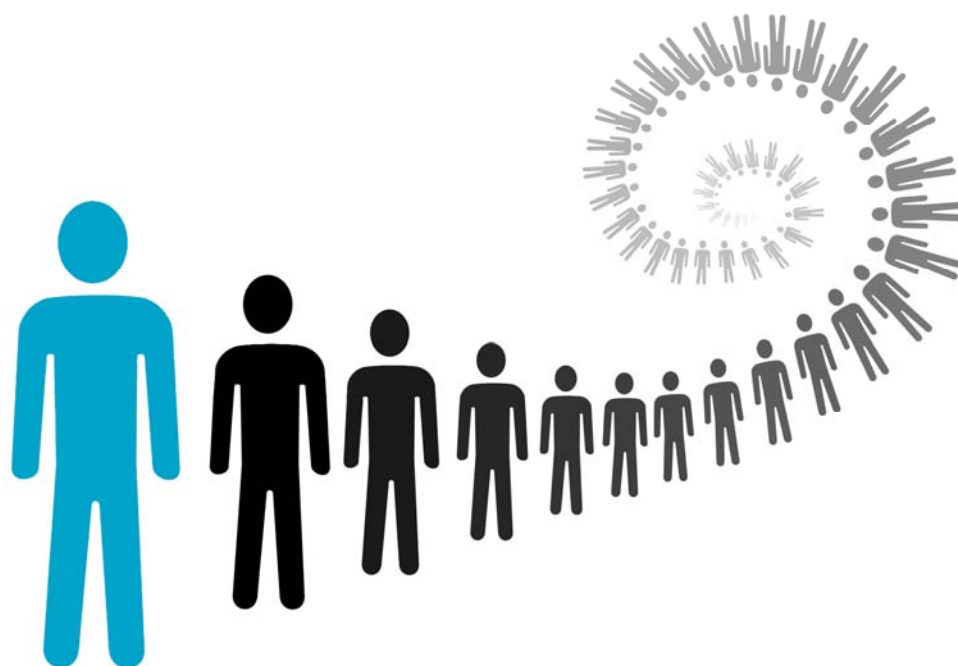


Level 3 & 4 Qualifications in Working with Substance Misuse (7542)

Qualification handbook

www.cityandguilds.com
September 2008
Version 2.1



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Contents

1	Introduction	7
	About this document	7
	Other sources of essential information	7
2	The Working with Substance Misuse Qualifications and Credit Framework (test and trial project)	9
	What is the Qualifications and Credit Framework?	9
	QCF units	9
	Are the Working with Substance Misuse QCF units different to the NVQ units?	9
	Which new qualifications are available?	9
	What is the objective of the project?	10
	Contacting the Sector Skills Councils	11
3	Candidate entry and progression	12
	Candidate work role requirements	12
	Candidate entry requirements	12
	Legal considerations and age restrictions	12
	Progression routes	12
4	Centre resource requirements	13
	Registration period	13
5	Assessment method requirements	14
	External quality control	14
	Accreditation of Prior Experience and Learning (APEL)	14
	Workplace assessment requirements	14
	Simulation	15
6	Roles and occupational expertise requirements	16
	Role and Competence of Assessors, Expert Witnesses and Verifiers	16
6.1	Assessors	17
6.2	Expert Witnesses	18
6.3	Internal Verifiers	19
6.4	External Verifiers	20
	Continuing Professional Development of Assessors and Verifiers	20
7	Recording assessment and evidence and learning resources	21
	Learning and support resources	21
8	The qualification structure	22
Unit 001	Recognise indications of substance misuse and refer individuals to specialists (T/501/0625)	24
Unit 002	Enable individuals who misuse substances to identify and use health and social care services and facilities (Y/501/0584)	29
Unit 003	Support individuals who are substance users (A/501/0626)	34
Unit 004	Identify and act upon immediate risk of danger to substance misusers (D/501/0585)	39

Unit 005	Provide services to those affected by someone else's substance use (F/501/0627)	44
Unit 006	Increase awareness about drugs, alcohol or substances with individuals and groups (H/501/0586)	49
Unit 007	Test for substance use (K/501/0640)	54
Unit 008	Carry out initial assessments to identify and prioritise the needs of substance misusers (A/501/0643)	59
Unit 009	Carry out comprehensive substance misuse assessment (K/501/0587)	64
Unit 010	Contribute to care planning and review for individuals who misuse substances (M/501/0588)	69
Unit 011	Assist with the transfer of individuals, who misuse substances, between agencies and services (J/501/0662)	74
Unit 012	Administer medication to individuals, and monitor the effects (Y/501/0598)	79
Unit 013	Supply and exchange injecting equipment for individuals (D/501/0599)	84
Unit 014	Support individuals through detoxification programmes (K/501/0590)	89
Unit 015	Supervise methadone consumption (T/501/0687)	94
Unit 016	Employ techniques to help individuals adopt sensible drinking behaviour (J/501/0600)	99
Unit 017	Model pro-social behaviour and relationships with children and young people who use substances (J/501/0595)	104
Unit 018	Supervising and enforcing the sentences of low to medium risk offenders who misuse substances, in the community (F/501/0692)	109
Unit 019	Address the offending behaviour of substance misusers (L/501/0596)	114
Unit 020	Contribute to the prevention and management of abusive and aggressive behaviour of individuals who misuse substances (M/501/0591)	118
Unit 021	Develop and sustain effective working relationships with staff within substance misuse services and other agencies (F/501/0689)	124
Unit 022	Provide and obtain information at courts and formal hearings (R/501/0597)	129
Unit 023	Support and challenge workers on specific aspects of their practice (T/501/0639)	134
Unit 024	Develop and disseminate information and advice materials regarding the management of substance misuse (L/501/0694)	139
Unit 025	Develop, implement and review care plans for individuals who misuse substances (J/501/0645)	144
Unit 026	Analyse agency processes to retain individuals in contact with substance misuse services (T/501/0589)	149
Unit 027	Implement policies to manage risk to individuals who misuse substances and third parties within services (K/501/0668)	154
Unit 028	Contribute to the development of organisational policy and practice (A/501/0688)	159
Unit 029	Assess children and young people involved in the use of substances (T/501/0592)	164
Unit 030	Assist children and young people to be supported by substance use services (T/501/0690)	169
Unit 031	Facilitate others to develop their knowledge, skills, confidence and resources about the provision of services to children and young people who use substances (A/501/0593)	174

Unit 032	Enable children and young people to address their substance use (A/501/0691)	179
Unit 033	Enable individuals who misuse substances to change their offending behaviour (J/501/0693)	184
9	About the standards	189
	Availability of QCF units	189
10	Key Skills Mapping	190
Appendix A	Full list of units	191
Appendix B	Additional requirements for Assessors for the Youth Justice Units	193

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1 Introduction

About this document

This document provides details that centres and candidates will need in order to offer the City & Guilds Qualifications and Credit Framework (QCF) qualifications in Working with Substance Misuse.

This document provides:

- a brief introduction to the Qualification Credit Framework (QCF)
- details of the new qualifications available and the substance misuse test and trial project
- the requirements for occupational competence for all those involved in the assessment process
- progression routes.

Other sources of essential information

This document has been designed to be used with the City & Guilds NVQ *Logbooks* which contain:

- the NVQ units
- evidence requirements
- forms for centres and candidates to use for recording assessments and evidence.

The following *Candidate Logbooks* are available from the City & Guilds website www.cityandguilds.com.

Level	Title	Stock code
Level 2	<i>Candidate logbook: NVQ in Health and Social Care</i>	TS-02-3172
Level 3	<i>Candidate logbook: NVQ in Health and Social Care (Children and Young People)</i>	TS-13-3172
Level 4	<i>Candidate logbook: NVQ in Health and Social Care (Children and Young People)</i>	TS-14-3172
Level 2	<i>Candidate logbook: NVQ in Health</i>	TS-02-3173
Level 3	<i>Candidate logbook: NVQ in Health</i>	TS-03-3173
Level 3	<i>Candidate logbook: NVQ in Community Justice</i>	TS-13-7432
Level 4	<i>Candidate logbook: NVQ in Community Justice</i>	TS-14-7432
Level 3	<i>Candidate logbook: NVQ in Youth Services</i>	TS-03-7498
Level 4	<i>Candidate logbook: NVQ in Youth Services</i>	TS-04-7498

There are also other City & Guilds documents which contain the latest information regarding the assessment of the qualifications:

- *Providing City & Guilds qualifications – a guide to centre and qualification approval*
- *Ensuring quality* - containing updates on assessment and policy issues
- *City & Guilds centre toolkit* – additional information on running City & Guilds qualifications is given in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates.

Details of general regulations, registration and certification procedures, including fees, are included in the City & Guilds *Directory of qualifications*. This information appears on the online qualification administration service for City & Guilds approved centres, the Walled Garden, at **www.walled-garden.com**.

2 The Working with Substance Misuse Qualifications and Credit Framework (test and trial project)

What is the Qualifications and Credit Framework?

The Qualification and Credit Framework (QCF) is a new way of recognising achievement through the award of credit for units and qualifications. It will provide flexible routes to gaining full qualifications, and enable qualifications to be achieved in smaller steps.

Units within the framework will have a level (ranging from Entry level to level 8) to indicate the level of difficulty. They will also have a credit value to indicate the size of the unit.

The QCF will:

- allow providers to design more flexible programmes, suited to the needs of a wider range of candidates
- describe achievements (credits) to employers, providers and candidates in a way that is easy to understand
- allow candidates to accumulate credit, by recognising smaller steps of learning at their own pace
- allow candidates to transfer credits into an electronic Candidate Achievement Record, which they will keep for life.

QCF units

Each unit has been given a credit value based on the total number of hours learning required to achieve it (notional learning). Each 10 hours of learning equals 1 credit eg if a unit takes 50 hours of learning then it will receive a credit value of 5. The units vary in credit value.

In addition all units have a level which may be different from the qualification in which they can be used.

Are the Working with Substance Misuse QCF units different to the NVQ units?

The QCF units for Substance Misuse match exactly the National Occupational Standards (NOS) units from which they are derived. These NOS come from the following suites of NOS which are part of a range of NVQs - Community Justice, Youth Justice, Drug and Alcohol National Occupational Standards (DANOS), and Health and Social Care.

The QCF has a slightly different layout of the criteria for the units and also incorporates the level and credit value. The NVQ units have therefore been reformatted, to meet the new QCF unit criteria. Although the units are presented in a revised format, the assessment criteria used in both the NVQ and QCF units are identical.

Which new qualifications are available?

These are available as Award and Certificate at levels 3 & 4. To complete a qualification the minimum credit value must be achieved and each type at each level requires more credit to be achieved. The number of units to achieve this is not fixed as it is the total credit value that is required.

Candidates can accumulate credit which will allow them to claim Award and Certificate certification as the qualification credit values are achieved.

This document sets out the recommendations and quality control of Skills for Health and Skills for Justice for the assessment required for the:

Level 3 Award in Working with Substance Misuse (minimum 10 Credits)

Level 4 Award in Working with Substance Misuse (minimum 10 Credits)

Level 3 Certificate in Working with Substance Misuse (minimum 18 Credits)

Level 4 Certificate in Working with Substance Misuse (minimum 18 Credits)

The development of these qualifications has had the full support of the Home Office, Department of Health, the National Treatment Agency (NTA), Substance Misuse Policy Development Team, Welsh Assembly Government. They are also endorsed by Skills for Health and Skills for Justice.

The qualification will be achieved by combining units which each have a credit value to achieve the credit required for the qualification. It may be that the combination of units undertaken achieves a credit greater than that required for the qualification eg 12 but the qualification achieved is still an Award. Only if the credit achieved equals 18 or more would a Certificate in Substance Misuse be awarded.

(NB: Credit value specifies the number of credits that will be awarded to a candidate who has achieved the learning outcomes of the unit. One credit is awarded for those learning outcomes achievable in 10 hours learning time. The credit value of the unit will remain constant in all contexts.)

The level of the qualification is determined by the level of 60% of the credit. It is also possible to achieve unit credit where it is not possible to complete the full qualification.

These qualifications have been developed for workers in the field of substance misuse. The qualifications are suitable for workers who already have a related professional qualification/ relevant S/NVQ for Continuing Professional Development or for those who are working in the field but would not be able to achieve a full S/NVQ eg due to being a part time/voluntary worker.

The qualifications are on the Qualifications and Credit Framework and are available in England, Wales and Northern Ireland. (Consideration should be given as to whether qualification materials should be made available in the Welsh language).

The Assessment Strategy for these qualifications has been adapted from the S/NVQ Assessment Strategies for Justice and Health & Social Care.

The units that make up the qualifications are directly transferable with the S/NVQ units. A full list of units is in Appendix A.

What is the objective of the project?

City & Guilds is working in partnership with Skills for Health and Skills for Justice (Sector Skills Councils) to test and trial new credit based units.

The objectives of the project are to:

- Transfer the National Occupational Standards to the Unit Template.
- Assign Level to each of the Units.
- Assign Credit to each of the Units.
- Test the Rules of Combination.
- Test the assigning of Level to the qualification.
- Test the assessment strategy.
- Trial the qualification with candidates.
- Evaluate the Award through registration; credit awarded and full Award certification data.
- Assess the impact on registrations for the full NVQ.

This project is one of a series the regulatory authorities for England (QCA), Wales (DELLS) and Northern Ireland (CCEA) are co-ordinating to test and trial the QCF. Details of other projects are available from the regulatory authorities' websites.

Contacting the Sector Skills Councils

Skills for Health and Skills for Justice have worked with City & Guilds to allocate credit to the QCF units.

Name of SSC	Skills for Health
Address	2nd Floor Goldsmiths House Broad Plain Bristol BS2 0JP
Telephone	0117 922 1155
Fax	0117 925 1800
e-mail	office@skillsforhealth.org.uk
URL	www.skillsforhealth.org.uk

Name of SSC	Skills for Justice
Address	Centre Court Atlas Way Sheffield S4 7QQ
Telephone	0114 261 1499
Fax	0114 261 8038
e-mail	info@skillsforjustice.com
URL	www.skillsforjustice.com

3 Candidate entry and progression

Candidate work role requirements

The qualifications are relevant to workers in a range of statutory services who have regular contact with substance misusers eg probation, social services, health services, teachers, police and who want to increase their level of competence around working with substance misusers.

They are also relevant to those working within specialist substance misuse services either with adults or children and young people. These services may be statutory or voluntary and will usually have Service Level Agreements with local Drug Action Teams (DATs), Community Safety Partnerships (CSPs) or Crime and Disorder Reduction Partnerships (CDRPs).

The qualifications are suitable for a wide range of substance misuse workers and in different contexts. They can be used by workers already holding a relevant Level 3 NVQ such as Health and Social Care/Working with Offending Behaviour or a professional qualification in a related field such as social work, nursing, youth work, teaching and probation. They can also be used by workers who cannot access the full Level 3 qualification because of the particular nature of their working context or role i.e. they are a part-time or voluntary worker.

NB: If the candidate does not already hold a professional qualification or relevant Level 3 NVQ and if it is possible for them to take a relevant Level 3 NVQ, the NVQ should be the first qualification taken before moving onto the Award or Certificate.

Candidate entry requirements

There are no formal entry requirements for candidates undertaking the qualifications; however they must be working with substance misusers and centres must ensure that candidates have the potential and opportunity to gain evidence for their qualification in the work place.

Legal considerations and age restrictions

The qualifications are not approved for the use of those who are under 16 years of age.

Progression routes

Candidates may acquire credits to progress from an Award to a Certificate at Levels 3 and 4.

From Level 3 or 4 they may consider progression to:

- City & Guilds NVQs in Health and Social Care.
- City & Guilds NVQs in Health.
- City & Guilds NVQs in Community Justice.
- City & Guilds NVQs in Working with Offending Behaviour.
- City & Guilds NVQs in Youth Justice.

4 Centre resource requirements

Registration period

Please check the *Online Catalogue* for the latest information on length of registration and the last registration and certification dates.

Where the period of access to assessment offered by a centre is less than the period covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by the candidates.

Centres must also ensure candidates understand any time constraints particular to this QCF test and trial project.

5 Assessment method requirements

This guidance is based on and amplifies the Assessment Strategy developed for the NVQs in Health and Social Care and NVQs in Community Justice. Centres must adhere to this guidance during the pilot phase.

External quality control

The monitoring and standardisation of assessment decisions will be achieved by a robust and strong external verification system. The mechanisms required to achieve this are outlined in QCA's '*NVQ Code of Practice*' for Awarding Bodies.

All assessors, internal verifiers and external verifiers must meet the requirements of the *NVQ Code of Practice*.

Accreditation of Prior Experience and Learning (APEL)

The use of accreditation of prior learning, achievement and/or experience identified at initial assessment is encouraged.

Workplace assessment requirements

Assessments of candidates' performance must take place in a work based situation, except for those units for which simulation has been deemed acceptable.

In order to ensure that the evidence used to assess candidates against the units is valid, all centres must demonstrate that the candidates have access to the types of resources commonly in use in the sectors and that the pressures and constraints of the workplace are reflected.

Centres must be flexible and adaptable and meet the needs of the candidate in making the most of opportunities for workplace assessment.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

It is expected that a range of diverse and different assessment methods are used:

- Direct observation of practice by a qualified assessor.
- Observation of occupationally specific units by an expert witness.
- Professional discussion.
- Inference of knowledge from direct observation of practice.
- Direct questioning and assignments.
- Assessment of products.
- APEL and APL.

The sources of evidence will include:

- Candidate practice – including the record of the observation of the candidate's performance.
- Candidate's reflective account/practice journal.

- Products of the candidate's own work and contributions they have made such as: care plans, minutes, reports, project reports, etc.
- Case studies.
- Witness testimony.
- Service user/carer testimony.
- Answers to oral and written questions.
- Written assignments and projects.
- Previous experience and learning.
- Role play.

Observation or Expert Witness Testimony is an evidence requirement for all units. The Sector Skills Councils believe that direct observation by a competent assessor (as outlined in Section 6) is always to be preferred. However the use of Expert Witnesses has parity with assessor observation and is encouraged as a contribution to the assessment of evidence of the candidate's competence, where opportunities present themselves or where there are no occupationally competent assessors. The assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit.

Simulation

Simulations should only be used in the following units:

Unit 004 Identify and act upon immediate risk of danger to substance misusers (D/501/0585).

Unit 020 Contribute to the prevention and management of abusive and aggressive behaviour of individuals who misuse substances (M/501/0591).

Assessment in a simulated environment is allowed for these units as:

- performance is critical, but there is risk of harm to the candidate or service user in a real situation (although evidence from direct observation should be used where possible)
- the opportunity may not arise for candidates to demonstrate their learning through a real situation (although evidence from direct observation should be used where possible).

The Awarding Bodies should issue adequate guidance to their centres as to how the simulation should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more nor less than they would be in a real work situation. This guidance should clearly state that the strategy for simulations should be approved by the external verifier and all simulations must be agreed with the internal verifier prior to use.

All simulations should follow these basic principles:

- 1 A centre's overall strategy for simulation must be examined and approved by the external verifier.
- 2 The nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies they may come across.
- 3 Where simulations are used they must reflect the requirements of the units.
- 4 The location and environment of simulation must be agreed with the internal verifier prior to taking place and be checked by the external verifier.
- 5 All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess and all simulations should follow these documented plans.
- 6 There should be a range of simulations to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.

6 Roles and occupational expertise requirements

Role and Competence of Assessors, Expert Witnesses and Verifiers

The Sector Skills Councils believes that the occupational expertise of assessors, expert witnesses, internal and external verifiers is one of the key factors underpinning valid, fair and reliable assessment. The integrity and professionalism of assessors, expert witnesses, internal and external verifiers are of paramount importance. Centres must ensure that both assessors and verifiers are given sufficient time to carry out their roles effectively.

6 Roles and occupational expertise requirements

6.1 Assessors

All assessors must:

- 1 be occupationally competent. This means that each assessor must, according to current sector practice be competent in the functions covered by the units they are assessing and be able to assess, plan, implement and evaluate substance misuse services that are directly related to the units they are assessing. They will have gained their occupational competence working within the field of substance misuse. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and assessors
- 2 be familiar with the National Occupational Standards; and must be able to interpret and make judgements on current working practices and technologies within the area of work
- 3 maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by the Awarding Body, the Sector Skills Councils or other relevant providers in the sector
- 4 hold or be working towards the assessor qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the regulatory authorities. Approved centres will be required to provide the Awarding Body with current evidence of how each assessor meets this requirement; for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards the qualification for assessing NVQs, Awarding Bodies must require that assessment decisions are countersigned by another assessor who holds the qualification for assessing NVQs. The assessor holding the qualification for assessing NVQs must meet the criteria laid out in points 1 and 2 above.

Where the qualification is new and there are not sufficient occupationally competent assessors to meet the countersignatory requirements as above, centres may use qualified NVQ/SVQ assessors who are not occupationally competent for up to 18 months from introduction of the qualification/s.

Any such arrangements should be agreed with the Awarding Body and be monitored through the external verification process.

6 Roles and occupational expertise requirements

6.2 Expert Witnesses

All expert witnesses must:

- 1 be occupationally competent. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing and be able to assess, plan, implement and evaluate substance misuse services that are directly related to the units they are witnessing. They will have gained their occupational competence working within the field of substance misuse or within an appropriate occupational sector
- 2 maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These may include those offered by the Awarding Body, the Sector Skills Councils or other relevant providers in the sector
- 3 be familiar with the National Occupational Standards; and must be able to interpret current working practices and technologies within the area of work
- 4 have had an appropriate induction to qualification/s, the assessment centre and Awarding Body requirements, and have access to ongoing training and updating on current issues relevant to these qualifications and NOS.

6 Roles and occupational expertise requirements

6.3 Internal Verifiers

All internal verifiers must:

- 1 be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, internal verifiers must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the units, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. Internal verifiers must also sample the assessment process and resolve differences and conflicts on assessment decisions
- 2 understand the content, structure and assessment requirements for the qualifications they are verifying
- 3 maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by the Awarding Body, the Sector Skills Councils or other relevant providers in the sector
- 4 hold or be working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the regulatory authorities
- 5 occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of an internal verifier
- 6 have an appropriate induction to the qualifications that they are verifying provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier
- 7 In England, Wales and Northern Ireland, hold or be working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the regulatory authorities. Where an internal verifier is working towards their Internal Verifier qualification, Awarding Bodies must require that their internal verification decisions are counter-signed by an internal verifier who holds the qualification for internally verifying NVQs. The internal verifier holding the qualification for internally verifying NVQs may or may not meet the criteria laid down in point 1 above. Such arrangements should be agreed with the Awarding Body and be monitored through the external verification process.
- 8 Where the qualification is new and there are not sufficient occupationally competent internal verifiers to meet the countersignatory requirements as above, centres may use qualified NVQ/SVQ internal verifiers who are not occupationally competent for up to 18 months from introduction of the qualification/s.

6 Roles and occupational expertise requirements

6.4 External Verifiers

All external verifiers must:

- 1 be occupationally knowledgeable and have gained their knowledge working within the sector or associated professional/occupational area
- 2 have a thorough understanding of the national occupational standards for the qualifications that they will be verifying
- 3 have a detailed knowledge of the Awarding Body's systems and documentation
- 4 have a thorough understanding of the qualification system and national policy and guidance documents produced by the regulatory authorities and Awarding Bodies describing assessment and verification practice
- 5 maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the health, social care and justice sector in each UK country. These activities may include those offered by the Awarding Body, Sector Skills Councils or other relevant providers in the sector
- 6 hold, or be working towards, the external verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the regulatory authorities
- 7 have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to. Where appropriate Skills for Justice/Skills for Health will provide non financial support to Awarding Bodies in carrying this out.

The Awarding Body may seek clarification from the Sector Skills Councils of the appropriateness of the specific external verifier applicant where appropriate.

Continuing Professional Development of Assessors and Verifiers

The sector also requires that individuals involved in these activities maintain currency of skill and understanding of the sector, in line with the role they are fulfilling.

All assessors and verifiers, if not currently employed within the relevant sector, will need to prove they have an up-to-date working knowledge of the sector they are assessing or verifying, This can be demonstrated by maintaining records of evidence from occupational updating activities such as:

- internal or external work experience
- internal or external work shadowing opportunities
- other relevant CPD activities.

7 Recording assessment and evidence and learning resources

Recording forms to use for the Qualifications in Working in Substance Misuse Test and Trial project

City & Guilds has developed *Recording forms* for NVQs. Centres should use these *Recording Forms* to record candidate achievements during the test and trial phase of the QCF units and qualifications.

The *Recording forms* are available from the Health and Social Care section of the City & Guilds website. See section 1 of this *Handbook* for stock codes.

QCF terminology

Whilst the evidence outcomes required from QCF and NVQ units are the same the QCF units use different terminology to the NVQ units.

The assessment criteria for NVQ units are listed under the 'What you must do' and 'What you must know' whereas for the QCF units they are all listed under 'The candidate can'.

Learning and support resources

Smartscreen, the City & Guilds e-Learning resource for the NVQ (1008) is suitable to support these qualifications.

More information is available on the Smartscreen website www.smartscreen.co.uk.

8 The qualification structure

Level 3 Qualification in Working with Substance Misuse

	Award	Certificate
Minimum number of credits required	10 credits	18 credits
Minimum number of credits which must come from Level 3	6 credits	11 credits
Number of units this qualification could be achieved in	Min- 2 units Max- 4 units	Min- 3 units Max- 7 units

8 The qualification structure

Level 4 Qualification in Working with Substance Misuse

	Award	Certificate
Minimum number of credits required	10 credits	18 credits
Minimum number of credits which must come from Level 4	6 credits.	11 credits.
Number of units this qualification could be achieved in	Min- 2 units Max- 3 units	Min- 3 units Max- 5 units

Unit 001

Recognise indications of substance misuse and refer individuals to specialists (T/501/0625)

Level 3

Credit Value 4

About this unit

This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standards:
AA1 Recognise indications of substance misuse and refer individuals to appropriate services
AF1 Carry out screening and referral assessment.
These also appear in Health and Social Care Standards as HSC362 and HSC338 respectively.

Unit 001

Recognise indications of substance misuse and refer individuals to specialists (T/501/0625)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Recognise indications of substance misuse	<ul style="list-style-type: none">.1 Identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents).1.2 Identify possible indications of substance misuse (eg physical, behavioural, social and emotional).1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse..4 Show how to obtain specialist assistance where required.1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date.
2 Assess and monitor risk	<ul style="list-style-type: none">2.1 Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures.2.2 Review the assessment of risk and explain why this is important.2.3 Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk.
3 Handle information and maintain records	<ul style="list-style-type: none">3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so.3.2 Identify the rights of individuals and the principle of confidentiality.
4 Refer individuals to appropriate services	<ul style="list-style-type: none">4.1 Identify the range of services relevant to substance misuse available locally and nationally.4.2 Demonstrate how to refer individuals to services in line with organisational requirements.

4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements

Unit 001 **Recognise indications of substance misuse and refer individuals to specialists (T/501/0625)**

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg promotional material relating to the effects of substance misuse and the services available in the local community.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records, care plans and referral forms.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg what are the risks that have to be managed in accessing services and facilities for the individual in question?

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg how to keep personal knowledge about substances and possible indications of substance misuse up-to-date.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg the risk to the individual and to others which may result from substance misuse.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential case records and referrals, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 002

Enable individuals who misuse substances to identify and use health and social care services and facilities (Y/501/0584)

Level 3

Credit Value 4

About this unit

This unit is for those who support individuals to identify, access and use health and social care services and facilities (these may be provided at an individual's place of residence, or from groups and amenities in the community). It also covers the evaluation of services and facilities used.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AA3 Support individuals to access and use services and facilities

This also appears in Health and Social Care Standards as HSC330.

Unit 002

Enable individuals who misuse substances to identify and use health and social care services and facilities (Y/501/0584)

Learning outcome - The candidate will	Assessment criteria - The candidate can
<hr/> <p>1 Support individuals to identify the services and facilities they need</p>	<hr/> <p>1.1 Support individuals and key people (eg family, carers, friends) to identify and communicate their needs.</p> <p>1.2 Support individuals to identify their own strengths, those of their networks and any gaps that may need to be addressed.</p> <p>1.3 Describe the range of services relevant to substance misuse available locally and nationally.</p> <p>1.4 Identify any risks that have to be managed in accessing services and facilities.</p> <p>1.5 Explain the rationale for support provided in relation to the health, well-being, abilities and development of individuals.</p> <p>1.6 Explain factors relevant to the behaviour of individuals.</p> <p>1.7 Describe any codes of practice, standards, legislation and guidance relevant to enabling individuals to safely access, use and evaluate services and facilities.</p> <hr/>
<p>2 Enable individuals to access and use services and facilities</p>	<hr/> <p>2.1 Work with individuals and key people to agree preferred options and select the services and facilities that will meet the individual's needs.</p> <p>2.2 Provide active support for individuals to enable them to access and use selected services and facilities taking into account any special requirements.</p> <p>2.3 Agree and arrange any assistance individuals require to access and use the selected facilities and services.</p>

3 Enable individuals to evaluate services and facilities used

3.1 Identify the methods and timescales for evaluating services and facilities.

3.2 Encourage individuals and key people to give feedback on the services and facilities they have identified and used.

3.3 Support individuals to identify any changes necessary to improve the outcomes from the use of the services and facilities.

3.4 Record and report on the outcomes of evaluation according to legal and organisational requirements.

Unit 002 Enable individuals who misuse substances to identify and use health and social care services and facilities (Y/501/0584)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg promotional material relating to services available in the local community.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg what are the risks that have to be managed in accessing services and facilities for the individual in question?

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg describe the codes of practice, standards, legislation and guidance relevant to enabling individuals to safely access, use and evaluate services and facilities.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg describe the range of services relevant to substance misuse available locally and nationally.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential case records, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 003

Support individuals who are substance users (A/501/0626)

Level 3

Credit Value 7

About this unit

This unit is for those who support individuals who are substance users by enabling them to adopt safe practices, providing care and support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. Substances would include alcohol, opiates, hallucinogenics, amphetamines, cannabis, prescribed medication, solvents and other volatile substances; their use may be experimental, recreational or dependent.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:
AB2 Support individuals who are substance users

This also appears in Health and Social Care Standards as HSC379.

Learning outcome - The candidate will	Assessment criteria - The candidate can
<p>1 Understand about different substances, their effects and how they might be used</p>	<p>1.1 Identify the different substances which individuals might use, how they are used and their likely effects.</p> <p>1.2 Identify the risks involved with substance use both in the short and the long term (eg overdose, dependence and associated health risks).</p> <p>1.3 Explain legislation, policies and guidelines on the use and storage of substances.</p>
<p>2 Enable individuals to adopt safe practices associated with substance use</p>	<p>2.1 Explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use.</p> <p>2.2 Communicate with individuals in manner that maximise the individuals' understanding.</p> <p>2.3 Support individuals to discuss their circumstances and history of substance use.</p> <p>2.4 Advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely.</p> <p>2.5 Support individuals to dispose of hazardous materials and equipment safely.</p> <p>2.6 Describe harm reduction strategies, how and why these may differ from individual to individual.</p> <p>2.7 Identify the potential effects and difficulties that are likely to arise in attempting to cease or reduce substance use and the strategies/methods for alleviating them.</p>

3 Support individuals when they have used substances

- 3.1 Explain relevant policies and procedures for the support of individuals who have used substances.
- 3.2 Support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual.
- 3.3 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety.
- 3.4 Support individuals to meet their own needs and requirements after the effects of the substance have worn off.
- 3.5 Show when and how to request further support and assistance.
- 3.6 Report information about episodes of substance use to an appropriate person and record it in the required format.
-

4 Support individuals in reducing substance use

- 4.1 Assist individuals who have made a commitment to reduce substance use to review their reasons for doing so.
- 4.2 Offer support to individuals which respects their individual rights, and is appropriate to their needs.
- 4.3 Assist individuals to review their progress in reducing substance use.
- 4.4 Describe how to manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided.
- 4.5 Identify the specialist agencies and support networks involved in supporting substance users.

Unit 003 **Support individuals who are substance users (A/501/0626)**

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg promotional material relating to the effects of substance misuse and the services available in the local community.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg outline the legislation, policies and guidelines on the use and storage of substances?

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg explain relevant policies and procedures for the support of individuals who have used substances.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential case records, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 004

Identify and act upon immediate risk of danger to substance misusers (D/501/0585)

Level 3

Credit Value 4

About this unit

This unit is about identifying the immediate risk of danger to individuals who have used drugs, alcohol or other substances, acting upon the immediate risk of danger and supporting the individual once the risk of danger has passed.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AB5 Identify and act upon immediate risk of danger to substance users

This also appears in Health and Social Care Standards as HSC342.

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Identify immediate risk of danger to substance misusers	1.1 Describe the range of different substances subject to misuse and their effects (eg illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents). 1.2 Describe any signs of immediate risk of danger which may include risk of a overdose b individuals causing injury or harm to themselves or others (eg family members). 1.3 Explain the relevant policies and procedures for dealing with risk of danger to individuals and others.
2 Act upon immediate risk of danger to substance misusers	2.1 Describe how to make the individual aware that they are available and willing to help. 2.2 Obtain information on the substance used from the individual or any person near the individual. 2.3 Obtain personal details from the individual or any person near the individual. 2.4 Encourage the individual to describe any pain or discomfort they may be experiencing. 2.5 Take actions which are appropriate to the substance used and the effect it has had on the individual eg a calming the individual, if the individual is in an agitated state, if safe to do so b reviving the individual, if the individual seems to be in a withdrawn state. 2.6 Show how to interact with the individual in a manner which recognises their needs and rights. 2.7 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety.

- 2.8 Demonstrate when and how to request any first aid treatment/support.
- 2.9 Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (eg to access the relevant agencies and services).
- 2.10 Record all information and report to appropriate person in the required format.

Unit 004 Identify and act upon immediate risk of danger to substance misusers (D/501/0585)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities. However simulation may be used as long as it meets the criteria for its use. You will find this in the assessment guidance for this qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Assessment criteria 2.5

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg promotional material relating to the risks of misuse.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records and incident reports.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg in what circumstances should support/first aid treatment be requested?

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg explain the relevant policies and procedures for dealing with risk of danger to individuals and others.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate in First Aid.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg describe the signs of immediate risk of danger which may include overdose and individuals causing injury or harm to themselves or others.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential case records and incident reports, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 005

Provide services to those affected by someone else's substance use (F/501/0627)

Level 3

Credit Value 4

About this unit

This unit is for those who provide services to those who may be affected by someone else's drug, alcohol or substance use. This involves enabling those affected by someone else's substance use to explore and select their options, supporting them put selected options into practice, and empowering them to review the effectiveness of selected options.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AB7 Provide services to those affected by some else's substance use

This also appears in Health and Social Care Standards as HSC391.

Unit 005

Provide services to those affected by someone else's substance use (F/501/0627)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Know about the available support services	<p>1.1 Identify the forms of support which may be available (eg counselling, financial, emotional, medical and self-help groups)</p> <p>1.2 Identify relevant agencies and services in the local area and how to access them.</p>
2 Understand issues that affect children and young people within families affected by drug and alcohol use	<p>2.1 Describe a range of family structures and give examples of how family dynamics work.</p> <p>2.2 Describe the issues that affect children and young people within families affected by drug and alcohol use.</p> <p>2.3 Identify the protection that children and young people affected by someone else's substance use may require and how to make this protection available.</p> <p>2.4 Describe the legislation and policies relevant to working with children, young people and families.</p>
3 Identify options for individuals affected by someone else's substance use	<p>3.1 Demonstrate how motivational techniques may be used.</p> <p>3.2 Support the individual to:</p> <ul style="list-style-type: none">a identify issues concerning themb explore and consider the options open to themc plan required actions. <p>3.3 Assist the individual in accessing the required services.</p> <p>3.4 Support and motivate the individual without infringing the individual's freedom.</p>
4 Enable individuals affected by someone else's substance use to review the effectiveness of selected options	<p>4.1 Support the individual to review and feedback on:</p> <ul style="list-style-type: none">a progressb the effectiveness of support obtained. <p>4.2 Identify any significant positive changes in the individual.</p>

- 4.3 Complete reports accurately and store records which maintain the individual's confidentiality.

Unit 005 Provide services to those affected by someone else's substance use (F/501/0627)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg promotional material relating to the services available in the local community for those affected by someone else's drug, alcohol and substance use.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg identify the relevant agencies and services in the local area and how to access them.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg identify the protection that children and young people affected by someone else's substance use may require and how to make this protection available.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg describe the issues that affect children and young people within families affected by drug and alcohol use.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential case records, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 006

Increase awareness about drugs, alcohol or substances with individuals and groups (H/501/0586)

Level 3

Credit value 7

About this unit

This unit is for those who need to raise awareness about substances (drugs and alcohol), the use of substances and the effects of substances. The awareness raising may be with children and young people, or with other people who need to know about substances eg because they use substances themselves, have friends or family who use or may use substances, or work on a formal or informal basis with individuals who use substances.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AD1 Raise awareness about substances, their use and effects

This also appears in Health and Social Care Standards as HSC365

Unit 006

Increase awareness about drugs, alcohol or substances with individuals and groups (H/501/0586)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand legislation and policy relevant to substance use	<ul style="list-style-type: none">1.1 Identify the legislation which relates to substance use and describe the difference between legal and illegal drugs.1.2 Describe government policy in relation to substance use services eg prevention, treatment and rehabilitation.1.3 Identify key organisations that are designed to deliver the government's strategy on drugs and alcohol.1.4 Describe the legislation, policy and procedures regarding equality and confidentiality of information.
2 Understand substance use, its effects and treatments	<ul style="list-style-type: none">2.1 Describe the different substances which are available and the effects they have on the body eg stimulants, sedatives and hallucinogenics.2.2 Identify the street names for substances, and how these change over time and in different locations.2.3 Describe the dangers of substance use eg related to quantity, frequency, purity and polydrug use.2.4 Describe the methods of substance use and the risks associated with the different methods.2.5 Explain the inter-relationship between the background of individuals and the effect of substances on them: eg experience and expectations, mental and psychological state, physical health etc.2.6 Identify reasons why individuals use substances and the influence on substance use of individuals' age, gender, economic disadvantage and/or emotional deprivation.

	2.7 Describe the relationship between substance use, crime and antisocial behaviour.
3 Identify individuals' knowledge and values about substances	<p>3.1 Enable individuals to talk about and identify what they know and understand about substance use.</p> <p>3.2 Support individuals to explore their feelings and values about substance use.</p> <p>3.3 Interact with individuals in a manner that encourages an open exchange of views and is non-judgemental.</p>
4. Increase individuals' knowledge and understanding of substances	<p>4.1 Identify the gaps in individuals' knowledge and understanding about substances, their use and effects.</p> <p>4.2 Demonstrate how the values and beliefs of individuals may need to be challenged in their own interests and those of others.</p> <p>4.3 Provide learning opportunities in a manner sensitive to individuals' needs and confidence.</p> <p>4.4 Ensure that the content of the learning provision is accurate and based on up-to-date evidence.</p>

Unit 006 Increase awareness about drugs, alcohol or substances with individuals and groups (H/501/0586)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg promotional material relating to the nature of substance misuse.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg what are the key organisations that deliver the government's strategy on drugs and alcohol?

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg describe the legislation, policy and procedures regarding equality and confidentiality of information.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg describe the inter-relationship between the background of individuals and the effect of substances on them.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual or group
- b confidential case records and/or promotional material prepared, and
- c the candidate's explanation of their work with individuals or a group recorded either through professional discussion or a reflective account.

Unit 007 Test for substance use (K/501/0640)

Level 3

Credit value 5

About this unit

This unit is about testing individuals to see if they have been using substances, including alcohol and controlled drugs.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AE1 Test for substance use

This also appears in Health and Social Care Standards as HSC363.

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Prepare to test individuals for substance use	<p>1.1 Identify those individuals to be tested for substance misuse and make arrangements for tests to be witnessed, where required.</p> <p>1.2 Demonstrate that the environment in which the tests are to be carried out and the procedures to be used comply with health, safety and security policies, and afford privacy and dignity.</p> <p>1.3 Confirm that individuals being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures.</p> <p>1.4 Provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested.</p> <p>1.5 Obtain the individual's consent for testing procedures.</p> <p>1.6 Explain clearly and precisely to individuals what they have to do to provide their samples.</p>
2 Test for substances	<p>2.1 Take samples (eg breath, urine, blood, hair and saliva) according to clinical and organisational policies and procedures.</p> <p>2.2 Test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures.</p> <p>2.3 Follow suppliers/manufacturers instructions for use of equipment, where appropriate.</p> <p>2.4 Dispose of samples and equipment safely, in accordance with clinical and organisational policies and procedures.</p> <p>2.5 Explain possible causes of false readings in the types of tests carried out.</p>

3 Communicate outcomes of testing for substances

- 3.1 Communicate the outcomes of the tests to individuals, and their carers or guardians where required, and ensure they understand the consequences.
- 3.2 Obtain individual's informed consent when test results are to be shared with other practitioners.
- 3.3 Complete accurate records of tests and associated reports in accordance with organisational policy and procedures.

Unit 007 Test for substance use (K/501/0640)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg information leaflets which advise drug, alcohol and substance users of their rights in relation to testing.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg test result records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg how you follow the suppliers/manufacturers instructions for the use of equipment.
- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which

support practice, policies, procedures and legislation, and that you can critically evaluate their application eg how you test samples in accordance with clinical and organisational policies and procedures.

- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg how you have identified those individuals to be tested for substance misuse and where required made arrangements for tests to be witnessed.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate carrying out a test with an individual.
- b test result records, and
- c the candidate's explanation of their work with an individual recorded either through professional discussion or a reflective account.

Unit 008

Carry out initial assessments to identify and prioritise the needs of substance misusers (A/501/0643)

Level 3

Credit Value 5

About this unit

This unit is for those who need to refer individuals with less complex needs directly to less structured drug, alcohol or substance misuse services (such as drop-in advice services) and identify when an individual has more complex needs which require referral to a comprehensive substance misuse assessment.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AF2 Carry out assessment to identify and prioritise needs

This also appears in Health and Social Care Standards as HSC339.

Unit 008

Carry out initial assessments to identify and prioritise the needs of substance misusers (A/501/0643)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand the range of different substances and their effects	<p>1.1 Identify the range of different substances and their effects.</p> <p>1.2 Identify different indications of substance misuse.</p> <p>1.3 Demonstrate ways of keeping knowledge about substances and indications of substance misuse up to date.</p> <p>1.4 Explain the jargon used by substance misusers in the locality.</p>
2 Evaluate individuals' substance misuse and understanding of substance misuse services	<p>2.1 Explain why the assessment of individuals should be carried out promptly.</p> <p>2.2 Obtain information from the individual and if applicable, from the referring agency, in line with protocols.</p> <p>2.3 Carry out the assessment in line with locally agreed criteria and using standardised documentation.</p> <p>2.4 Assess the individual's understanding of services available and readiness to engage in a treatment programme.</p> <p>2.5 Manage challenging, abusive, aggressive or chaotic behaviour.</p> <p>2.6 Assess the risks to the individual which may result from substance misuse and/or co-existent problems.</p> <p>2.7 Identify appropriate persons who can provide support when there are any problems with the assessment.</p> <p>2.8 Demonstrate how to involve adults with parental responsibility in the assessment and referral of children and young people.</p>

	2.9 Demonstrate how to take account of a child or young person's age and maturity when involving them in assessment.
	2.10 Describe the principles of the relevant legislation.
3 Assess individuals' needs and appropriate interventions	3.1 Present possible interventions to the individual in a positive manner and review the advantages and disadvantages with them.
	3.2 Agree an appropriate course of action with the individual according to the type of intervention required.
	3.3 Demonstrate how to achieve the best balance between the interests of the individual, any inherent risks and the legal duty of care.
	3.4 Justify the choice of intervention according to locally agreed criteria.
	3.5 Describe how to ensure consistency of approach with other members of the substance misuse team.
4 Make referrals to substance misuse services	4.1 Explain the importance of referring individuals to the appropriate service with the required degree of urgency.
	4.2 Plan arrangements for the referral with the individual and facilitate their contact with the service.
	4.3 Make referrals and share information with services in line with local protocols.
	4.4 Obtain feedback from the service to evaluate and refine referral practices.
	4.5 Record details of the assessment and resulting actions taken.

Unit 008 Carry out initial assessments to identify and prioritise needs of substance misusers (A/501/0643)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg information leaflets which advise drug, alcohol and substance users of assessment procedures and the services available in the local community.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records, assessment records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg describe the range of different substances and their effects.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg describe the principles of the relevant legislation.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg describe how to achieve the best balance between the interests of the individual, any inherent risks and the legal duty of care.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate carrying out an initial assessment with an individual
- b case records, assessment records and care plans, and
- c the candidate's explanation of their work with an individual recorded either through professional discussion or a reflective account.

Unit 009

Carry out comprehensive substance misuse assessment (K/501/0587)

Level 3

Credit Value 5

About this unit

This unit is for those who assess the needs of drug, alcohol or substance misusers with complex requirements and/or those people who require more intensive and/or structured care programmes. It covers assessment that is on-going throughout the contact with the substance misuse service and the wider treatment system.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AF3 Carry out comprehensive substance misuse assessment

This also appears in Health and Social Care Standards as HSC340.

Learning outcome- The candidate will	Assessment criteria- The candidate can
1 Understand the signs and implications of a range of substance misuse related problems	1.1 Describe the different substances which individuals might use, how they are used and their likely effects. 1.2 Identify challenges often associated with substance misuse eg significant psychiatric and or physical co-morbidity, children at risk, social problems. legal problems. 1.3 Explain ways of keeping knowledge about substances and indications of substance misuse up to date. 1.4 Describe the jargon used by substance misusers in the locality.
2 Understand the range of substance misuse services and interventions	2.1 Describe the range of treatment interventions and assessment services available in the locality. 2.2 Describe the eligibility criteria and protocols for accessing services in the locality. 2.3 Explain how to respond to individuals who do not want to be referred to other services.
3 Prepare for comprehensive substance misuse assessment	3.1 Obtain information on individuals from previous assessments carried out by other services in line with protocols. 3.2 Establish any particular needs of the individual which will need to be taken into account during the assessment. 3.3 Fully and accurately record arrangements for the assessment in line with the organisation's procedures.
4 Assess possible risks to the individual	4.1 Demonstrate how to assess the risk to individuals from their substance misuse and/or co-existent problems. 4.2 Explain the importance of regularly reviewing risk assessments. 4.3 Demonstrate that the risk assessment

	takes account of the individual's needs and the legal duty of care to the individual and others.
5 Assess individuals' substance misuse and related problems	<p>5.1 Involve the individual in the assessment as far as possible, according to their capability.</p> <p>5.2 Assess the nature of the individual's substance misuse problems and other problems.</p> <p>5.3 Assess the individual's understanding of services available and readiness to engage in a treatment programme.</p> <p>5.4 Conduct the assessment in line with locally agreed criteria and using standardised documentation.</p> <p>5.5 Manage challenging, abusive, aggressive or chaotic behaviour.</p> <p>5.6 Seek clear conclusions from the assessment to inform the development of a comprehensive care plan.</p> <p>5.7 Explain how to involve adults with parental responsibility in the assessment and referral of children and young people.</p> <p>5.8 Describe how to take account of a child or young person's age and maturity when involving them in assessment.</p> <p>5.9 Describe the principles of the relevant legislation.</p>
6 Follow up the assessment process	<p>6.1 Keep accurate, legible and complete records of the assessment.</p> <p>6.2 Continue assessment at appropriate intervals once the individual has commenced a care plan.</p> <p>6.3 Provide individuals with accurate and clear information on systems for making complaints about the assessment system and appealing on the decisions.</p> <p>6.4 Ensure consistency of approach with other members of the substance misuse service team.</p>

Unit 009 Carry out comprehensive substance misuse assessment (K/501/0587)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Assessment criteria 5.7

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg explanatory leaflets regarding the assessment process.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg assessment records, case records, care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg outline the jargon used by substance misusers in the locality.
- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which

support practice, policies, procedures and legislation, and that you can critically evaluate their application eg outline how you have conducted the assessment in line with locally agreed criteria.

- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg explain how to involve adults with parental responsibility in the assessment and referral of children and young people.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential assessment records and case records, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 010

Contribute to care planning and review for individuals who misuse substances (M/501/0588)

Level 3

Credit Value 3

About this unit

This unit is for those who contribute to the assessment of individual needs and preferences and to the development, implementation and review of care plans.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AG2 Contribute to care planning and review

This also appears in Health and Social Care Standards as HSC328.

Unit 010

Contribute to care planning and review for individuals who misuse substances (M/501/0588)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand the legislation and organisational policy and procedures relevant to care planning	<p>1.1 Identify relevant legislation, organisational requirements, codes of practice, standards and guidance relevant to developing, implementing and reviewing care plans.</p> <p>1.2 Explain methods of monitoring, reviewing and evaluating care plans.</p>
2 Contribute to assessing the needs and preferences of individuals	<p>2.1 Identify their own role, and the responsibilities of others in developing and assessing care plans.</p> <p>2.2 Access and review information about the individual's needs and preferences and any specific requirements they have.</p> <p>2.3 Support individuals and key people to identify and communicate the individual's needs and preferences about their care and support and any risks arising from these.</p>
3 Support the development and implementation of care plans	<p>3.1 Contribute to consultations about the development of individuals' care plans taking into account their assessed needs and preferences.</p> <p>3.2 Support individuals and key people to understand the arrangements for the implementation of their care plan.</p> <p>3.3 Support colleagues to carry out the care plan activities for which they are responsible.</p> <p>3.4 Carry out the care plan activities for which they are responsible.</p> <p>3.5 Work with all involved to identify and respond to any changes arising from the impact of the care plan.</p>

4 Contribute to reviewing care plans

- 4.1 Support individuals and key people to identify:
- a parts of the care plans which best meet the individual's needs and preferences
 - b parts of the care plans that may need changing
 - c changes to the individual's needs, circumstances and preferences that could affect the care plan and its implementation.
- 4.2 Provide feedback to the appropriate people on the strengths and limitations of the care plan.
- 4.3 Contribute to meetings and discussions about revisions to care plans and their implementation.
- 4.4 Contribute to revising and implementing any changes to care plans that are within their own role and responsibilities.

Unit 010 **Contribute to care planning and review for individuals who misuse substances (M/501/0588)**

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg explanatory leaflets regarding service provision.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg care plans, reviews and case records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg outline the methods of monitoring, reviewing and evaluating care plans.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg outline the legislative and organisational requirements and guidance relevant to developing, implementing and reviewing care plans.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg explain how you have accessed and reviewed information about the individual's needs and preferences and any specific requirements they have.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential care plans and reviews, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 011 **Assist with the transfer of individuals, who misuse substances, between agencies and services (J/501/0662)**

Level 3

Credit value 1

About this unit

This unit is aimed at those who make arrangements to transfer individuals between agencies and services; it includes circumstances where someone may be referred either into or out of a service as well as circumstances where someone is referred within an agency.

Origins of this unit

This unit relates directly to the Skills for Health/DANOS national occupational standard:

AG3 Assist with the transfer of individuals between agencies and services

This also appears in the Health and Social Care Standards HSC386.

Unit 011

Assist with the transfer of individuals, who misuse substances, between agencies and services (J/501/0662)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand how legislation and organisational policies impact on the transfer of individuals between agencies and service	<p>1.1 List legislation that impacts on arrangements for referring or transferring individuals between services.</p> <p>1.2 Identify how organisational policies influence transfer arrangements.</p>
2 Apply agency and service procedures correctly in preparing people for and supervising them during transfer from one service to another	<p>2.1 Obtain and utilise the necessary information about transfer arrangements.</p> <p>2.2 Describe what information should be provided to meet the needs of individuals and others.</p> <p>2.3 Prepare an individual for transfer in accordance with agency and service procedures.</p> <p>2.4 Describe the roles and responsibilities of those involved in the transfer.</p> <p>2.5 Identify the agencies requirements for support and monitoring of individuals.</p> <p>2.6 Complete accurate records; store them as required and in accordance with confidentiality policies.</p> <p>2.7 Plan arrangements necessary in order to monitor and review the individual's adjustment to change.</p>
3 Respect the rights of the individual and value diversity	<p>3.1 Identify the support and assistance which individuals will need to help them make the transfer.</p> <p>3.2 Show how an individual's culture and gender influence practice in preparing them for and supervising transfer arrangements.</p> <p>3.3 Demonstrate how principles of equality, diversity and anti-discriminatory practice have been considered and applied in the course of a transfer.</p>

4 Use communication skills effectively in working with individuals and the agencies and services to which they are being transferred

3.4 Demonstrate how individuals and relevant people can be encouraged to seek information and express their views during the process of preparing for a transfer.

4.1 Explain the arrangements and reasons for a transfer clearly to individuals and others who might be involved.

4.2 Provide clear and accurate information about the support that will be provided and how people should seek further support should they need it.

4.3 Demonstrate how to provide support to individuals including situations where they may be distressed, anxious or angry.

4.4 Identify any disagreements that arise and negotiate with those involved.

4.5 Demonstrate how communication should be adapted to meet the needs of individuals and the requirements of different agencies.

Unit 011 Assist with the transfer of individuals, who misuse substances, between agencies and services (J/501/0662)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg outline the roles and responsibilities of those involved in the transfer.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg describe the legislation and organisation requirements relating to the transfer of individuals between services.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg describe how an individual's culture and gender influence practice in preparing them for and supervising transfer arrangements.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate completing in transferring an individual to another agency or service
- b case records and care plans, and
- c the candidate's explanation of their work with an individual and other staff recorded either through professional discussion or a reflective account.

Unit 012

Administer medication to individuals, and monitor the effects (Y/501/0598)

Level 3

Credit Value 5

About this unit

This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AH2 Prepare for, and administer medication to individuals, and monitor the effects

This also appears in Health and Social Care Standards as HSC375.

Unit 012

Administer medication to individuals, and monitor the effects (Y/501/0598)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand legislation, policy and procedures relevant to administration of medication	1.1 Identify current legislation, guidelines policies and protocols relevant to the administration of medication.
2 Know about common types of medication and their use	2.1 Describe common types of medication including their effects and potential side effects. 2.2 Identify medication which demands the measurement of specific physiological measurements. 2.3 Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required. 2.4 Explain the different routes of medicine administration.
3 Understand procedures and techniques for the administration of medication	3.1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes. 3.2 Identify the required information from prescriptions / medication administration charts.
4 Prepare for the administration of medication	4.1 Apply standard precautions for infection control. 4.2 Explain the appropriate timing of medication eg check that the individual has not taken any medication recently. 4.3 Obtain the individual's consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns. 4.4 Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet.
5 Administer and monitor individuals'	5.1 Select the route for the administration of

medication

medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary.

- 5.2 Safely administer the medication
 - a in line with legislation and local policies
 - b in a way which minimises pain, discomfort and trauma to the individual.
- 5.3 Describe how to report any immediate problems with the administration.
- 5.4 Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay.
- 5.5 Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others.
- 5.6 Maintain the security of medication and related records throughout the process and return them to the correct place for storage.
- 5.7 Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements.

Unit 012 **Administer medication to individuals, and monitor the effects (Y/501/0598)**

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg information leaflets on medication services.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg describe the common types of medication including their effects and potential side effects.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg identify the current legislation, guidelines policies and protocols relevant to the administration of medication.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential care plans and case records, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 013

Supply and exchange injecting equipment for individuals (D/501/0599)

Level 3

Credit Value 3

About this unit

This unit is for those who supply and exchange injecting equipment for substance users. This involves establishing the extent and type of individuals' injecting behaviour, providing harm minimisation advice, providing injecting equipment and exchanging used injecting equipment. It also includes maintaining records of the supply and exchange of injecting equipment in order that the service can be monitored and evaluated.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AH3 Supply and exchange injecting equipment for individuals

This also appears in Health and Social Care Standards as HSC380.

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand policy and procedures for the supply and exchange of injecting equipment	1.1 Describe organisational policies and procedures for supply and exchange of injecting equipment. 1.2 Explain policy guidelines and legislation for needle exchange with children, young people and individuals with learning difficulties. 1.3 Identify the potential benefits of brief interventions with substance users. 1.4 Describe the range of behaviours that can be expected from substance users, and how to deal with these. 1.5 Describe how to recognise and deal with immediate risk of danger to individuals who have used substances. 1.6 Describe the potential blood borne viruses. 1.7 Explain what to do in the event of a needle stick injury occurring. 1.8 Describe the range of substance misuse services available in the locality. 1.9 Explain legal and organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them.
2 Conduct initial assessment of substance users and provide relevant advice	2.1 Establish whether the individual is injecting and the frequency of injecting. 2.2 Conduct a health assessment with the individual (eg noting skin conditions, abscesses, injecting sites). 2.3 Provide relevant and timely advice eg <ul style="list-style-type: none"> a safe or safer injecting techniques and sites b harm minimisation c primary health d safer sex.

- 2.4 Provide advice and resources for safe storage and disposal of injecting equipment.
 - 2.5 Refer individuals to other services according to identified need.
 - 2.6 Liaise with providers of other services in line with policies and protocol.
-

3 Supply and exchange injecting equipment

- 3.1 Demonstrate that:
 - a adequate stocks of injecting equipment are maintained
 - b injecting equipment is stored safely and securely.
- 3.2 Dispense injecting equipment to individuals in line with the assessment of their needs.
- 3.3 Demonstrate safe handling of dispensed and returned injecting equipment.
- 3.4 Carry out the exchange process discreetly to maintain confidentiality.
- 3.5 Describe how to deal with any spillages and discarded needles and syringes using the appropriate materials.
- 3.6 Maintain records of:
 - a injecting equipment supply and exchange in line with organisational procedures
 - b the needle exchange service.

Unit 013 Supply and exchange injecting equipment for Individuals (D/501/0599)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Assessment criteria 2.5

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg information leaflets on needle exchange services.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records, needle exchange records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg identify the potential benefits of brief interventions with substance users.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg outline the organisational policies and procedures for supply and exchange of injecting equipment.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg how you have liaised with providers of other services in line with policies and protocols.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential care plans and case records, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 014 Support individuals through detoxification programmes (K/501/0590)

Level 3

Credit Value 3

About this unit

This unit is about working with individuals to achieve stabilisation or withdrawal from alcohol, drug and substance misuse through a planned programme of treatment and care. This will involve inducting individuals to detoxification programmes, developing and reviewing these programmes, and managing the closure of the programme and next steps.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AH7 Support individuals through detoxification programmes

This also appears in Health and Social Care Standards as HSC381.

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand how assessments should be undertaken	1.1 Explain how requests for assessment should be prioritised in line with an organisation’s criteria. 1.2 Describe how to arrange for a comprehensive substance review and risk assessment. 1.3 Describe how individuals may be involved in the assessment of their needs. 1.4 Explain how individual motivation and readiness to engage in a treatment programme are assessed. 1.5 Explain how information obtained during an assessment should be passed to another organisation in line with local protocols. 1.6 Explain why it is important to assess and review risk to individuals and others from substance misuse on a regular basis.
2 Introduce individuals to detoxification programmes	2.1 Implement the locally agreed criteria for admission of individuals to a detoxification programme. 2.2 Explain what should be taken into account to establish the correct level of urgency for admission to a detoxification programme. 2.3 Demonstrate the advice and information that should be provided to individuals prior to a detoxification programme. 2.4 Describe what a ‘contract of care’ includes and the respective responsibilities of the individual and the service during a detoxification programme. 2.5 Demonstrate ways in which significant others and carers may become involved in an individual’s detoxification programme.

3 Develop and review detoxification treatment and care plans

3.1 Demonstrate how to co-ordinate detoxification treatment within a care plan which involves the individual and members of other service teams as appropriate.

3.2 Show how to review expectations and plans with individuals who are not yet able to complete the detoxification programme.

3.3 Review assessments at appropriate intervals once an individual has commenced a programme of care.

3.4 Describe the evidence base for the likely outcomes of detoxification programmes.

4 Manage closure of individuals' detoxification programmes

4.1 Arrange a discharge planning meeting with members from other service providers in order to formalise an ongoing care plan.

4.2 Establish active co-ordination between detoxification and rehabilitative services after discharge.

4.3 Complete case closure information promptly and accurately for individuals who have achieved abstinence and left the programme.

Unit 014 Support individuals through detoxification programmes (K/501/0590)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg explanatory leaflets regarding detoxification programmes.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg care plans, contracts of care, case records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg explain how requests for assessment should be prioritised in line with an organisation's criteria.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg outline the locally agreed criteria for admission of individuals to a detoxification programme.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg describe the evidence base for the likely outcome of detoxification programmes.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential care plans and case records, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 015

Supervise methadone consumption (T/501/0687)

Level 3

Credit Value 3

About this unit

This unit is for people who provide methadone for consumption by individuals. It provides legislation and policy requirements as well as checking authenticity and validity of prescriptions, preparation and labelling of prescribed doses, and supervising consumption by individuals.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard: AH9 Supervise methadone consumption

This appears in Health and Social Care Standards as HSC424.

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand and legislation and organisation policy and procedures	1.1 Identify legal obligations and organisational policies regarding client confidentiality. 1.2 Apply the requirements of national legislation for the administration of drugs.
2. Dispense methadone prescriptions for individuals	2.1 Maintain principles of individual confidentiality. 2.2 Confirm the details on the prescription and its authenticity. 2.3 Provide the individual with appropriate information. 2.4 Forward the prescription for validation and preparation. 2.5 Refer the prescription to the appropriate authority, appropriately annotated if unsure about any aspect.
3. Supervise methadone consumption by individuals	3.1 Confirm that the medicine or product: <ul style="list-style-type: none"> a matches the prescription b will remain in date for the course of treatment. 3.2 Prepare and label the product correctly. 3.3 Explain why the volume of methadone dispensed should be checked by a pharmacist or designated member of staff. 3.4 Pack the medicine or product appropriately. 3.5 List the common side effects and adverse reactions related to medicine usage. 3.6 Demonstrate the correct responses to adverse reaction to medicines. 3.7 Endorse the prescription appropriately. 3.8 Complete all records appropriately.

3.9 Apply health, hygiene and safety procedures.

3.10 Forward the prescription for checking.

Unit 015 Supervise methadone consumption (T/501/0687)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg guidance to individuals on agency procedures in relation to dispensing and supervising of methadone prescriptions.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case and prescription records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg outline the common side effects and adverse reactions related to medicine usage.
- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These

are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg the legal obligations and organisational policies regarding client confidentiality.

- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg how you have applied the requirements of national legislation for the administration of drugs.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with individual in dispensing and supervising methadone consumption
- b case and prescription records, and
- c the candidate's explanation of their work with an individual recorded either through professional discussion or a reflective account.

Unit 016

Employ techniques to help individuals adopt sensible drinking behaviour (J/501/0600)

Level 3

Credit value 5

About this unit

This unit is for those who work with individuals to help them recognise drinking behaviour that may be risky or harmful to health and wellbeing. It also involves providing support and guidance to help them cut down drinking (brief intervention). It addresses identifying who may be appropriate to receive brief interventions that help people reduce the harm or risk to their health caused by excessive drinking.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard: AH10 Employ techniques to help individuals adopt sensible drinking behaviour

Unit 016

Employ techniques to help individuals adopt sensible drinking behaviour (J/501/0600)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand the potential effects of alcohol	<p>1.1 Explain the potential physical, psychological, social and emotional effects of alcohol.</p> <p>1.2 Describe the characteristics of alcohol dependence.</p> <p>1.3 Explain the legal implications of excessive alcohol intake eg road traffic legislation.</p> <p>1.4 Describe what constitutes normal, hazardous, harmful and dependent drinking as defined by the World Health Organisation.</p>
2 Identify the signs of individuals' risky or problematic alcohol use	<p>2.1 Respond to individuals who express concern about their drinking levels.</p> <p>2.2 Create an environment suitable for frank, confidential discussion.</p> <p>2.3 Initiate discussions about risky drinking behaviour.</p> <p>2.4 Use recognised screening tools or techniques with individuals.</p> <p>2.5 Explain how to present and explore options with different individuals, taking account of individuals' needs and circumstances.</p> <p>2.6 Collect and record information about an individual's drinking behaviour.</p>
3 Employ techniques to help individuals adopt sensible drinking behaviour	<p>3.1 Explain the cycle of change model.</p> <p>3.2 Describe the importance of brief interventions to enable individuals who do not need specialised treatment to change their drinking behaviour.</p> <p>3.3 Present information and advice to individuals fully, accurately, concisely and in ways appropriate to their needs.</p>

- 3.4 Check the individual's understanding of the impact of their drinking behaviour and whether they want to change this behaviour.
- 3.5 Provide information and feedback about the risks associated with the current alcohol intake of an individual.
- 3.6 Provide a menu of alternative strategies for changing drinking behaviour, including specialist help for those with established alcohol dependence and/or serious alcohol related problems.
- 3.7 Describe how to work with the individual to:
 - a set drinking goals
 - b identify and overcome barriers to changing drinking behaviour.
- 3.8 Provide relevant supplementary information leaflets or resources and signpost local specialist services if the individual wishes to seek further help.
- 3.9 Keep accurate records of interventions and the information and advice given.

Unit 016 **Employ techniques to help individuals adopt sensible drinking behaviour (J/501/0600)**

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to; by you eg information leaflets on service provision in the area.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records, assessment records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg explain the cycle of change model.
- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which

support practice, policies, procedures and legislation, and that you can critically evaluate their application eg describe what constitutes normal, hazardous, harmful and dependent drinking as defined by the World Health Organisation.

- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg explain the potential physical, psychological, social and emotional effects of alcohol.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential case records/assessment records and care plans and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 017

Model pro-social behaviour and relationships with children and young people who use substances (J/501/0595)

Level 3

Credit value 5

About this unit

This unit is about the modelling of positive behaviour and relationships when communicating with children and young people as part of an overall strategy to confront offending or anti-social behaviour and promote pro-social behaviour. The unit is also about helping children and young people to understand the impact of crime on victims and on the wider community and environment. It also describes helping individual children and young people to recognise and take responsibility for their own behaviour and their obligations to others.

Origins of this unit

This unit directly relates to Youth Justice National Occupational Standard:

A410 Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities

Unit 017

Model pro-social behaviour and relationships with children and young people who use substances (J/501/0595)

Learning outcome- The candidate will

1 Build relationships with children and young people that model positive behaviour

Assessment criteria- The candidate can

1.1 Demonstrate what is required to act as a role model to children and young people.

1.2 Describe the effect that age, gender and cultural differences may have on the relationship between the worker and the child or young person, including power imbalances.

1.3 Analyse and reflect on own personal behaviours and attitudes that might suggest prejudice and discrimination and show how this reflection has changed behaviour.

1.4 Analyse and reflect on own personal behaviours and attitudes that might collude with offending and anti-social behaviour and demonstrate changes in practice as a result of this reflection.

1.5 Demonstrate social responsibility and promotion of diversity in interactions with children and young people.

1.6 Demonstrate how the reasoning processes used by different children and young people can be positively influenced by the relationship between the worker and the child or young person.

2 Facilitate children and young people to acknowledge the impact of crime on victims and communities and reinforce positive behaviour

2.1 Encourage children and young people to communicate in ways which support the right to expression but challenge discriminatory, offending or anti-social behaviour.

2.2 Explore with children and young people the way that they think about crime and anti-social behaviour and its effects on victims and the wider community.

- 2.3 Identify and implement strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others, particularly the victims of crime.
- 2.4 Identify and implement strategies to promote constructive ways of acting and thinking which promote inclusion and social behaviour.

Unit 017 **Model pro-social behaviour and relationships with children and young people who use substances (J/501/0595)**

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Assignment criteria 1.6

Your assessor will identify other sources of evidence ensuring most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg explanatory leaflets regarding service provision.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg describe the effect that age, gender and cultural differences may have on the relationship between the worker and the child or young person, including power imbalances.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg analyse and reflect on own personal behaviours and attitudes that might collude with offending and anti-social behaviour and demonstrate changes in practice as a result of this reflection.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg identify and implement strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with a child or young person
- b confidential care plans and case records, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 018 Supervising and enforcing the sentences of low to medium risk offenders who misuse substances, in the community (F/501/0692)

Level 3

Credit value 5

About this unit

This unit is aimed at those who are working to supervise low to medium risk offenders who are serving sentences in the community. This involves monitoring and reviewing their progress, and enforcing statutory orders and licences. It is aimed at any worker who supervises, enforces and reviews low to medium risk offenders serving sentences in the community, whether their work relates to one or several types of provision.

Origins of this unit

This unit directly relates to Community Justice National Occupational Standard:

D201 Assist in the supervision, enforcement and review of sentences served in the community

EB1 Supervise, enforce and review low to medium risk offenders serving sentences in the community.

Unit 018

Supervising and enforcing the sentences of low to medium risk offenders who misuse substances, in the community (F/501/0692)

Learning outcome - The candidate will

1 Understand the context of work to supervise offenders in the community

Assessment criteria - The candidate can

1.1 Identify patterns of offending behaviour and the ways in which the physical, social, psychological and emotional development and functioning of individuals affects associated patterns.

1.2 Identify triggers to an individual's offending behaviour and factors which contribute to likelihood to offend.

1.3 Identify the specific legislation (national and European) that they have taken into account in their work.

1.4 Apply the principles of equality, diversity and anti-discriminatory practice to work supervising and enforcing sentences.

2 Supervise low to medium risk offenders serving sentences in the community

2.1 Communicate in a manner which facilitates effective supervision.

2.2 Explain the framework of the supervisory relationship consistent with the role and responsibilities of a worker, agency policy and practice standards.

2.3 Support individuals under supervision to communicate in ways which support the right to expression without condoning discriminatory, offending or anti-social behaviour.

2.4 Assess and monitor risk of re-offending and risk of harm, including that to personal safety.

2.5 Set realistic and achievable goals for the supervision period.

2.6 Obtain and share information about individuals under supervision with different workers, supervisors or other agencies following protocols on confidentiality and data protection.

<p>3 Enforce court orders and statutory licences of offenders</p>	<p>3.1 Explain to individuals the statutory powers for the supervision and enforcement of community sentences.</p> <p>3.2 Apply procedures for enforcement including giving warnings and reporting non-compliance.</p> <p>3.3 Apply and assess a range of methods and approaches to secure compliance with orders and sentences.</p>
<p>4 Monitor and review the progress of offenders serving sentences in the community</p>	<p>4.1 Review plans and identify any changes that may be needed to be made to provision.</p> <p>4.2 Identify changes in risk; follow protocols for communicating changes in risk assessments.</p> <p>4.3 Evaluate the progress of individuals under supervision as evidence of the effectiveness of the sentence.</p>

Unit 018 Supervising and enforcing the sentences of low to medium risk offenders who misuse substances, in the community (F/501/0692)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg written information for individuals using agency services.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records and assessment records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg outline the triggers to an individual's offending behaviour and factors which contribute to the likelihood to offend.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg identify the specific legislation that they have taken into account in their work.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg describe patterns of offending behaviour and the ways in which the physical, social, psychological and emotional development and functioning of individuals affects associated patterns.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual under supervision
- b case records and assessment records, and
- c the candidate's explanation of their work with individuals recorded either through professional discussion or a reflective account.

Unit 019

Address the offending behaviour of substance misusers (L/501/0596)

Level 3

Credit Value 6

About this unit

This unit is about helping individuals who have offended, or are likely to offend, to understand and change their behaviour positively. The worker needs to know how to challenge individuals' behaviour and provide support and encouragement for change. They need to recognise the complex range of factors which may lead to offending and understand how to help individuals value themselves and others. Such work may take place opportunistically during ongoing contact with the individual or occur during more formal interventions.

Origins of this unit

This unit directly relates to Community Justice National Occupational Standard: D301 Help individuals to address their offending behaviour

Learning outcome - The candidate will	Assessment criteria - The candidate can
<p>1 Understand the context of work to address offending behaviour</p>	<p>1.1 Identify the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns.</p> <p>1.2 Describe the potential impact of crime on victims and their needs.</p> <p>1.3 Define the role and responsibilities of a worker engaged in addressing offending behaviour with individuals, in the context of statutory requirements and agency practice.</p> <p>1.4 Apply principles of equality, diversity and anti-discriminatory practice to work with offending behaviour.</p>
<p>2 Facilitate individuals to understand their offending behaviour and recognise the need to change</p>	<p>2.1 Communicate with individuals in a way which encourages reflection on their behaviour and its consequences.</p> <p>2.2 Encourage individuals to identify their own priorities in relation to their behaviour, recognise their potential for change, and set realistic achievable goals.</p> <p>2.3 Identify ways of encouraging individuals to recognise a need to change their behaviour and develop motivation to change.</p>
<p>3 Facilitate individuals to address their offending behaviour and make relevant changes</p>	<p>3.1 Analyse the obstacles to change which may exist for individuals and methods of overcoming them.</p> <p>3.2 Reinforce positive changes in an individual's behaviour.</p> <p>3.3 Evaluate the effectiveness of different ways of supporting individuals to change their behaviour.</p>

Unit 019 Address the offending behaviour of substance misusers (L/501/0596)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

Work Products: These are non-confidential records made, or contributed to, by you eg explanatory leaflets regarding service provision.

- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records and care Plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg describe the potential impact of crime on victims and their needs.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg define the role and responsibilities of a worker engaged in addressing offending behaviour with individuals, in the context of statutory requirements and agency practice.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Community Justice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg evaluate the effectiveness of different ways of supporting individuals to change their behaviour.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential care plans and case records, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 020

Contribute to the prevention and management of abusive and aggressive behaviour of individuals who misuse substances (M/501/0591)

Level 3

Credit Value 4

About this unit

This unit is about contributing to the prevention and management of abusive and aggressive behaviour. The behaviour may be verbal or non-verbal and be social, physical, sexual or emotional in nature.

Origins of this unit

This unit directly relates to the Skills for Justice National Occupational Standards:
E203 Contribute to the prevention and management of abusive and aggressive behaviour

Unit 020

Contribute to the prevention and management of abusive and aggressive behaviour of individuals who misuse substances (M/501/0591)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand relevant policies, practices and legislation	<p>1.1 Explain how specific legislation relates to their work.</p> <p>1.2 Identify factors contained in agency policies which should be taken account of in preventing and managing abusive and aggressive behaviour.</p> <p>1.3 Explain how principles of equality, diversity and anti-discriminatory practice have been applied to their own work.</p> <p>1.4 Describe how physically aggressive behaviour should be managed in a way which is consistent with agency policies and procedures.</p>
2 Know about theories and principles which underlie communication and aggressive behaviour	<p>2.1 Describe the ways in which people communicate by behaviour as well as through language and how different forms of communication can be interpreted.</p> <p>2.2 Explain the constraints that may influence communication including interpersonal, physical and environmental.</p> <p>2.3 Explain the difference between aggression and assertiveness.</p> <p>2.4 Give reasons for different forms of behaviour occurring particularly those which may be viewed as aggressive or abusive.</p> <p>2.5 Explain how an individual's culture and gender may influence their own practice.</p>
3 Contribute to preventing abusive and aggressive behaviour	<p>3.1 Communicate with others in a manner which respects the rights of individuals.</p> <p>3.2 Demonstrate behaviours that create calmness and reassurance to all involved.</p>

	<p>3.3 Demonstrate how to protect potential victims at whom aggressive or abusive behaviour may be directed.</p> <p>3.4 Demonstrate how feelings of anger and frustration can be displaced from their original source to those in authority and how the worker can deal with this.</p> <p>3.5 Demonstrate how to prevent triggers to abusive behaviour occurring and enable individuals to find alternative ways of expressing their feelings.</p>
4 Deal with incidents of aggressive and abusive behaviour	<p>4.1 Demonstrate what action will maintain calmness and safety in a manner which minimises any restrictions of movement and which does not deny individual rights.</p> <p>4.2 Show how to minimise abusive and aggressive behaviour which is consistent with</p> <ul style="list-style-type: none"> a any inherent risks b the maintenance of effective working relationships c agency policies and procedures d evidence of effective practice. <p>4.3 Show how to take constructive action to address opposing interests.</p> <p>4.4 Explain when to call for any necessary assistance and support.</p>
5 Contribute to reviewing incidents involving abusive and aggressive behaviour	<p>5.1 Show how time, space and support can be used so that everyone involved can contribute to the review, express their feelings and examine their behaviour.</p> <p>5.2 Explore constructively with everyone involved the reasons for, and the consequences of, abusive and aggressive behaviour.</p> <p>5.3 Contribute constructively to team discussions about incidents of abusive and aggressive behaviour.</p> <p>5.4 Make referrals to appropriate people if required.</p> <p>5.5 Explain what should be done to manage own feelings aroused by an incident involving abusive and aggressive behaviour.</p>

- 5.6 Show how to complete records accurately and clearly and store them according to agency requirements.
- 5.7 Provide accurate and clear information to others so that issues can be addressed.

Unit 020 Contribute to the prevention and management of abusive and aggressive behaviour of individuals who misuse substances (M/501/0591)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Assessment criteria 5.4

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg explanatory leaflets regarding service provision and the rights and responsibilities of clients.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg incident reports, case records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg how you have applied the principles of equality, diversity and anti-discriminatory practice to your work.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg describe how physically aggressive behaviour should be managed in a way which is consistent with agency policies and procedures.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg describe how to prevent triggers to abusive behaviour occurring and enable individuals to find alternative ways of expressing their feelings.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b confidential case records and incident reports, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 021 Develop and sustain effective working relationships with staff within substance misuse services and other agencies (F/501/0689)

Level 3

Credit Value 4

About this unit

This unit is about sustaining and developing working relationships with staff in other organisations. Effective working is a key feature of, and increasing importance in justice, social care and health organisations. Workers are not expected to set up effective working agreements from scratch, but are expected to contribute to optimising the value of them.

Origins of this unit

This unit is directly related to the Skills for Justice National Occupational Standard: F403 Develop and sustain effective working relationships with staff in other agencies

Unit 021

Develop and sustain effective working relationships with staff within substance misuse services and other agencies (F/501/0689)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand the context of working in partnership	<ul style="list-style-type: none">1.1 Identify the nature, roles and functions, policies and procedures of principal agencies.1.2 Identify structures, function, and methods of communication and decision making.1.3 Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements.1.4 Identify the effect agency structure and culture may have upon the policy and practice of joint working.1.5 Identify the effect of agency culture and structure upon policy and practice of working in partnership.1.6 Explain the principles and benefits of working in partnership.
2 Develop effective working relationships with staff in other agencies	<ul style="list-style-type: none">2.1 Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties.2.2 Reach agreements about roles and responsibilities and arrangements for decision making.2.3 Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies.2.4 Confirm arrangements for joint work which are<ul style="list-style-type: none">a appropriate to the nature and purpose of the workb likely to be effective in establishing and maintaining relationshipsc respect confidentiality while balancing risks of sharing or not sharing information.

	2.5 Identify effective methods to monitor and review the progress of joint work.
	2.6 Obtain advice and support promptly when team discussion and supervision are appropriate.
	2.7 Complete records accurately and clearly and store them according to agency requirements.
	2.8 Communicate information to people who are authorised to have it.
<hr/>	
3 Sustain effective working relationships	3.1 Identify the benefits and advantages of joint working and use these to develop own practice.
	3.2 Identify factors which might hinder joint working.
	3.3 Explain methods of identifying and resolving conflict within and between agencies and between individuals.
	3.4 Demonstrate methods of assessing the effectiveness of joint working relationships.
	3.5 Explain and defend the views of your agency and its policies.
	3.6 Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved.
	3.7 Complete records accurately and clearly and store them according to agency requirements.
	3.8 Communicate information to people who are authorised to have it.

Unit 021 **Develop and sustain effective working relationships with staff within substance misuse services and other agencies (F/501/0689)**

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg minutes of meetings with other agencies.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded, eg outline the roles and responsibilities of key people who work in the agencies who are involved in joint working arrangements.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg the nature, roles and functions, policies and procedures of principal agencies.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg explain the methods of identifying and resolving conflict within and between agencies and between individuals.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with staff from other agencies
- b minutes of meetings, and
- c the candidate's explanation of their work with staff in other agencies recorded either through professional discussion or a reflective account.

Unit 022

Provide and obtain information at courts and formal hearings (R/501/0597)

Level 3

Credit Value 3

About this unit

This unit focuses on providing and obtaining information at courts and formal hearings. The worker needs to know how to provide accurate and timely written information to be used in assessments and judgments. They will be involved in the collection of relevant information from individuals and from other agencies and may write reports or make oral contributions at courts and formal hearings.

Courts and formal hearings may include: criminal courts, civil courts, prison establishments, parole boards, mental health and other tribunals, youth courts, children's hearings, multi-agency public protection panels, appeals or other formal hearings.

Origins of this unit

This unit directly relates to Community Justice National Occupational Standard: F406 Provide and obtain information at courts and formal hearings

Unit 022

Provide and obtain information at courts and formal hearings (R/501/0597)

Learning outcome - The candidate will	Assessment criteria The candidate can
1 Provide written information at courts and formal hearings	<p>1.1 Identify the specific legislation (national and European) that they have taken into account in their work.</p> <p>1.2 Identify the possible hearing outcomes and associated statutory requirements of different courts and formal hearings.</p> <p>1.3 Select the appropriate forms of report required for the different courts and formal hearings.</p> <p>1.4 Provide concise written information consistent with agency policy and statutory requirements and time constraints.</p> <p>1.5 Apply the principles of equality, diversity and anti-discriminatory practice to working in courts and formal hearings.</p>
2 Obtain written information at courts and formal hearings	<p>2.1 Explain their own role and responsibility to the people from whom information is requested.</p> <p>2.2 Seek information in a manner which is sensitive to the situation.</p> <p>2.3 Confirm the accuracy of the information gathered.</p> <p>2.4 Record the information accurately and clearly and store according to agency requirements.</p>
3 Make verbal contributions to courts and formal hearings	<p>3.1 Present the information accurately and succinctly, consistent with the conventions of the hearing.</p> <p>3.2 Make oral contributions consistent with their own role, agency policy and statutory requirements.</p> <p>3.3 Complete accurate records of the verbal contribution and store them according to agency requirements.</p>

- 3.4 Analyse and reflect on their own personal learning and development and seek further information, advice and support promptly as required.

Unit 022 Provide and obtain information at courts and formal hearings (R/501/0597)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records and court reports.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg identify the possible hearing outcomes and associated statutory requirements of different courts and formal hearings.
- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which

support practice, policies, procedures and legislation, and that you can critically evaluate their application eg analyse and reflect on your own personal learning and development and seek further information, advice and support promptly as required.

- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Community Justice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg identify the legislation that they have taken into account in their work.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working at a court or formal hearing
- b confidential court records and reports, and
- c the candidate's explanation of their work in this setting recorded either through professional discussion or a reflective account.

Unit 023

Support and challenge workers on specific aspects of their practice (T/501/0639)

Level 4

Credit Value 5

About this unit

This unit is about the candidate enabling other workers to reflect on their own values, priorities and interests when they are undertaking different aspects of their work. This includes supporting them in evaluating their own effectiveness and providing professional/clinical/counselling supervision to them in terms of enabling them to reflect on their work, constructively challenging aspects of their work and monitoring the effects which the work is having on their colleagues.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AC4 Support and challenge workers on specific aspects of their practice

This also appears in Community Justice Standards as Unit F309.

Unit 023

Support and challenge workers on specific aspects of their practice (T/501/0639)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Establish and maintain routine contact with other workers	<p>1.1 Maintain routine contact with other workers to provide opportunities for feedback, discussion and support.</p> <p>1.2 Enable other workers to reflect on and make decisions about levels of contact.</p> <p>1.3 Supervise other workers at a sufficient level to ensure that they only undertake activities for which they are competent and which are within their remit.</p> <p>1.4 Monitor that professional and behavioural boundaries are clear and are being observed by other workers in their work relationships, in accordance with organisational protocols.</p> <p>1.5 Evaluate the effect which undertaking different activities has on workers and take any appropriate action where there are concerns that it is detrimental.</p>
2 Enable other workers to reflect on their personal effectiveness	<p>2.1 Support other workers to identify their own values, beliefs, interests and priorities and the impact which these may have on their own working practice.</p> <p>2.2 Provide constructive feedback on the behaviour and practice of other workers (eg their effectiveness within their role and their ability to work with others).</p> <p>2.3 Assist other workers to reflect on and make decisions about the objectives and outcomes of their work.</p> <p>2.4 Identify the ways in which professional boundaries and relationships between workers and those whom they work with can become eroded and the related risks.</p>

3 Support other workers to improve their working practice

- 3.1 Demonstrate ways of challenging and developing team members values and attitudes.
- 3.2 Assist others to identify realistic and achievable goals for improving their practice.
- 3.3 Assist others to seek support from people who are in a position, and are willing to help them achieve goals.
- 3.4 Assist others to identify how and when they should review their progress towards their goals.
- 3.5 Challenge those workers who show signs of becoming complacent with the progress of their work and re-emphasise the importance and purpose of the work.

Unit 023 Support and challenge workers on specific aspects of their practice

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Assessment Criteria 3.5

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg guidance documents prepared for staff.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg staff supervision and appraisal records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg outline the organisational protocols which determine workers professional and behavioural boundaries.
- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These

are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg how professional relationships can become eroded and the risks inherent therein.

- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg how you have supported other workers to identify their own values, beliefs, interests and priorities and have helped them to identify the impact which these may have on their own working practice.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses. For this unit the candidate's Line Manager may be able to provide a valuable witness testimony.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate providing support or supervision for a worker
- b supervision or appraisal documentation which the candidate prepared, and
- c the candidate's explanation of their work with a worker recorded either through professional discussion or a reflective account.

Unit 024

Develop and disseminate information and advice materials regarding the management of substance misuse (L/501/0694)

Level 4

Credit Value 5

About this unit

This unit is for those who develop and disseminate a range of information and advice materials. These materials would typically be used to promote specific services and would be designed to meet the needs of specific target groups. The unit also includes the evaluation of the effectiveness of the materials and their dissemination.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard: AD4 Develop and disseminate information and advice about substance use, health and social well-being

Unit 024 Develop and disseminate information and advice materials regarding the management of substance misuse (L/501/0694)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Plan the production of information and advice materials	1.1 Identify the overall purpose of the information and advice materials and specific objectives to be achieved through their production and dissemination. 1.2 Identify specific target groups to be reached and recognise their needs, motives and perceptions. 1.3 Identify any existing materials which could be used or adapted. 1.4 Demonstrate how information and advice materials could be integrated with other interventions to reinforce key messages. 1.5 Plan the production of materials, taking account of the time, money and expertise available.
2 Design information and advice materials	2.1 Obtain information for inclusion in the information and advice materials and confirm the accuracy and validity of the information. 2.2 Identify why it may be necessary to protect sources of information. 2.3 Contextualise the information and advice materials that appeal to the target groups. 2.4 Identify how the design and content meets the original purpose and objectives. 2.5 Identify how the language and any graphics used are appropriate to the target groups.
3 Produce information and advice materials	3.1 Write clearly and concisely and show how research confirms accuracy. 3.2 Demonstrate how the materials comply with any relevant legislation, codes of practice, guidelines and ethical requirements.

	<p>3.3 Identify when it may be appropriate for design and production to be contracted to media professionals.</p> <p>3.4 Brief any media professionals involved in design or production.</p> <p>3.5 Consult with the relevant people on the design and content of the information and advice materials (eg managers, service users).</p> <p>3.6 Explain the expected 'shelf life' of the information and advice materials and the quantities required.</p>
4 Disseminate information and advice materials	<p>4.1 Identify the most appropriate method of dissemination to the target groups.</p> <p>4.2 Demonstrate liaison with organisations, networks or stakeholders that provide access to the target groups.</p> <p>4.3 Demonstrate liaison with other initiatives where the information and advice materials could reinforce similar messages.</p> <p>4.4 Demonstrate time and resource allocation for distribution of information and advice materials.</p>
5 Evaluate the production and dissemination of information and advice materials	<p>5.1 Manage the process of design, production and dissemination.</p> <p>5.2 Identify criteria for evaluating the effectiveness of information and advice materials in achieving the original objectives.</p> <p>5.3 Collect and review information on the effectiveness of information and advice materials in achieving the original objectives.</p> <p>5.4 Identify any critical aspects of the design or dissemination of the materials that has an impact on their effectiveness.</p> <p>5.5 Record the findings of the monitoring and evaluation to inform future actions.</p>

Unit 024 **Develop and disseminate information and advice materials regarding the management of substance misuse (L/501/0694)**

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg information and advice material.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg identify any existing materials which could be used or adapted.
- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These

are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg identify the overall purpose of the information and advice materials and specific objectives to be achieved through their production and dissemination.

- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg identify any critical aspects of the design or dissemination of the materials that has an impact on their effectiveness.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a information and advice information prepared, and
- b the candidate's explanation of their approach to the material and a review its effectiveness recorded either through professional discussion or a reflective account.

Unit 025

Develop, implement and review care plans for individuals who misuse substances (J/501/0645)

Level 4

Credit Value 6

About this unit

This unit is for those who, with the support of others, develop, implement and review care plans.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AG1 Develop, implement and review care plans for individuals

This also appears in Health and Social Care Standards as HSC416.

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand the legislation and organisational policy and procedures relevant to care planning	1.1 Identify relevant legislation, organisational requirements, codes of practice, standards and guidance relevant to developing, implementing and reviewing care plans. 1.2 Identify key government initiatives which affect the development and review of care plans. 1.3 Describe how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when developing, implementing and reviewing care plans.
2 Develop care plans to meet individual needs and preferences	2.1 Identify the theories relevant to the development, implementation and review of care plans. 2.2 Identify and agree the roles and responsibilities of all concerned with the development of care plans. 2.3 Research and review information about individuals' needs and preferences and any specific requirements they may have. 2.4 Identify and agree the content of care plans, ensuring that individual needs and preferences are placed at the centre of care plan activities and risks are managed. 2.5 Develop care plans according to legal and organisational requirements in a format and language that is understandable and useable by all who need and are required to access and use them.
3 Implement care plans	3.1 Support individuals and key people to understand the arrangements for the implementation of their care plan. 3.2 Support staff involved in the implementation of care plans to understand their role and responsibilities, methodologies and individual needs and preferences.

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- 4 Review and revise care plans to meet changing needs, preferences and circumstances
- 3.3 Record and report any issues or changes in individuals when working with individuals and implementing care plan activities.
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- 4.1 Identify criteria for judging the quality and effectiveness of care plans with all involved.
- 4.2 Work with individuals, key people and others within and outside the organisation to:
- a review all aspects of the care plan
 - b agree changes to the care plan
 - c identify resources necessary to implement any changes.
- 4.3 Contribute to meetings and discussions to agree revisions to care plans, taking account of any benefits and risks.
- 4.4 Demonstrate that individuals and key people understand the revisions that have been made to the care plans and the implications of these for the health and care services that individuals receive.

Unit 025 **Develop, implement and review care plans for individuals who misuse substances (J/501/0645)**

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg care plans, reviews and case records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg what are the legal and organisational requirements relating to care plans.
- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These

are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg describe how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when developing, implementing and reviewing care plans.

- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg the theories relevant to the development, implementation and review of Care Plans.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate completing and reviewing a care plan with an individual.
- b care plans and reviews, and
- c the candidate's explanation of their work with an individual and other staff recorded either through professional discussion or a reflective account.

Unit 026

Analyse agency processes to retain individuals in contact with substance misuse services (T/501/0589)

Level 4

Credit Value 6

About this unit

This unit covers the development, implementation and monitoring of processes to keep individuals in contact with substance misuse services and prevent them from dropping out of treatment.

It covers the use of data and evidence to identify your reasons for retention and drop out and to put in place processes to improve retention. It also includes briefing colleagues, supporting them applying these processes in particular cases, and taking action where the individual is likely to drop out.

Origins of this unit

This unit directly relates to the Skills for Health/DANOS national occupational standard: AG4 Retain individuals in contact with substance misuse services

Unit 026

Analyse agency processes to retain individuals in contact with substance misuse services (T/501/0589)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Develop processes to retain individuals in contact with substance misuse services	<p>1.1 Explain the range of processes used to retain individuals in contact with substance misuse services.</p> <p>1.2 Identify colleagues' competences and how they can help in the development of processes.</p> <p>1.3 Gather information from individuals and colleagues about why individuals stay with the service or why they drop out.</p> <p>1.4 Identify reasons why individuals may not wish to provide information and how to address these.</p> <p>1.5 Work with colleagues to develop processes and retain individuals in contact with services in line with organisational policies.</p> <p>1.6 Explain your organisations policies in relation to 'hard to retain' individuals.</p>
2 Implement processes to retain individuals in contact with substance misuse services	<p>2.1 Describe how evidence from effective practice in retaining individuals in contact with substance misuse services can be accessed.</p> <p>2.2 Demonstrate the use of research based evidence in retaining individuals in contact with substance misuse services in their practice.</p> <p>2.3 Brief colleagues on processes to retain individuals in contact with substance misuse services.</p> <p>2.4 Provide advice and guidance on how to apply processes to retain individuals in contact with substance misuse services.</p>

3 Monitor processes to retain individuals in contact with substance misuse services

3.1 Monitor retention and drop out rates in their own area of responsibility to identify patterns of drop out.

3.2 Use data and information to identify the likely causes of the problems.

3.3 Identify the factors that may cause individuals to stay in contact, or drop out of contact, with services e.g. organisational, social, psychological, criminal justice.

3.4 Make recommendations to address organisational or resource issues which may be contributing to drop out.

4 Establish action to be taken in circumstances where services appear not to be meeting an individual's needs

4.1 Identify when services are not meeting an individual's needs.

4.2 Describe the range of services that other agencies can provide for different groups of individuals.

4.3 Explain the protocols for referring individuals to other agencies.

Unit 026 Analyse agency processes to retain individuals in contact with substance misuse services (T/501/0589)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg explanatory leaflets regarding service provision.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg outline the range of processes used to retain individuals in contact with substance misuse services.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg describe how evidence from effective practice in retaining individuals in contact with substance misuse services can be accessed.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg how you have identified the factors that may cause individuals to stay in contact, or drop out of contact, with services.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate briefing colleagues
- b presentation material and/or report regarding agency procedures and
- c the candidate's explanation of their work with agency colleagues recorded either through professional discussion or a reflective account.

Unit 027

Implement policies to manage risk to individuals who misuse substances and third parties within services (K/501/0668)

Level 4

Credit Value 5

About this unit

This unit is about implementing organisational or local/regional policies to help minimise risk or harm to individuals or third parties. It involves translating risk management policies into practical guidelines and providing colleagues with advice and support. You may have to take effective action to deal with risks or incidents and consult with colleagues. You need to work with other agencies in managing risks effectively and make recommendations for improvements in policies and practices if required.

Origins of this unit

This unit is related to the DANOS national occupational standard:
AG5 Implement policies to manage risk to individuals and third parties

Unit 027

Implement policies to manage risk to individuals who misuse substances and third parties within services (K/501/0668)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand relevant legislation, policy and guidelines on managing risks to individuals and third parties	<p>1.1 Identify policies and guidelines on managing risk to individuals and third parties.</p> <p>1.2 Identify the legislation relating to child protection and how this affects your own responsibilities.</p> <p>1.3 Identify the local structures and bodies with responsibility for developing local, over-arching, multi-agency policies and protocols for managing risks to children.</p> <p>1.4 Demonstrate how to translate policies into practice.</p>
2 Understand how to carry out risk assessments and develop risk management plans with substance misusers	<p>2.1 Analyse the harms that may be caused by substance misuse.</p> <p>2.2 Explain how dependency should be taken into account in assessing risk.</p> <p>2.3 Identify the range of risks to substance misusers and third parties.</p> <p>2.4 Describe the difference between serious untoward incidents and other incidents or accidents.</p> <p>2.5 Explain ways in which an individual's co-existing conditions may affect risk.</p> <p>2.6 Explain how social, gender, ethnic and cultural issues may affect risk.</p>
3 Support colleagues in the process of assessing and managing risk	<p>3.1 Demonstrate how to raise colleagues' awareness of risk issues by using approaches such as reflective questioning.</p> <p>3.2 Provide practical guidance and development opportunities to help colleagues assess and manage risk in line with policies and guidelines.</p>

	3.3 Explain how professional anxiety about risk can be managed as part of an overall risk plan.
	3.4 Support colleagues to assess and evaluate risks to individual or third parties in line with policies and guidelines.
	3.5 Identify development opportunities available to help colleagues assess and manage risk.
4 Take action, in consultation with colleagues, in circumstances where situations are beyond your own or others level of competence	4.1 Describe your own and other colleagues level of competence.
	4.2 Explain how colleagues can help in dealing with risks, incidents and situations beyond your own level of competence.
	4.3 Discuss with colleagues the options for managing risks and the possible consequences of decisions on risk.
	4.5 Demonstrate how risk management options can be applied in different situations.
5 Work with other agencies to help them understand the possible risks to individuals and/or third parties, assess and communicate these risks effectively, within agreed protocols	5.1 Identify the role of other agencies involved in managing the risks to individuals and third parties.
	5.2 Explain the protocols for sharing information on risks with other agencies.
	5.3 Describe organisational and inter-agency record keeping protocols.
	5.4 Demonstrate how to work with other agencies to help them understand the possible risks to individuals and third parties, assess and communicate these risks effectively.
6 Review incidents and policies	6.1 Demonstrate how to conduct formal, periodic reviews of individual cases.
	6.2 Review incidents with colleagues to enable learning to take place and prevent similar situations and issues arising in the future.
	6.3 Demonstrate how to facilitate learning from incidents or potential incidents which have been prevented.
	6.4 Recommend improvements to risk management policies, guidelines and practices where required.

Unit 027 **Implement policies to manage risk to individuals who misuse substances and third parties within services (K/501/0668)**

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg guidance procedures to staff on the management of risk.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg risk assessments and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg how do social, gender, ethnic and cultural issues affect risk.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg the local structures and bodies with responsibility for developing local, over-arching, multi-agency policies and protocols for managing risks to children.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg describe how professional anxiety about risk can be managed as part of an overall risk plan.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with individuals and staff in undertaking a risk assessment
- b risk assessments
- c guidance procedures produced by the candidate, and
- d the candidate's explanation of their work with an individual and other staff recorded either through professional discussion or a reflective account.

Unit 028

Contribute to the development of organisational policy and practice (A/501/0688)

Level 4

Credit Value 6

About this unit

This unit is about the contribution made to identifying potential for organisational development and presenting ideas about this, and your need to understand legal, organisational and policy matters as well as the theories and practice relating to this kind of organisational development.

Origins of this unit

This unit is directly related to the Skills for Health/DANOS national occupational standard: BA3 Contribute to the development of organisational policy and practice
This also appears in the Health and Social Care Standards as HSC439.

Unit 028

Contribute to the development of organisational policy and practice (A/501/0688)

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand the impact of relevant legislation policy and procedures	<p>1.1 Identify the effect of statutory requirements and changes in statutory requirements, upon your organisation and other key organisations in relation to planning development.</p> <p>1.2 Explain your organisation's relevant policies, practice guidelines, procedures, role boundaries and resources.</p>
2 Understand theories and practice related organisational policy and practice	<p>2.1 Demonstrate basic self-monitoring and evaluation methods.</p> <p>2.2 Identify a range of methods and means for presenting information and ideas.</p> <p>2.3 Identify a range of strategies for negotiation.</p> <p>2.4 Explain how to research</p> <ul style="list-style-type: none">a plans for developmentb further sources of information, assistance, advice, support and resources.
3 Contribute to identifying potential for organisational development	<p>3.1 Describe your organisation's structure and functions.</p> <p>3.2 Identify other organisation's services and functions and how they relate to your organisation.</p> <p>3.3 Demonstrate an awareness of the organisational development required within the existing context.</p> <p>3.4 Identify and pursue opportunities for progressing organisational development in a creative manner.</p> <p>3.5 Establish, maintain and develop channels of communication and effective working relationships with relevant parties.</p>

- 3.6 Consult all relevant parties in order to establish a way forward and seek advice where this is not possible.
- 3.7 Identify and address relevant constraints to progress.
- 3.8 Make clear and constructive contributions to establishing aims and objectives for development.
- 3.9 Make contributions which are consistent with the available information.
- 3.10 Record all information accurately, and store it according to organisational policy and practice, including requirements for confidentiality.

4 Present information and ideas to contribute to organisational development

- 4.1 Establish, maintain and develop channels of communication and effective working relationships with relevant parties.
- 4.2 Provide information that is clear, accurate, relevant to the case, and make it accessible to appropriate parties, taking account of the requirements of confidentiality.
- 4.3 Identify the positive aspects, strengths and advantages of changes and/or development proposed.
- 4.4 Monitor and review their contribution to achieving objectives, and make plans for further work on the basis of all current information and the availability of resources.
- 4.5 Identify, acknowledge and address constructively, conflicting interests, constraints and obstacles to progress.

Unit 028 **Contribute to the development of organisational policy and practice (A/501/0688)**

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg papers recommending organisational developments, minutes of meetings.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg outline a range of strategies for negotiation.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg describe your organisation's relevant policies, practice guidelines, procedures, role boundaries and resources.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg how you have consulted all relevant parties in order to establish the way forward and seek advice where this is not possible.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate presenting information and ideas to contribute to organisational development
- b papers recommending organisational developments, and
- c the candidate's explanation of their work with colleagues recorded either through professional discussion or a reflective account.

Unit 029

Assess children and young people involved in the use of substances (T/501/0592)

Level 4

Credit Value 6

About this unit

This unit is intended for drug and alcohol workers who work directly with children and young people to assess their use of substances as a first stage in deciding courses of action. The unit requires an outline of the requirements of a comprehensive assessment, an understanding of the effects and consequences of substance misuse and the implications of the context of working with children and young people.

Origins of this unit

This unit is directly related to Youth Justice National Occupational Standard:

B801 Assess children and young people's use of substances and the effect of these on their lives

Learning outcome - The candidate will	Assessment criteria - The candidate can
<p>1 Prepare assessment interviews with children and young people</p>	<p>1.1 Identify and record information to be considered prior to interviewing a child or young person.</p> <p>1.2 Create a suitable environment for assessment.</p> <p>1.3 Identify the information required from the child or young person in relation to their personal history and use of substances.</p>
<p>2 Conduct an interview with a child or young person in relation to their substance misuse</p>	<p>2.1 Explain the role of a drugs worker in assessment, and the roles, responsibilities and consents that might be involved in engaging others in the process.</p> <p>2.2 Apply protocols on recording, sharing and access to information gathered in the assessment process.</p> <p>2.3 Communicate with children and young people in a way that is consistent with their development and context.</p> <p>2.4 Confirm the accuracy of information gathered through the assessment.</p>
<p>3 Analyse the effect of substance use for individual children and young people</p>	<p>3.1 Identify the range of different substances available and recognise what effects they may have on the body.</p> <p>3.2 Evaluate with children and young people how substance use has affected their behaviour, relationships, and health and well-being and the risks and dangers posed by their substance use.</p> <p>3.3 Explain the relationship between physical, social, and psychological development and the assessment of substance misuse.</p> <p>3.4 Analyse the implications of the social history of the child or young person, including experiences of abuse or care.</p>

- 4 Determine courses of action with children and young people regarding their use of substances
 - 4.1 Evaluate the relationship between motivation of the child or young person and the appropriate model of referral: coercive or proactive.
 - 4.2 Analyse the risks and benefits inherent in potential courses of action, including implications of any sentences or court orders.
 - 4.3 Identify the referral criteria for other agencies and obtain the necessary information for a referral.

Unit 029 **Assess children and young people involved in the use of substances (T/501/0592)**

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg explanatory leaflets regarding service provision.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg care plans, case records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg outline the information required from the child or young person in relation to their personal history and use of substances.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg outline the referral criteria for other agencies.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg evaluate the relationship between the motivation of the child or young person and the appropriate model of referral.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with a child or young person
- b confidential care plans and case records, and
- c the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Unit 030

Assist children and young people to be supported by substance use services (T/501/0690)

Level 4

Credit Value 7

About this unit

The unit is designed to be applicable to drug and alcohol workers in the youth justice sector who work directly with children and young people with the purpose of linking them with substance use services. This unit is about enabling children and young people to access and benefit from substance use services - both drug use and alcohol use. This involves the worker supporting the child/young person to access and make best use of services and evaluating whether the services work effectively with the child/young person.

Origins of this unit

This unit directly relates to Youth Justice National Occupational Standard:
B802 Enable children and young people to be supported by substance use services

Unit 030

Assist children and young people to be supported by substance use services (T/501/0690)

Learning outcome - The candidate will

1 Facilitate children and young people to access substance use services

2 Assist children and young people to benefit from relevant substance use services effectively

Assessment criteria - The candidate can

1.1 Identify the information about the child/young person's use of substances that would need to be shared with different services.

1.2 Describe to the child/young person the range of services that the worker, their agency or other agencies are able to offer to meet their needs, including those set up to try and break the link between substance use and crime.

1.3 Evaluate the advantages and disadvantages of options provided by different substance use services and show how this assessment has informed the plan of action.

1.4 Identify and implement protocols relating to information sharing, confidentiality and joint working between respective services.

2.1 Draw up a realistic and achievable plan for children and young people to access and use substance use services.

2.2 Review obstacles to access and use of substance use services and identify how these can be overcome.

2.3 Identify the extent to which dependence on substances affects successful compliance with treatment options.

2.4 Identify what motivates children and young people in seeking the support of substance use services.

2.5 Identify models of promoting young people to engage in treatment services.

3 Evaluate the effectiveness of substance use agency's service to children and young people

3.1 Analyse how the agency's provision of services is tailored towards the needs of children and young people.

3.2 Evaluate the progress of the child or young person against the agency's contribution to the work plan.

3.3 Record and evaluate data on the child or young person's contact with, use of and progress with substance use services.

3.4 Compare the implications of a child and young person accessing treatment voluntarily or through referral for treatment through the criminal justice system: police, prisons, probation and youth justice services.

Unit 030 **Assist children and young people to be supported by substance use services (T/501/0690)**

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg written information for children and young people regarding services in the local community.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg explain the protocols relating to information sharing, confidentiality and joint working between respective services.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg outline the models of promoting young people to engage in treatment services.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg analyse how the agencies provision of services is tailored towards the needs of children and young people.
- **Witness Testimony**
Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with children and young people
- b case records and care plans, and
- c the candidate's explanation of their work with children and young people recorded either through professional discussion or a reflective account.

Unit 031

Facilitate others to develop their knowledge, skills, confidence and resources about the provision of services to children and young people who use substances (A/501/0593)

Level 4

Credit Value 4

About this unit

This unit is about enabling others in the same team or from other agencies and services to develop their knowledge and skills in relation to substance use and its effects on children and young people.

Origins of this unit

This unit directly relates to Youth Justice National Occupational Standard:

B803 Enable others to develop their knowledge and skills about substance use and its effects in the interests of children and young people

Unit 031

Facilitate others to develop their knowledge, skills, confidence and resources about the provision of services to children and young people who use substances (A/501/0593)

Learning outcome - The candidate will

- 1 Provide information to other colleagues to develop their knowledge about substance use

Assessment criteria - The candidate can

- 1.1 Establish what colleagues need to know about the different types of substances used by children and young people.
- 1.2 Describe to colleagues:
 - a the methods of using substances
 - b the effects that substances have on individuals' lives
 - c the street names of substances and how these names change over time and in different locations
 - d the factors that affect children and young people's use of substances.
- 1.3 Explain the nature of the needs that children and young people have in relation to their substance use and the reasons they may have for using substances.
- 1.4. Describe to colleagues the range and nature of substance use services and how they can meet the needs and issues of children and young people.

2. Facilitate other colleagues to develop their skills, confidence and resources about substance use services for children and young people
 - 2.1 Communicate in a manner which enables people to develop their knowledge, skills and confidence in addressing the substance use of children and young people taking into account colleagues' context and culture.
 - 2.2 Describe how substance use services and workers operate and evaluate the strengths and weaknesses of identified substance use services in working with children and young people.
 - 2.3 Describe the processes for collaborative work addressing the substance use of individual children and young people, including definition of roles and responsibilities.
 - 2.4 Explain methods of maintaining boundaries between supervision of children and young people's offending behaviour and addressing their substance use.
 - 2.5 Analyse the tensions which workers can experience between their work with substance use and their position in the youth justice system.
 - 2.6 Identify the rights of individuals to make their own decisions about their use of substances in the context of legislative and statutory frameworks.

Unit 031 Facilitate others to develop their knowledge, skills, confidence and resources about the provision of services to children and young people who use substances (A/501/0593)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg training material.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg analyse the tensions which workers can experience between their work with substance use and their position in the youth justice system.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg establish what colleagues need to know about the different types of substances used by children and young people.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with colleagues
- b training material produced for colleagues , and
- c the candidate's explanation of their work with colleagues recorded either through professional discussion or a reflective account.

Unit 032

Enable children and young people to address their substance use (A/501/0691)

Level 4

Credit Value 6

About this unit

This unit is about enabling children and young people to address their substance use. The term 'address' has been used to mean identifying with children and young people the issues which their use of substances (drugs and/or alcohol) has for them and determining the best course of action given what they want and think they are capable of achieving. The worker enables children and young people to identify the options that are available to them, put their choices into action, and then supports them in sustaining their course of action.

Origins of this unit

This unit directly relates to Youth Justice National Occupational Standard:
B804 Enable children and young people to address their substance use

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand the context of substance use for children and young people	1.1 Identify how the physical, social, psychological and emotional development of children can be affected by substance use. 1.2 Identify potential issues and hazards that affect children and young people in society and explore how these may be related to substance use. 1.3 Identify the different substances which are available to children and young people and recognise the effects they have on the body. 1.4 Recognise the street names for substances, and identify changes in use over time and location. 1.5 Describe the different methods of substance use and analyse the risks associated with the different methods.
2 Evaluate the impact of substance use on children and young people	2.1 Identify and record the information needed from children and young people about their substance use and aspects of their lives related to their substance use. 2.2 Evaluate the inter-relationship between the personal history of individuals and the effect of substances on them. 2.3 Identify the potential effects of substances on children and young people and others significant to them, including risks to their health and welfare and to their relationships. 2.4 Analyse the reasons why children and young people use the substances that they use and how they make choices. 2.5 Facilitate children and young people to identify their priorities for change and their potential for change.

- 3 Support children and young people as they address their substance use
 - 3.1 Communicate with children and young people in a way which is consistent with their development and context.
 - 3.2 Analyse different models of accessing treatment and evaluate how these can meet the needs of different children and young people.
 - 3.3 Evaluate the options for treatment that are available and the implications of each of the options, including the difficulties that might arise in putting those choices into action.
 - 3.4 Demonstrate strategies to enable children and young people to:
 - a be empowered to take responsibility for addressing their use of substances
 - b to make and review plans
 - c to evaluate the effectiveness of the services they receive.
 - 3.5 Identify and encourage the use of support available to children and young people from family, friends, and agencies.
 - 3.6 Identify and record changes in the progress of children and young people as they address their substance use.

Unit 032 Enable children and young people to address their substance use (A/501/0691)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you eg written information for children and young people regarding services in the local community.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg explain the different substances which are available to children and young people and outline the effects they have on the body.

- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg identify the potential issues and hazards that affect children and young people in society and explore how these may relate to substance use.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg explain how the physical, social, psychological and emotional development of children can be affected by substance use.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with children and young people
- b case records and care plans, and
- c the candidate's explanation of their work with children and young people recorded either through professional discussion or a reflective account.

Unit 033

Enable individuals who misuse substances to change their offending behaviour (J/501/0693)

Level 4

Credit Value 8

About this unit

This unit focuses on working with individuals to enable them to change their offending behaviour. It includes planning how to undertake the work, and identifying the overall aims and effectiveness of potential interventions. A variety of methods and approaches may be used. The worker has to record what has been achieved, evaluate the interventions and work out how the process can be improved.

Origins of this unit

This unit directly relates to Community Justice National Occupational Standard: D302 Enable individuals to change their offending behaviour

Learning outcome - The candidate will	Assessment criteria - The candidate can
1 Understand the context of work to change offending behaviour	1.1 Identify the potential impact of crime on victims and their needs. 1.2 Investigate the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns. 1.3 Identify the role and responsibilities of a worker engaged in working with individuals to change their offending behaviour, in the context of statutory requirements and agency practice. 1.4 List the specific legislation (national and European) and organisational policy which relates to the work they undertake and analyse how they have taken this into account in their work. 1.5 Apply principles of equality, diversity and anti-discriminatory practice to work with offending behaviour.
2 Plan interventions to enable individuals to change their offending behaviour	2.1 Develop and refine hypotheses about individuals' offending behaviour, consistent with personal circumstances and context of the behaviour, against current theory and research. 2.2 Identify what intervention aims to achieve and how it relates to any other work being undertaken with the individual. 2.3 Evaluate evidence of effective practice in tackling known factors which influence offending behaviour. 2.4 Analyse approaches which could be used in working with the individual to address offending behaviour.

	2.5 Analyse the information about individuals under supervision that would need to be shared with others as the intervention is planned, evaluated and reviewed against the related protocols on confidentiality and data protection.
3 Enable individuals to develop strategies for changing their offending behaviour	<p>3.1 Communicate with individuals in a way which encourages them to recognise the consequences of their offending behaviour and the advantages of changing.</p> <p>3.2 Challenge attitudes and behaviour which are aggressive, abusive or discriminatory.</p> <p>3.3 Enable individuals to set viable short and long term goals for changing their offending behaviour and managing the risks associated with it.</p> <p>3.4 Evaluate risk of harm and risk of re-offending, and follow protocols for communicating changes in risk assessments.</p> <p>3.5 Analyse the obstacles to change which may exist for individuals and methods of overcoming them.</p>
4 Facilitate individuals to sustain changes in their offending behaviour	<p>4.1 Support individuals to seek support in sustaining changes in behaviour.</p> <p>4.2 Identify strategies for supporting individuals to take responsibility for the choices which they have made for their chosen course of action.</p> <p>4.3 Evaluate the effectiveness of strategies for sustaining the individual's behaviour change.</p>
5 Evaluate and review interventions to enable individuals to change their offending behaviour	<p>5.1 Analyse any changes in the individual's personal circumstances or context which may have influenced their behaviour or motivation and reflect how interventions could be improved.</p> <p>5.2 Evaluate and review interventions to identify if the outcomes of work with individuals are consistent with research and evidence of effective practice and modify approaches.</p> <p>5.3 Reflect on personal learning and development using the evaluation, review and feedback from colleagues and others.</p>

Unit 033 Enable individuals who misuse substances to change their offending behaviour (J/501/0693)

Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg case records and sentence plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded eg describe the potential impact of crime on victims and their needs.
- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which

support practice, policies, procedures and legislation, and that you can critically evaluate their application eg outline the legislation and organisational policy which relates to the work you have undertaken and analyse how you have taken this into account.

- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg how you have analysed the approaches which could be used in working with the individual to address their offending behaviour.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate working with an individual
- b case records and sentence plans, and
- c the candidate's explanation of their work with individuals recorded either through professional discussion or a reflective account.

9 About the standards

Availability of QCF units

City & Guilds will make the Working with Substance Misuse QCF units available to all centres participating in the test and trials pilot.

The *Candidate Logbooks* can be downloaded from the City & Guilds website.

10 Key Skills Mapping

The QCF units relate directly to the NVQ units which have been mapped to key skills. During the tests and trials, candidates may have the opportunity to produce evidence they can use towards achievement of key skills.

Centres should refer to the NVQ key skills mapping tables in the relevant NVQ *Standards and Assessment Requirements (SARs)* documents for mapping details. The SARs are available from the City & Guilds website.

However, please note that, to gain key skills certification, the key skills would need to be taken as additional qualifications.

Appendix A Full list of units

The units in these qualifications are:

City & Guilds unit number	Related NOS ref	Unit Title	Level	QCF unit number	Credit value
001	AA1 AF1	Recognise indications of substance misuse and refer individuals to specialists Carry out screening and referral assessment	3	T/501/0625	4
002	AA3	Enable individuals who misuse substances to identify and use health and social care services and facilities	3	Y/501/0584	4
003	AB2	Support individuals who are substance users	3	A/501/0626	7
004	AB5	Identify and act upon immediate risk of danger to substance misusers	3	D/501/0585	4
005	AB7	Provide services to those affected by someone else's substance use	3	F/501/0627	4
006	AD1	Increase awareness about drugs, alcohol or other substances with individuals and groups	3	H/501/0586	7
007	AE1	Test for substance use	3	K/501/0640	5
008	AF2	Carry out initial assessments to identify and prioritise the needs of substance misusers	3	A/501/0643	5
009	AF3	Carry out comprehensive substance misuse assessment	3	K/501/0587	5
010	AG2	Contribute to care planning and review for individuals who misuse substances	3	M/501/0588	3
011	AG3	Assist with the transfer of individuals, who misuse substances, between agencies and services	3	J/501/0662	1
012	AH2	Administer medication to individuals, and monitor the effects	3	Y/501/0598	5
013	AH3	Supply and exchange injecting equipment for individuals	3	D/501/0599	3
014	AH7	Support individuals through detoxification programmes	3	K/501/0590	3
015	AH9	Supervise methadone consumption	3	T/501/0687	3
016	AH10	Employ techniques to help individuals adopt sensible drinking behaviour	3	J/501/0600	5
017	A410	Model pro-social behaviour and relationships with children and young people who use substances	3	J/501/0595	5

City & Guilds unit number	Related NOS ref	Unit Title	Level	QCF unit number	Credit value
018	D201 EB1	Supervising and enforcing the sentences of low to medium risk offenders who misuse substances, in the community	3	F/501/0692	5
019	D301	Address the offending behaviour of substance misusers	3	L/501/0596	6
020	E203	Contribute to the prevention and management of abusive and aggressive behaviour of individuals who misuse substances	3	M/501/0591	4
021	F403	Develop and sustain effective working relationships with staff within substance misuse services and other agencies	3	F/501/0689	4
022	F406	Provide and obtain information at courts and formal hearings	3	R/501/0597	3
023	AC4	Support and challenge workers on specific aspects of their practice	4	T/501/0639	5
024	AD4	Develop and disseminate information and advice materials regarding the management of substance misuse	4	L/501/0694	5
025	AG1	Develop, implement and review care plans for individuals who misuse substances	4	J/501/0645	6
026	AG4	Analyse agency processes to retain individuals in contact with substance misuse services	4	T/501/0589	6
027	AG5	Implement policies to manage risk to individuals who misuse substances and third parties within services	4	K/501/0668	5
028	BA3	Contribute to the development of organisational policy and practice	4	A/501/0688	6
029	B801	Assess children and young people involved in the use of substances	4	T/501/0592	6
030	B802	Assist children and young people to be supported by substance use services	4	T/501/0690	7
031	B803	Facilitate others to develop their knowledge, skills, confidence and resources about the provision of services to children and young people who use substances	4	A/501/0593	4
032	B804	Enable children and young people to address their substance use	4	A/501/0691	6
033	D302	Enable individuals who misuse substances to change their offending behaviour	4	J/501/0693	8

Appendix B Additional requirements for Assessors for the Youth Justice Units

For the Units:

- 021 Assess children and young people involved in the use of substances.
- 022 Assist children and young people to be supported by substance use services.
- 023 Facilitate others to develop their knowledge, skills, confidence and resources about the provision of services to children and young people who use substances.
- 024 Enable children and young people to address their substance misuse.

All assessors must be competent in work with children and young people who have offended or who are at risk of offending.

Assessors for work with children and young people in the community will require experience of practice in the community.

If, due to exceptional circumstances, these conditions cannot be met, the assessment centre must bring this to the attention of the Awarding Body and negotiate alternative, **temporary** (i.e. a maximum of twelve months) arrangements that satisfy the external verifier that the quality of assessment will be upheld. Such arrangements may include the possibility of a qualified assessor working in close liaison with someone who does meet the criteria for occupational competence. Information on these exceptional arrangements should be made available to the SSC if requested.

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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